## GEORGIA

2014 School Health Profiles Report Weighted Lead Health Education Teacher Survey Results

1. Percentage of schools in which students take the following number of required health education courses in grades 6 through 12.
a. 0 courses
b. 1 course
c. 2 courses
d. 3 courses
e. 4 or more courses

■High Schools
-Middle Schools
$\square$ Junior/Senior High Schools
-All Schools

## GEORGIA

2014 School Health Profiles Report Weighted Lead Health Education Teacher Survey Results

1 N . Percentage of schools in which students take two or more required health education courses in grades 6 through 12.


## GEORGIA

2014 School Health Profiles Report Weighted Lead Health Education Teacher Survey Results
2. Percentage of schools that taught a required health education course in each of the following grades.*
a. Sixth grade
b. Seventh grade
c. Eighth grade

*Among schools with students in that grade.
NA = Not available

## GEORGIA

2014 School Health Profiles Report Weighted Lead Health Education Teacher Survey Results
2. Percentage of schools that taught a required health education course in each of the following grades.*
d. Ninth grade
e. Tenth grade
f. Eleventh grade
g. Twelfth grade

## - High Schools

-Middle Schools
■Junior/Senior High Schools
$\square$ All Schools
*Among schools with students in that grade.

2014 School Health Profiles Report Weighted Lead Health Education Teacher Survey Results
3. Percentage of schools that require students who fail a required health education course to repeat it.*

*Among schools in which students take one or more required health education courses in any of grades 6 through 12.
NA = Not available

## GEORGIA

2014 School Health Profiles Report Weighted Lead Health Education Teacher Survey Results
4. Percentage of schools in which those who teach health education are provided with the following materials.
