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Health Education Classroom Questionnaire

**School Health Policies and Practices Study 2014
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Health Education Classroom Questionnaire

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Special Instructions

NOTE: THROUGHOUT THIS QUESTIONNAIRE, TEXT THAT APPEARS IN ALL CAPITAL LETTERS WILL NOT BE READ ALOUD TO RESPONDENTS.

THIS QUESTIONNAIRE WILL BE ADMINISTERED USING COMPUTER ASSISTED PERSONAL INTERVIEW TECHNOLOGY. THE INTERVIEWER WILL READ THE QUESTIONS ALOUD AND TYPE RESPONSES TO THE QUESTIONS INTO THE LAPTOP COMPUTER. THE INTERVIEW PROGRAM WILL 1) DISPLAY THE CORRECT TENSE OF VERBS, 2) PROVIDE ALTERNATE ANSWERS TO QUESTIONS (E.G., NOT APPLICABLE), 3) NAVIGATE COMPLEX SKIP PATTERNS, AND 4) PERFORM OTHER USEFUL FUNCTIONS. COMMENTS APPEARING IN THE MARGIN REPRESENT ASSISTANCE AVAILABLE TO THE RESPONDENT IF ADDITIONAL CLARIFICATION IS REQUIRED ON THE QUESTION OR THE SPECIFIC TERMINOLOGY USED. WHEN ASKED, THE INTERVIEWER WILL READ THESE STATEMENTS ALOUD TO THE RESPONDENT. THE PROGRAMMING SPECIFICATIONS FOR THE INTERVIEW ARE NOT INCLUDED IN THIS PRINTED VERSION OF THE QUESTIONNAIRE.

NOTE: PRIOR TO THE INTERVIEW, HEALTH EDUCATION COURSES, TEACHERS, AND SECTIONS WERE RANDOMLY SELECTED AT EACH SCHOOL. IN ELEMENTARY SCHOOLS, THE SCHOOL CONTACT PROVIDED A LIST OF ALL GRADES IN WHICH REQUIRED HEALTH EDUCATION IS TAUGHT. TWO GRADES WERE RANDOMLY SELECTED FROM THIS LIST (UNLESS THERE WERE ONLY TWO OR FEWER GRADES, IN WHICH CASE ALL WERE SELECTED). FOR EACH SELECTED GRADE, ONE TEACHER WAS RANDOMLY SELECTED TO BE INTERVIEWED. WHEN NECESSARY, A SECTION (E.G., MORNING KINDERGARTEN CLASS) WAS RANDOMLY SELECTED FOR THE TEACHER TO FOCUS ON THROUGHOUT THE INTERVIEW. IN MIDDLE AND HIGH SCHOOLS, THE SCHOOL CONTACT PROVIDED A LIST OF ALL REQUIRED HEALTH EDUCATION COURSES FOR THE 2013–14 SCHOOL YEAR WITH A CORRESPONDING LIST OF TEACHERS FOR EACH COURSE. IF THE NUMBER OF REQUIRED HEALTH EDUCATION COURSES WAS TWO OR FEWER, ALL THE COURSES WERE SELECTED. IF THE NUMBER OF REQUIRED HEALTH EDUCATION COURSES EXCEEDED TWO, TWO COURSES WERE RANDOMLY SELECTED. FOR EACH SELECTED COURSE, ONE TEACHER WAS RANDOMLY SELECTED TO BE INTERVIEWED AND ONE SECTION OF THAT TEACHER'S COURSE (E.G., 2ND PERIOD HEALTH 101) WAS RANDOMLY SELECTED FOR HIM/HER TO FOCUS ON THROUGHOUT THE INTERVIEW.

General Course Characteristics and Content

The first questions I am going to ask you are about the general characteristics and content of a required health education course or class that you teach. Throughout this interview, please think about what took place when you taught _____ section of this course.

ANSWER Q1 FOR MIDDLE AND HIGH SCHOOL ONLY. OTHERWISE, SKIP TO Q2.

SHOW CARD 1

Please use this card for your reference during my next question.

1. Which one of the statements listed on this card **best describes the class**? Was this class...

Devoted to health topics, such as alcohol
or other drug use prevention?1

A **combined** health education
and physical education class?2

Mainly about some subject other than
health education, such as science,
social studies, or English?3

2. At the end of the class, how many students were enrolled in the class?

_____ Students

Comment [Help1]: By "best describes the class," I mean regardless of schedule or time slot.

Comment [Help2]: A combined class is one in which one grade is given for the combined course.

General Course Characteristics and Content

SHOW CARD 2

As I read the list of topics on this card, please tell me if you taught about each one in the class. By “teach,” I mean some advanced planning on your part was involved; the subject was not just brought up in class.

3. Did you teach about...

	Yes	No
a. Alcohol or other drug use prevention?.....	1	2
b. Tobacco use prevention?.....	1	2
c. Nutrition and dietary behavior?	1	2
d. Physical activity and fitness, that is, classroom instruction, not a physical education class?	1	2
e. Pregnancy prevention?.....	1	2
f. HIV or human immunodeficiency virus prevention?	1	2
g. Other STD or sexually transmitted disease prevention?.....	1	2
h. Human sexuality?	1	2
i. Emotional and mental health?.....	1	2
j. Suicide prevention?.....	1	2
k. Violence prevention, for example bullying, fighting, or dating violence prevention?	1	2
l. Injury prevention and safety?.....	1	2
m. Asthma?	1	2
n. Infectious disease prevention, for example influenza (flu) prevention?.....	1	2
o. Foodborne illness prevention?	1	2

Comment [Help3]: For example, puberty and dating relationships.

4. When planning to teach or teaching the class, did you use...

	Yes	No
a. Internet resources?	1	2
b. Any state-, district-, or school-developed curricula for health education?.....	1	2
c. Any commercially developed curricula?	1	2
d. A commercially developed student textbook?	1	2
e. A commercially developed teacher's guide?.....	1	2
f. Health education student performance assessment materials?	1	2
g. Any materials from health organizations, such as the American Heart Association or the American Cancer Society?.....	1	2

Comment [Help4]: By “use,” I mean any use including planning, teaching, or giving materials to students.”

Comment [Help5]: By “curricula,” I mean a detailed set of lesson plans, learning activities, instructional strategies, and materials to facilitate student learning and teaching of content.

Comment [Help6]: By “commercially-developed curriculum,” I mean a curriculum that was not developed by the state, district, or school.

Alcohol or Other Drug Use Prevention

IF ALCOHOL OR OTHER DRUG USE PREVENTION WAS TAUGHT IN THIS CLASS (Q3A IS "YES"), ANSWER Q5–Q8. OTHERWISE, SKIP TO THE INSTRUCTIONS BEFORE Q9.

Now I'm going to ask you about instruction on alcohol or other drug use prevention in this class.

SHOW CARD 3

As I read the topics listed on this card, please tell me if you taught about each one in the class.

5. When you taught about alcohol or other drug use prevention, did you teach about...

	Yes	No
a. Short-term health consequences of alcohol use and addiction?	1	2
b. Long-term health consequences of alcohol use and addiction?	1	2
c. Benefits of not using alcohol?	1	2
d. Drink equivalents and blood alcohol content?	1	2
e. Legal consequences of underage drinking?	1	2
f. Short-term health consequences of illegal drug use and addiction?	1	2
g. Long-term health consequences of illegal drug use and addiction?	1	2
h. Benefits of not using illegal drugs?	1	2
i. Distinguishing between medicinal and non-medicinal drug use?	1	2
j. Consequences of using prescription drugs without a doctor's prescription?	1	2
k. Consequences of using inhalants, such as paints or sprays, to get high?	1	2
l. Effects of alcohol or other drug use on decision-making?	1	2

Comment [Help7]: By "teach," I mean some advanced planning on your part was involved; the subject was not just brought up in class.

Comment [Help8]: For example, driving under the influence or hangovers.

Comment [Help9]: For example, taking unusual risks when drinking.

Alcohol or Other Drug Use Prevention

SHOW CARD 4

As I read the areas of instruction listed on this card, please tell me if you taught about each one.

6. Did you **teach** about...
- | | Yes | No |
|---|-----|----|
| a. How many young people use alcohol or other drugs?..... | 1 | 2 |
| b. The influence of families on alcohol or other drug use? | 1 | 2 |
| c. The influence of the media on alcohol or other drug use?..... | 1 | 2 |
| d. Social or cultural influences on alcohol or other drug use?..... | 1 | 2 |
| e. The influence of peers on alcohol or other drug use?..... | 1 | 2 |
| f. How to find valid information or services related to alcohol or other drug use prevention or cessation?..... | 1 | 2 |
| g. Resisting peer pressure to use alcohol or other drugs?..... | 1 | 2 |
| h. Making a personal commitment not to use alcohol or other drugs? | 1 | 2 |
| i. How students can influence, support, or advocate for others in efforts to prevent alcohol or other drug use? | 1 | 2 |
| j. How students can influence or support others in efforts to quit using alcohol or other drugs?..... | 1 | 2 |
7. Did you provide students with the opportunity to practice communication, decision-making, goal-setting, or refusal skills related to alcohol or other drug use prevention, for example through role playing?
- Yes1
- No.....2

Comment [Help10]: By "teach," I mean some advanced planning on your part was involved; the subject was not just brought up in class.

Comment [Help11]: For example, advertisements and the Internet.

Alcohol or Other Drug Use Prevention

8. How many hours did you spend teaching about alcohol or other drug use prevention?

- Less than 1 hour0
- 1 Hour1
- 2 Hours.....2
- 3 Hours.....3
- 4 Hours.....4
- 5 Hours.....5
- 6 Hours.....6
- 7 Hours.....7
- 8 Hours.....8
- 9 Hours.....9
- 10 Hours.....10
- 11 or more hours.....11

Tobacco Use and Prevention

IF TOBACCO USE PREVENTION WAS TAUGHT IN THIS CLASS (Q3B IS “YES”), ANSWER Q9–Q12. OTHERWISE, SKIP TO THE INSTRUCTIONS BEFORE Q13.

The next questions ask about instruction on tobacco use prevention in this class.

SHOW CARD 5

As I read the topics listed on this card, please tell me if you taught about each one in the class.

9. When you taught about tobacco use prevention, did you **teach** about...
- | | Yes | No |
|---|-----|----|
| a. Short-term health consequences of cigarette smoking?..... | 1 | 2 |
| b. Long-term health consequences of cigarette smoking?..... | 1 | 2 |
| c. Benefits of not smoking cigarettes?..... | 1 | 2 |
| d. Short-term health consequences of cigar smoking?..... | 1 | 2 |
| e. Long-term health consequences of cigar smoking?..... | 1 | 2 |
| f. Benefits of not smoking cigars?..... | 1 | 2 |
| g. Short-term health consequences of using smokeless tobacco?..... | 1 | 2 |
| h. Long-term health consequences of using smokeless tobacco?..... | 1 | 2 |
| i. Benefits of not using smokeless tobacco?..... | 1 | 2 |
| j. Risks of using other tobacco and tobacco-like products, such as pipes, kreteks, or bidis?..... | 1 | 2 |
| k. Importance of quitting tobacco use?..... | 1 | 2 |
| l. Addictive effects of nicotine in tobacco products?..... | 1 | 2 |
| m. Health effects of environmental tobacco smoke (ETS) or second-hand smoke?..... | 1 | 2 |

Comment [Help12]: By "teach," I mean some advanced planning on your part was involved; the subject was not just brought up in class.

Comment [Help13]: For example, decreased stamina, stained teeth, or bad breath.

Comment [Help14]: For example, heart disease, cancer, emphysema, premature wrinkling, or premature death.

Comment [Help15]: For example, long- and short-term health benefits, social benefits, or financial benefits.

Tobacco Use and Prevention

SHOW CARD 6

As I read the areas of instruction listed on this card, please tell me if you taught about each one.

10. Did you **teach** about...

	Yes	No
a. How many young people use tobacco?.....	1	2
b. The influence of families on tobacco use?.....	1	2
c. The influence of the media on tobacco use?.....	1	2
d. Social or cultural influences on tobacco use?.....	1	2
e. The influence of peers on tobacco use?.....	1	2
f. How to find valid information or services related to tobacco use prevention or cessation?.....	1	2
g. Resisting peer pressure to use tobacco?.....	1	2
h. Making a personal commitment not to use tobacco?.....	1	2
i. Supporting school and community action to support a tobacco-free environment?.....	1	2
j. How students can influence, support, or advocate for others to prevent tobacco use?.....	1	2
k. How students can influence or support others in efforts to quit using tobacco?.....	1	2
l. How to avoid environmental tobacco smoke (ETS) or second-hand smoke?.....	1	2

Comment [Help16]: By "teach," I mean some advanced planning on your part was involved; the subject was not just brought up in class.

Comment [Help17]: For example, advertisements and the Internet.

11. Did you provide students with the opportunity to practice communication, decision-making, goal-setting, or refusal skills related to tobacco prevention, for example through role playing?

Yes	1
No.....	2

12. How many hours did you spend teaching about tobacco use prevention?

- Less than 1 hour0
- 1 Hour1
- 2 Hours.....2
- 3 Hours.....3
- 4 Hours.....4
- 5 Hours.....5
- 6 Hours.....6
- 7 Hours.....7
- 8 Hours.....8
- 9 Hours.....9
- 10 Hours.....10
- 11 or more hours.....11

Nutrition and Dietary Behavior

IF NUTRITION AND DIETARY BEHAVIOR WAS TAUGHT IN THIS CLASS (Q3C IS “YES”), ANSWER Q13–Q17. OTHERWISE, SKIP TO THE INSTRUCTIONS BEFORE Q18.

The next questions ask about instruction on nutrition and dietary behavior in this class.

SHOW CARD 7

As I read the topics listed on this card, please tell me if you taught about each one in the class.

13. When you taught about nutrition and dietary behavior, did you **teach** about...
- | | Yes | No |
|---|-----|----|
| a. The relationship between healthy eating and personal health and disease prevention? | 1 | 2 |
| b. Food guidance using MyPlate or MyPyramid? | 1 | 2 |
| c. Reading and using food labels? | 1 | 2 |
| d. Eating a variety of foods? | 1 | 2 |
| e. Balancing food intake and physical activity? | 1 | 2 |
| f. Eating more fruits, vegetables, and whole grain products? | 1 | 2 |
| g. Choosing foods that are low in fat, saturated fat, and cholesterol and do not contain trans fat? | 1 | 2 |
| h. Choosing foods and beverages with little added sugars? | 1 | 2 |
| i. Eating more calcium-rich foods? | 1 | 2 |
| j. Preparing healthy meals and snacks? | 1 | 2 |
| k. Risks of unhealthy weight control practices? | 1 | 2 |

Comment [Help18]: By "teach," I mean some advanced planning on your part was involved; the subject was not just brought up in class.

ANSWER L FOR MIDDLE SCHOOL AND HIGH SCHOOL ONLY.
OTHERWISE, SKIP TO M.

- | | | |
|---|---|---|
| l. Eating disorders? | 1 | 2 |
| m. Accepting body size differences? | 1 | 2 |
| n. Food safety? | 1 | 2 |
| o. The importance of water consumption? | 1 | 2 |
| p. The importance of eating breakfast? | 1 | 2 |
| q. Making healthy choices when eating at restaurants? | 1 | 2 |

ANSWER R AND S FOR MIDDLE AND HIGH SCHOOL ONLY.
OTHERWISE, SKIP TO Q14.

- | | | |
|--|---|---|
| r. The Dietary Guidelines for Americans? | 1 | 2 |
| s. Using salt and sodium in moderation? | 1 | 2 |

Comment [Help19]: For example, crash diets or purging.

Nutrition and Dietary Behavior

14. When you taught about nutrition and dietary behavior, did students have opportunities to taste new, healthful foods, such as fruits, vegetables, and whole grain foods, as part of a lesson?

Yes1
 No.....2

SHOW CARD 8

As I read the areas of instruction listed on this card, please tell me if you taught about each one.

15. Did you **teach** about...

	Yes	No
a. The influence of families on dietary behavior?	1	2
b. The influence of the media on dietary behavior?.....	1	2
c. Social or cultural influences on dietary behavior?.....	1	2
d. The influence of peers on dietary behavior?.....	1	2
e. How to find valid information or services related to nutrition and dietary behavior?	1	2
f. Resisting peer pressure related to unhealthy dietary behavior?.....	1	2
g. How students can influence, support, or advocate for others' healthy dietary behavior?	1	2

Comment [Help20]: By "teach," I mean some advanced planning on your part was involved; the subject was not just brought up in class.

Comment [Help21]: For example, advertisements and the Internet.

16. Did you provide students with the opportunity to practice communication, decision-making, goal-setting, or refusal skills related to nutrition and dietary behavior, for example through role playing?

Yes1
 No.....2

Nutrition and Dietary Behavior

17. How many hours did you spend teaching about nutrition and dietary behavior?

- Less than 1 hour0
- 1 Hour1
- 2 Hours.....2
- 3 Hours.....3
- 4 Hours.....4
- 5 Hours.....5
- 6 Hours.....6
- 7 Hours.....7
- 8 Hours.....8
- 9 Hours.....9
- 10 Hours.....10
- 11 or more hours.....11

Physical Activity and Fitness

IF PHYSICAL ACTIVITY AND FITNESS TOPICS WERE TAUGHT IN THIS CLASS (Q3D IS “YES”), ANSWER Q18–Q21. OTHERWISE, SKIP TO THE INSTRUCTIONS BEFORE Q22.

Now I’m going to ask you about instruction on physical activity and fitness in this class.

SHOW CARD 9

As I read the topics listed on this card, please tell me if you taught about each one in the class.

18. When you taught about physical activity and fitness, did you **teach** about...
- | | Yes | No |
|---|-----|----|
| a. The physical, psychological, or social benefits of physical activity? | 1 | 2 |
| b. How physical activity can contribute to a healthy weight? | 1 | 2 |
| c. How an inactive lifestyle contributes to chronic disease? | 1 | 2 |
| d. Health-related fitness, that is, cardiovascular endurance, muscular endurance, muscular strength, flexibility, and body composition? | 1 | 2 |
| e. The difference between physical activity, exercise, and fitness? | 1 | 2 |
| f. Phases of an exercise session, that is, warmup, workout, and cool down? | 1 | 2 |
| g. Overcoming barriers to physical activity? | 1 | 2 |
| h. Decreasing sedentary activities, such as TV watching? | 1 | 2 |
| i. Opportunities for physical activity in the community?..... | 1 | 2 |
| j. Preventing injury during physical activity? | 1 | 2 |
| k. Weather-related safety, for example avoiding heat stroke, hypothermia, and sunburn while physically active? | 1 | 2 |

Comment [Help22]: By "teach," I mean some advanced planning on your part was involved; the subject was not just brought up in class.

Comment [Help23]: Physical activity is any bodily movement produced by skeletal muscle. Exercise is planned structured activity for the purpose of improving physical fitness. Fitness is the body's ability to function efficiently and effectively.

ANSWER L, M, N, AND O FOR MIDDLE AND HIGH SCHOOL ONLY. OTHERWISE, SKIP TO THE INSTRUCTIONS TO Q19.

- | | | |
|--|---|---|
| l. How much physical activity is enough, that is, determining frequency, intensity, time, and type of physical activity? | 1 | 2 |
| m. Developing an individualized physical activity plan? | 1 | 2 |
| n. Monitoring progress toward reaching goals in an individualized physical activity plan?..... | 1 | 2 |
| o. Dangers of using performance-enhancing drugs, such as steroids?..... | 1 | 2 |

SHOW CARD 10

As I read the list of areas of instruction on this card, please tell me if you taught about each one.

19. Did you **teach** about...

Comment [Help24]: By "teach," I mean some advanced planning on your part was involved; the subject was not just brought up in class.

	Yes	No
a. The influence of families on physical activity?	1	2
b. The influence of the media on physical activity?	1	2
c. Social or cultural influences on physical activity?	1	2
d. The influence of peers on physical activity?.....	1	2
e. How to find valid information or services related to physical activity and fitness?	1	2
f. Resisting peer pressure that discourages physical activity?	1	2
g. How students can influence, support, or advocate for others to engage in physical activity?	1	2

Comment [Help25]: For example, advertisements and the Internet.

20. Did you provide students with the opportunity to practice communication, decision-making, or goal-setting skills related to physical activity, for example through role playing?

Yes	1
No.....	2

21. How many hours did you spend in the classroom teaching about physical activity? Please do not include time students spent actually being active.

Less than 1 hour	0
1 Hour	1
2 Hours.....	2
3 Hours.....	3
4 Hours.....	4
5 Hours.....	5
6 Hours.....	6
7 Hours.....	7
8 Hours.....	8
9 Hours.....	9
10 Hours.....	10
11 or more hours	11

Sexual Health

IF HUMAN SEXUALITY WAS TAUGHT IN THIS CLASS (Q3E, Q3F, Q3G, OR Q3H IS “YES”), ANSWER Q22–Q25. OTHERWISE, SKIP TO THE INSTRUCTIONS BEFORE Q26.

The next section asks about instruction on human sexuality in this class.

SHOW CARD 11

You mentioned that when you taught the class, you taught about human sexuality topics. As I read the topics listed on this card, please tell me if you taught about each one.

22. When you taught about human sexuality, did you **teach** about...
- | | Yes | No |
|---|-----|----|
| a. Abstinence as the most effective method to avoid pregnancy, HIV , and other STDs ?..... | 1 | 2 |
| b. The relationship among HIV , other STDs , and pregnancy?..... | 1 | 2 |
| c. Dating and healthy relationships?..... | 1 | 2 |
| d. Marriage and commitment?..... | 1 | 2 |
| e. Human development issues, such as reproductive anatomy and puberty?..... | 1 | 2 |
| ANSWER F–L FOR MIDDLE AND HIGH SCHOOL ONLY. OTHERWISE, SKIP TO THE INTRODUCTION TO Q23. | | |
| f. Risks associated with having multiple sexual partners?..... | 1 | 2 |
| g. Condom efficacy, that is, how well condoms work and do not work?..... | 1 | 2 |
| h. How to correctly use a condom?..... | 1 | 2 |
| i. How to obtain condoms?..... | 1 | 2 |
| j. The importance of using condoms consistently and correctly?..... | 1 | 2 |
| k. The importance of using a condom at the same time as another form of contraception to prevent both STDs and pregnancy?..... | 1 | 2 |
| l. Sexual identity and sexual orientation?..... | 1 | 2 |

Comment [Help26]: By "teach," I mean some advanced planning on your part was involved; the subject was not just brought up in class.

Comment [Help27]: HIV is human immunodeficiency virus.

Comment [Help28]: STDs are sexually transmitted diseases.

Comment [Help29]: HIV is human immunodeficiency virus.

Comment [Help30]: STDs are sexually transmitted diseases.

Comment [Help31]: STDs are sexually transmitted diseases.

SHOW CARD 12

As I read the areas of instruction listed on this card, please tell me if you taught about each one.

23. Did you **teach** about...
- | | Yes | No |
|---|-----|----|
| a. The influence of families on sexual behavior? | 1 | 2 |
| b. The influence of the media on sexual behavior? | 1 | 2 |
| c. Social or cultural influences on sexual behavior?..... | 1 | 2 |
| d. The influence of peers on sexual behavior?..... | 1 | 2 |
| e. Resisting peer pressure to engage in sexual behavior?..... | 1 | 2 |
| f. How students can influence, support, or advocate for others
to make healthy decisions related to sexual behaviors?..... | 1 | 2 |
| g. The relationship between alcohol or other drug use
and risk for HIV , other STDs , and pregnancy? | 1 | 2 |
24. Did you provide students with the opportunity to practice communication, decision-making, goal-setting, or refusal skills related to human sexuality, for example through role playing?
- Yes1
- No.....2
25. How many hours did you spend teaching about human sexuality?
- Less than 1 hour0
- 1 Hour1
- 2 Hours.....2
- 3 Hours.....3
- 4 Hours.....4
- 5 Hours.....5
- 6 Hours.....6
- 7 Hours.....7
- 8 Hours.....8
- 9 Hours.....9
- 10 Hours.....10
- 11 or more hours11

Comment [Help32]: By "teach," I mean some advanced planning on your part was involved; the subject was not just brought up in class.

Comment [Help33]: For example, advertisements and the Internet.

Comment [Help34]: HIV is human immunodeficiency virus.

Comment [Help35]: STDs are sexually transmitted diseases.

Sexual Health

IF PREGNANCY PREVENTION WAS TAUGHT IN THIS CLASS (Q3E IS “YES”)
ANSWER Q26–Q27. OTHERWISE, SKIP TO THE INSTRUCTIONS BEFORE Q28.

26. When you taught about pregnancy prevention, did you **teach** about...
- | | Yes | No |
|--|-----|----|
| a. How to prevent pregnancy? | 1 | 2 |
| b. Risks associated with teen pregnancy? | 1 | 2 |
| c. The educational and social impact of teen pregnancy? | 1 | 2 |
| d. How to find valid information or services related
to pregnancy or pregnancy testing? | 1 | 2 |

Comment [Help36]: By "teach," I mean some advanced planning on your part was involved; the subject was not just brought up in class.

ANSWER E, F, G, AND H FOR MIDDLE SCHOOL AND HIGH SCHOOL ONLY.
OTHERWISE, SKIP TO Q27.

- | | | |
|--|---|---|
| e. Methods of contraception? | 1 | 2 |
| f. The importance of using contraception consistently
and correctly? | 1 | 2 |
| g. How to obtain contraception? | 1 | 2 |
| h. Contraception efficacy, that is, how well contraception
works and does not work? | 1 | 2 |

27. How many hours did you spend teaching about pregnancy prevention?

- | | |
|------------------------|----|
| Less than 1 hour | 0 |
| 1 Hour | 1 |
| 2 Hours | 2 |
| 3 Hours | 3 |
| 4 Hours | 4 |
| 5 Hours | 5 |
| 6 Hours | 6 |
| 7 Hours | 7 |
| 8 Hours | 8 |
| 9 Hours | 9 |
| 10 Hours | 10 |
| 11 or more hours | 11 |

Sexual Health

IF HIV PREVENTION WAS TAUGHT IN THIS CLASS (Q3F IS “YES”), ANSWER Q28–Q29. OTHERWISE, SKIP TO THE INSTRUCTIONS BEFORE Q30.

28. When you taught about HIV prevention, did you teach about...

	Yes	No
a. How to prevent HIV infection?.....	1	2
b. Signs and symptoms of HIV and AIDS?.....	1	2
c. How HIV is transmitted?.....	1	2
d. How HIV affects the human body?.....	1	2
e. Long-term health consequences of HIV and AIDS?.....	1	2
f. Compassion for persons living with HIV or AIDS?.....	1	2
g. How to find valid information or services related to HIV or HIV counseling and testing?.....	1	2
h. How HIV is diagnosed and treated?.....	1	2

Comment [Help37]: HIV is human immunodeficiency virus.

Comment [Help38]: By "teach," I mean some advanced planning on your part was involved; the subject was not just brought up in class.

Comment [Help39]: AIDS is acquired immunodeficiency syndrome.

Comment [Help40]: AIDS is acquired immunodeficiency syndrome.

Comment [Help41]: AIDS is acquired immunodeficiency syndrome.

29. How many hours did you spend teaching about HIV prevention?

- Less than 1 hour0
- 1 Hour1
- 2 Hours.....2
- 3 Hours.....3
- 4 Hours.....4
- 5 Hours.....5
- 6 Hours.....6
- 7 Hours.....7
- 8 Hours.....8
- 9 Hours.....9
- 10 Hours.....10
- 11 or more hours11

Comment [Help42]: HIV is human immunodeficiency virus.

IF STD PREVENTION WAS TAUGHT IN THIS CLASS (Q3G IS “YES”), ANSWER Q30–Q31. OTHERWISE, SKIP TO THE INSTRUCTIONS BEFORE Q32.

30. When you taught about **STD** prevention, did you **teach** about...
- | | Yes | No |
|--|-----|----|
| a. How to prevent STDs?..... | 1 | 2 |
| b. How STDs, other than HIV , are transmitted?..... | 1 | 2 |
| c. Signs and symptoms of STDs? | 1 | 2 |
| d. How to find valid information or services related to STDs or STD screening? | 1 | 2 |
| e. How STDs are diagnosed and treated? | 1 | 2 |
| f. Long-term health consequences of STDs? | 1 | 2 |
31. How many hours did you spend teaching about **STD** prevention?
- Less than 1 hour0
 - 1 Hour1
 - 2 Hours.....2
 - 3 Hours.....3
 - 4 Hours.....4
 - 5 Hours.....5
 - 6 Hours.....6
 - 7 Hours.....7
 - 8 Hours.....8
 - 9 Hours.....9
 - 10 Hours.....10
 - 11 or more hours11

Comment [Help43]: STD is sexually transmitted disease.

Comment [Help44]: By "teach," I mean some advanced planning on your part was involved; the subject was not just brought up in class.

Comment [Help45]: HIV is human immunodeficiency virus.

Comment [Help46]: STD is sexually transmitted disease.

Sexual Health

IF PREGNANCY PREVENTION, HIV PREVENTION, STD PREVENTION, AND HUMAN SEXUALITY WERE NOT TAUGHT (Q3E, Q3F, Q3G, Q3H ARE “NO”) THEN SKIP TO THE INSTRUCTIONS BEFORE Q36.

32. Which of the following statements best describes your use of a curriculum related to human sexuality, pregnancy prevention, HIV prevention, or other STD prevention? MARK ALL THAT APPLY

- I do not use a specific curriculum for teaching these topics.....1
- I use a curriculum that is required by the state, district, or school2
- I use a curriculum that is recommended by the state, district, or school3
- I use a curriculum chosen from some other source.....4
- I use a curriculum that I developed myself.....5

Comment [Help47]: HIV is human immunodeficiency virus.
Comment [Help48]: STD is sexually transmitted disease.

Comment [Help49]: Could be chosen from a list of several recommended curricula.

33. Were any students excused by a parent’s or guardian’s request from attending the class when topics related to pregnancy prevention, HIV prevention, other STD prevention, or human sexuality were presented?

- Yes1
- No.....2

→SKIP TO THE INSTRUCTIONS BEFORE Q36

Comment [Help50]: By "excused," I mean students did not receive instruction on human sexuality topics.
Comment [Help51]: HIV is human immunodeficiency virus.
Comment [Help52]: STD is sexually transmitted disease.

34. How many students were excused by a parent’s or guardian’s request from attending class when topics related to pregnancy prevention, HIV prevention, other STD prevention, or human sexuality were presented?

_____ Students

Comment [Help53]: By "excused," I mean students did not receive instruction on human sexuality topics.
Comment [Help54]: HIV is human immunodeficiency virus.
Comment [Help55]: STD is sexually transmitted disease.

35. When excused from class when topics related to pregnancy prevention, HIV prevention, other STD prevention, or human sexuality were presented, did these students participate in...

- | | Yes | No |
|---|-----|----|
| a. An assignment or project related to these topics?.....1 | 1 | 2 |
| b. An assignment or project related to another health education topic?1 | 1 | 2 |
| c. Study hall?1 | 1 | 2 |
| d. Additional time in physical education?.....1 | 1 | 2 |
| e. Another activity?.....1 | 1 | 2 |

Comment [Help56]: HIV is human immunodeficiency virus.
Comment [Help57]: STD is sexually transmitted disease.

Emotional and Mental Health

IF EMOTIONAL AND MENTAL HEALTH WAS TAUGHT IN THIS CLASS (Q31 IS “YES”), ANSWER Q36–Q39. OTHERWISE, SKIP TO THE INSTRUCTIONS BEFORE Q40.

The next section asks about instruction on emotional and mental health in this class.

SHOW CARD 13

As I read the topics listed on this card, please tell me if you taught about each one in the class.

36. When you taught about emotional and mental health, did you **teach** about...
- | | Yes | No |
|---|-----|----|
| a. Feelings and emotions associated with loss and grief?..... | 1 | 2 |

Comment [Help58]: By "teach," I mean some advanced planning on your part was involved; the subject was not just brought up in class.

ANSWER B FOR MIDDLE AND HIGH SCHOOL ONLY.
OTHERWISE, SKIP TO C.

- | | | |
|---|---|---|
| b. How emotions change during adolescence?..... | 1 | 2 |
| c. Appropriate ways to express and deal with emotions and feelings?..... | 1 | 2 |
| d. The relationship between feelings and behaviors?..... | 1 | 2 |
| e. The importance of talking with trusted adults about emotions and feelings?..... | 1 | 2 |
| f. Causes, signs, and effects of stress?..... | 1 | 2 |
| g. Positive and negative ways of dealing with stress?..... | 1 | 2 |
| h. Causes, signs, and effects of depression?..... | 1 | 2 |
| i. When to seek help for mental health problems?..... | 1 | 2 |
| j. Interrelationship of physical, mental, emotional, social, and spiritual health?..... | 1 | 2 |
| k. Strategies for controlling impulsive behaviors?..... | 1 | 2 |
| l. Strategies for controlling anger?..... | 1 | 2 |
| m. Strategies for coping with loss and grief?..... | 1 | 2 |
| n. Being sensitive to the feelings of others?..... | 1 | 2 |
| o. Establishing and maintaining healthy relationships?..... | 1 | 2 |
| p. Healthy ways to express affection, love, friendship, and concern?..... | 1 | 2 |
| q. How mental illness is diagnosed and treated?..... | 1 | 2 |

Comment [Help59]: By “appropriate,” I mean ways that are not violent or self-destructive and reflect an ability to regulate emotions.

Emotional and Mental Health

SHOW CARD 14

As I read the areas of instruction listed on this card, please tell me if you taught about each one.

37. Did you **teach** about...

	Yes	No
a. The influence of families on emotional and mental health? 1	1	2
b. The influence of the media on emotional and mental health? 1	1	2
c. Social or cultural influences on emotional and mental health? 1	1	2
d. The influence of peers on emotional and mental health? 1	1	2
e. How to find valid information or services related to emotional and mental health? 1	1	2
f. How students can influence, support, or advocate for others to promote emotional and mental health? 1	1	2
g. The relationship between alcohol or other drug use and emotional and mental health? 1	1	2

Comment [Help60]: By "teach," I mean some advanced planning on your part was involved; the subject was not just brought up in class.

Comment [Help61]: For example, advertisements and the Internet.

38. Did you provide students with the opportunity to practice communication, decision-making, or goal-setting skills related to emotional and mental health, for example through role playing?

- Yes 1
- No 2

39. How many hours did you spend teaching about emotional and mental health?

- Less than 1 hour 0
- 1 Hour 1
- 2 Hours 2
- 3 Hours 3
- 4 Hours 4
- 5 Hours 5
- 6 Hours 6
- 7 Hours 7
- 8 Hours 8
- 9 Hours 9
- 10 Hours 10
- 11 or more hours 11

Suicide Prevention

IF EMOTIONAL AND MENTAL HEALTH OR SUICIDE PREVENTION WERE TAUGHT IN THE CLASS (Q3I OR Q3J IS “YES”), ANSWER Q40–Q42. OTHERWISE, SKIP TO THE INSTRUCTIONS BEFORE Q43.

Now I’m going to ask you about instruction on suicide prevention in this class.

SHOW CARD 15

As I read the topics listed on this card, please tell me if you taught about each one in the class.

40. When you taught about suicide prevention, did you **teach** about...
- | | Yes | No |
|--|-----|----|
| a. Recognizing signs and symptoms of people who are in danger of hurting themselves? | 1 | 2 |
| b. What to do if someone is thinking about hurting himself or herself?..... | 1 | 2 |
| c. The relationship between suicide and other types of violence? | 1 | 2 |
| d. The relationship between suicide and emotional and mental health? | 1 | 2 |
| e. When to seek help for suicidal thoughts? | 1 | 2 |

Comment [Help62]: By "teach," I mean some advanced planning on your part was involved; the subject was not just brought up in class.

SHOW CARD 16

As I read the areas of instruction listed on this card, please tell me if you taught about each one.

41. Did you **teach** about...
- | | Yes | No |
|---|-----|----|
| a. The influence of families on suicidal behaviors? | 1 | 2 |
| b. The influence of the media on suicidal behaviors?..... | 1 | 2 |
| c. Social or cultural influences on suicidal behaviors?..... | 1 | 2 |
| d. The influence of peers on suicidal behaviors?..... | 1 | 2 |
| e. How to find valid information or services to prevent suicidal behaviors?..... | 1 | 2 |
| f. Resisting peer pressure that would increase risk of suicidal behaviors?..... | 1 | 2 |
| g. How students can influence, support, or advocate for others to prevent suicidal behaviors? | 1 | 2 |
| h. The relationship between alcohol or other drug use and suicidal behaviors? | 1 | 2 |

Comment [Help63]: By "teach," I mean some advanced planning on your part was involved; the subject was not just brought up in class.

Comment [Help64]: For example, advertisements and the Internet.

42. How many hours did you spend teaching about suicide prevention?

- Less than 1 hour0
- 1 Hour1
- 2 Hours.....2
- 3 Hours.....3
- 4 Hours.....4
- 5 Hours.....5
- 6 Hours.....6
- 7 Hours.....7
- 8 Hours.....8
- 9 Hours.....9
- 10 Hours.....10
- 11 or more hours.....11

Violence Prevention

IF VIOLENCE PREVENTION WAS TAUGHT IN THE CLASS (Q3K IS “YES”), ANSWER Q43–Q46. OTHERWISE, SKIP TO THE INSTRUCTIONS BEFORE Q47.

SHOW CARD 17

The next several questions are about instruction on the prevention of violence and intentional injuries, including topics such as bullying, fighting, or dating violence. As I read the topics listed on this card, please tell me if you taught about each one in the class.

43. When you taught about the prevention of violence and intentional injuries, did you teach about...

	Yes	No
a. Anger management?	1	2
b. Bullying?.....	1	2
c. What to do if someone is being bullied?.....	1	2

ANSWER D, E AND F FOR ELEMENTARY SCHOOL ONLY.
OTHERWISE, SKIP TO G.

d. Teasing?	1	2
e. Personal safety, for example, dealing with strangers?.....	1	2
f. Inappropriate touching?	1	2
g. Techniques to resolve interpersonal conflicts without fighting?.....	1	2
h. Prosocial behaviors such as cooperation, praise, or showing support for others?	1	2

ANSWER I–M FOR MIDDLE AND HIGH SCHOOL ONLY.
OTHERWISE, SKIP TO N.

i. Personal safety, for example avoiding becoming a victim of a crime?.....	1	2
j. Sexual harassment?.....	1	2
k. Dating violence?	1	2
l. Sexual assault and rape?	1	2
m. Gangs?.....	1	2
n. Recognizing signs and symptoms of people who are in danger of hurting others?	1	2
o. What to do if someone is thinking about hurting others?	1	2

Comment [Help65]: By "teach," I mean some advanced planning on your part was involved; the subject was not just brought up in class.

Comment [Help66]: For example, conflict resolution techniques.

(Q43 continued)

	Yes	No
p. Prejudice, discrimination, and bias?	1	2
q. Empathy, that is, identification with and understanding of another person's feelings, situation, or motives?	1	2
r. Perspective-taking, that is, taking another person's point of view?	1	2
s. Short-term consequences of violence?.....	1	2
t. Long-term consequences of violence?.....	1	2

SHOW CARD 18

As I read the areas of instruction listed on this card, please tell me if you taught about each one.

44. Did you **teach** about...

	Yes	No
a. The influence of families on behaviors related to violence?	1	2
b. The influence of the media on behaviors related to violence?.....	1	2
c. Social or cultural influences on behaviors related to violence?	1	2
d. The influence of peers on behaviors related to violence?.....	1	2
e. How to find valid information or services to prevent violence?	1	2
f. Resisting peer pressure to engage in violent behaviors?	1	2
g. How students can influence, support, or advocate for others to prevent violence?.....	1	2
h. The relationship between alcohol or other drug use and violence?	1	2
i. The relationship between anger and violence?	1	2

45. Did you provide students with the opportunity to practice communication, decision-making, goal-setting, or refusal skills related to violence prevention, for example through role playing?

Yes	1
No.....	2

Comment [Help67]: By "teach," I mean some advanced planning on your part was involved; the subject was not just brought up in class.

Comment [Help68]: For example, advertisements and the Internet.

Violence Prevention

46. How many hours did you spend teaching about violence prevention? Please do not include hours spent teaching about suicide prevention.

Less than 1 hour	0
1 Hour	1
2 Hours	2
3 Hours	3
4 Hours	4
5 Hours	5
6 Hours	6
7 Hours	7
8 Hours	8
9 Hours	9
10 Hours	10
11 or more hours	11

Injury Prevention and Safety

IF INJURY PREVENTION AND SAFETY WERE TAUGHT IN THE CLASS (Q3L IS “YES”), ANSWER Q47–Q50. OTHERWISE, SKIP TO THE INTRODUCTION TO Q51.

SHOW CARD 19

Next, I am going to ask about instruction on ways to prevent unintentional injuries like those from car crashes, fires, or drownings. As I read the topics listed on this card, please tell me if you taught about each one in the class.

47. When you taught about injury prevention and safety, did you teach about...
- | | Yes | No |
|---|-----|----|
| a. Fire safety?..... | 1 | 2 |
| b. Water safety?..... | 1 | 2 |
| c. Emergency preparedness?..... | 1 | 2 |
| d. Pedestrian safety?..... | 1 | 2 |
| e. Motor vehicle occupant safety such as seatbelt use?..... | 1 | 2 |

Comment [Help69]: By "teach," I mean some advanced planning on your part was involved; the subject was not just brought up in class.

Comment [Help70]: By "fire safety," I mean topics such as preventing fires, making escape plans, or staying safe around electricity.

Comment [Help71]: By "water safety," I mean topics such as having adult supervision or using a buddy system, using personal flotation devices, or using precautions when entering or being around water.

Comment [Help72]: By "emergency preparedness," I mean how to be ready for a natural disaster or other crisis situation.

ASK F FOR MIDDLE AND HIGH SCHOOLS ONLY. OTHERWISE, SKIP TO G.

- | | | |
|---|---|---|
| f. State laws related to teen driving?..... | 1 | 2 |
| g. Use of protective equipment for biking, skating, or other sports?..... | 1 | 2 |
| h. First aid?..... | 1 | 2 |
| i. Cardiopulmonary resuscitation, or CPR?..... | 1 | 2 |
| j. Poisoning prevention?..... | 1 | 2 |

Comment [Help73]: By "protective equipment for biking, skating, or other sports," I mean equipment such as helmets and pads.

ANSWER K FOR ELEMENTARY SCHOOL ONLY.
OTHERWISE, SKIP TO THE INTRODUCTION TO Q48.

- | | | |
|----------------------------|---|---|
| k. Playground safety?..... | 1 | 2 |
|----------------------------|---|---|

Injury Prevention and Safety

SHOW CARD 20

As I read the areas of instruction listed on this card, please tell me if you taught about each one.

48. Did you **teach** about...
- | | Yes | No |
|---|-----|----|
| a. The influence of families on behaviors related to safety ? | 1 | 2 |
| b. The influence of the media on behaviors related to safety? | 1 | 2 |
| c. The influence of technology on behaviors related to safety? | 1 | 2 |
| d. Social or cultural influences on behaviors related to safety? | 1 | 2 |
| e. The influence of peers on behaviors related to safety? | 1 | 2 |
| f. How to find valid information or services to prevent injuries? | 1 | 2 |
| g. Resisting peer pressure that would increase risk of injuries? | 1 | 2 |
| h. How students can influence, support, or advocate for others to prevent injuries? | 1 | 2 |
| i. The relationship between alcohol or other drug use and injuries? | 1 | 2 |
49. Did you provide students with the opportunity to practice communication, decision-making, goal-setting, or refusal skills related to injury prevention and safety, for example through role playing?
- Yes 1
- No 2
50. How many hours did you spend teaching about injury prevention and safety?
- Less than 1 hour 0
- 1 Hour 1
- 2 Hours 2
- 3 Hours 3
- 4 Hours 4
- 5 Hours 5
- 6 Hours 6
- 7 Hours 7
- 8 Hours 8
- 9 Hours 9
- 10 Hours 10
- 11 or more hours 11

Comment [Help74]: By "teach," I mean some advanced planning on your part was involved; the subject was not just brought up in class.

Comment [Help75]: For example, not wearing a bike helmet or seatbelt.

Comment [Help76]: For example, advertisements and the Internet

Personal Health and Wellness

Now I'd like to ask you a few questions about instruction on personal health and wellness in this class.

SHOW CARD 21

As I read the topics listed on this card, please tell me if you taught about each one in the class.

51. Did you **teach** about...

	Yes	No
a. Hand washing or hand hygiene?	1	2
b. Dental and oral health?	1	2
c. Consumer health, such as choosing sources of health-related information, products, and services wisely?	1	2
d. Environmental health, such as how air and water quality can affect health?	1	2
e. Growth and development?	1	2
f. Immunizations?	1	2
g. Sun safety or skin cancer prevention?	1	2
h. The difference between infectious and chronic diseases?	1	2
i. How common infectious illnesses like the flu are transmitted?	1	2
j. How to cover your mouth or nose when coughing or sneezing?	1	2
k. The importance of staying at home when sick?	1	2
l. Benefits of rest and sleep?	1	2
m. Ways to prevent vision and hearing loss?	1	2
n. The importance of health screenings and checkups?	1	2
o. How positive health behaviors can benefit people throughout the life span?	1	2
p. Potential health and social consequences of popular fads and trends?	1	2

Comment [Help77]: By "teach," I mean some advanced planning on your part was involved; the subject was not just brought up in class.

SHOW CARD 22

52. Did you **teach** about...

	Yes	No
a. The influence of families on behaviors related to personal health and wellness?.....	1	2
b. The influence of the media on behaviors related to personal health and wellness?.....	1	2
c. Social or cultural influences on behaviors related to personal health and wellness?.....	1	2
d. The influence of peers on behaviors related to personal health and wellness?.....	1	2
e. How to find valid information or services to promote personal health and wellness?.....	1	2
f. How students can influence, support, or advocate for others to promote personal health and wellness?	1	2

Comment [Help78]: By "teach," I mean some advanced planning on your part was involved; the subject was not just brought up in class.

Comment [Help79]: For example, advertisements and the Internet.

Teaching Techniques

Now, I would like to ask a few more general questions about the class. Please remember to answer these questions about this class only. The next questions ask about the use of various teaching methods.

IF THIS IS AN ONLINE HEALTH EDUCATION CLASS, SKIP TO Q54.

53. How often did you use...

	Never	Rarely	Some- times	Often
a. Audiovisual media, such as DVDs?.....	1	2	3	4
b. Group discussions?	1	2	3	4
c. Cooperative group activities?	1	2	3	4
d. Role play, simulations, or practice?.....	1	2	3	4
e. Visual, performing, or language arts?.....	1	2	3	4
f. Pledges or contracts for changing behavior or abstaining from a behavior?	1	2	3	4
g. Guest speakers?.....	1	2	3	4
h. Peer teaching?	1	2	3	4
i. The Internet?	1	2	3	4
j. Health education programs available through videoconferencing or other distance learning methods?	1	2	3	4
k. Student logs or journals?.....	1	2	3	4
l. Games to reinforce concepts?	1	2	3	4
m. Field trips as a method of instruction?.....	1	2	3	4

Comment [Help80]: Such as Jeopardy-type games, board games, or icebreakers.

SKIP TO THE INTRODUCTION TO Q55.

Teaching Techniques

54. How often did you use...

	Never	Rarely	Some- times	Often
a. Group discussions?	1	2	3	4
b. Cooperative group activities?	1	2	3	4
c. Role play, simulations, or practice?	1	2	3	4
d. Visual, performing, or language arts?	1	2	3	4
e. Pledges or contracts for changing behavior or abstaining from a behavior?	1	2	3	4
f. Guest speakers?	1	2	3	4
g. Peer teaching?	1	2	3	4
h. Student logs or journals?	1	2	3	4
i. Games to reinforce concepts?	1	2	3	4

Comment [Help81]: Such as online computer games or Jeopardy-type games.

The next questions ask about the use of methods to highlight diversity or the values of various cultures.

55. When teaching the class did you...

	Yes	No	N/A
a. Use textbooks or curricular materials reflective of various cultures?	1	2	
b. Use textbooks, curricular materials, or other teaching techniques designed for students with limited English proficiency?	1	2	3
c. Ask students or families to share their own cultural experiences related to health topics?	1	2	
d. Teach about cultural differences and similarities?	1	2	
e. Modify teaching methods to match students' learning styles, health beliefs, or cultural values?	1	2	

Teaching Techniques

56. Did you ask students to...

	Yes	No
a. Perform volunteer work at a hospital, a local health department, or any other local organization that addresses health issues?	1	2
b. Participate in or attend a community health fair?	1	2
c. Gather information about health services that are available in the community, such as health screenings?	1	2
d. Visit a store to compare prices of health products?	1	2
e. Identify potential injury sites at school, home, or in the community?	1	2
f. Identify advertising in the community designed to influence health behaviors?	1	2
g. Advocate for a health-related issue?	1	2

57. Did you...

	Yes	No
a. Provide families of all students in the class with information on the class?	1	2
b. Give students homework or projects that involve family members?	1	2
c. Invite families of all students in the class to attend the class or other health education activities, such as a health fair or field trip?	1	2
d. Provide strategies to help students promote the health of family members?	1	2
e. Collect suggestions from students about the class?	1	2
f. Collect suggestions from students' families about the class?	1	2

Teaching Techniques

The next question asks about student assessment in this class.

58. Did you assess students based on...

	Yes	No
a. Attendance?.....	1	2
b. Level of participation?	1	2
c. Knowledge tests?	1	2
d. Skills performance tests?	1	2
e. A portfolio?.....	1	2

Comment [Help82]: Carefully selected samples of student work.

ANSWER Q59, Q60, AND Q61 FOR ELEMENTARY SCHOOL ONLY. OTHERWISE, SKIP TO THE INTRODUCTION TO Q62.

59. Did you make time for students to wash their hands using a restroom or classroom sink...

	Yes	No
a. Before lunch?.....	1	2
b. Before snacks?	1	2
c. After recess?.....	1	2

60. Did you make time for students to use hand sanitizers...

	Yes	No	
a. Before lunch?.....	1	2	3
b. Before snacks?	1	2	3
c. After recess?.....	1	2	3

Comment [Help83]: For example, soap or hand sanitizers.

61. Does the classroom supply list for students include hand cleaning products?

Yes	1
No.....	2

Teaching Techniques

My next questions ask about teaching students with long-term physical, medical, or cognitive disabilities. Examples of such disabilities include Down syndrome, learning disabilities, and conditions that require permanent use of a wheelchair.

62. Were there any students with **long-term** physical, medical, or cognitive disabilities in the class?

Yes1

No.....2

→SKIP TO THE
INTRODUCTION TO Q64

Comment [Help84]: By "long-term," I mean ongoing, not a temporary disability like a broken bone.

63. Was there...

	Yes	No
a. A special education teacher with whom you coordinated assignments for students with disabilities?1	1	2
b. A teacher or aide who came in to assist with the students with disabilities?1	1	2
c. Assigned note takers or readers for class work?1	1	2
d. Simplified instructional content or variations in the amount or difficulty of material taught?1	1	2
e. More skill modeling, practicing, or repetition?1	1	2
f. Modified instructional strategies?.....1	1	2
g. Preferential seating for the students with disabilities?.....1	1	2
h. Modified assessment?1	1	2

Respondent Background

My last set of questions asks about your teaching experience and educational background.

64. Counting this year as a full year and including years spent teaching health education topics or courses at any other schools, how many years of experience do you have teaching health education topics or courses?

_____ Years

IF THIS IS AN ONLINE HEALTH EDUCATION CLASS, SKIP TO Q66.

65. Have you ever taught an online or distance health education class for any of grades K–12?

Yes1
No.....2

66. Do you coach an interscholastic sport?

Yes1
No.....2

67. Do you have an undergraduate degree?

Yes1
No.....2 →SKIP TO Q73

68. What did you major in?
MARK ALL THAT APPLY

Health education1
Physical education2
Other education.....3
Nursing.....4
Biology or other science5
Other (Specify).....6

69. Did you have an undergraduate minor?

Yes1
No.....2 →SKIP TO Q71

Respondent Background

70. What did you minor in?

MARK ALL THAT APPLY

- Health education1
- Physical education2
- Other education.....3
- Nursing.....4
- Biology or other science5
- Other (Specify).....6

71. Do you have a graduate degree?

- Yes1
- No.....2

→SKIP TO Q73

72. In what area or areas was your graduate work?

MARK ALL THAT APPLY

- Health education1
- Physical education2
- Other education.....3
- Nursing.....4
- Biology or other science5
- Other (Specify).....6

73. Currently, are you certified, endorsed, or licensed by the state to teach health education in...

**State does not
offer certification,
licensure, or
endorsement
to teach health
education
at this level**

- | | Yes | No | |
|----------------------------|--------|--------|---|
| a. Elementary school?..... | 1..... | 2..... | 3 |
| b. Middle school?..... | 1..... | 2..... | 3 |
| c. High school?..... | 1..... | 2..... | 3 |

Respondent Background

ANSWER Q74 FOR MIDDLE AND HIGH SCHOOL ONLY. OTHERWISE, SKIP TO THE INTRODUCTION TO Q75.

74. Are you a Certified Health Education Specialist, or CHES?

Yes1

No.....2

Now I'd like to ask you about professional development you may have received or would like to receive. Professional development might include workshops, conferences, continuing education, graduate courses, or any other kind of in-service.

SHOW CARD 23

As I read the list of topics on this card, please tell me if you received any professional development on each topic.

75. During the past two years, did you receive any professional development on...

	Yes	No
a. Alcohol or other drug use prevention?.....	1	2
b. Tobacco use prevention?.....	1	2
c. Nutrition and dietary behavior?	1	2
d. Physical activity and fitness?.....	1	2
e. Pregnancy prevention?.....	1	2
f. HIV, or human immunodeficiency virus, prevention?	1	2
g. Other STD, or sexually transmitted disease, prevention?.....	1	2
h. Human sexuality?.....	1	2
i. Emotional and mental health?.....	1	2
j. Suicide prevention?.....	1	2
k. Violence prevention, for example bullying, fighting, or dating violence prevention?	1	2
l. Injury prevention and safety?.....	1	2
m. Asthma?	1	2
n. Infectious disease prevention, for example flu prevention?	1	2
o. Foodborne illness prevention?	1	2

Comment [Help85]: For example, puberty and dating relationships.

Respondent Background

76. Which of these topics would you like to receive further professional development on?
MARK ALL THAT APPLY

Alcohol or other drug use prevention	1
Tobacco use prevention	2
Nutrition and dietary behavior	3
Physical activity and fitness.....	4
Pregnancy prevention.....	5
HIV, or human immunodeficiency virus, prevention	6
Other STD, or sexually transmitted disease, prevention.....	7
Human sexuality.....	8
Emotional and mental health	9
Suicide prevention	10
Violence prevention, for example bullying, fighting, or dating violence prevention.....	11
Injury prevention and safety	12
Asthma	13
Infectious disease prevention, for example flu prevention	14
Foodborne illness prevention.....	15
None of these	16

Comment [Help86]: For example, puberty and dating relationships.

SHOW CARD 24

As I read the list of topics on this card, please tell me if you received any professional development on each one during the past two years.

77. During the past two years, did you receive any professional development on...

	Yes	No
a. Teaching students with long-term physical, medical, or cognitive disabilities?	1	2
b. Teaching students of various cultural backgrounds?	1	2
c. Teaching students with limited English proficiency?	1	2
d. Using interactive teaching methods, such as role plays or cooperative group activities?	1	2
e. Using peer educators for health education?	1	2
f. How to involve students' families in health education?	1	2
g. How to involve the community in students' health education?	1	2
h. Teaching skills for behavior change?	1	2
i. Classroom management techniques, such as social skills training, environmental modification, conflict resolution and mediation, or behavior management?	1	2
j. Assessing or evaluating students in health education?	1	2
k. Aligning health education standards to curriculum, instruction, or student assessment?	1	2
l. Teaching online or distance education courses?	1	2
m. Using technology such as computers in the classroom?	1	2

Respondent Background

78. Which of these topics would you like to receive further professional development on?
MARK ALL THAT APPLY

Teaching students with physical, medical, or cognitive disabilities	1
Teaching students of various cultural backgrounds	2
Teaching students with limited English proficiency	3
Using interactive teaching methods, such as role plays or cooperative group activities.....	4
Using peer educators for health education.....	5
How to involve students' families in health education	6
How to involve the community in students' health education.....	7
Teaching skills for behavior change	8
Classroom management techniques, such as social skills training, environmental modification, conflict resolution and mediation, or behavior management	9
Assessing or evaluating students in health education	10
Aligning health education standards to curriculum, instruction, or student assessment.....	11
Teaching online or distance education courses.....	12
Using technology such as computers in the classroom	13
None of these	14

79. My supervisor may wish to call you to ask about how I conducted this interview.
Would you please tell me a telephone number where we might reach you starting with the
area code?

() -

- 1) Daytime or
- 2) Evening/weekend

Thank you very much for taking the time to complete this interview.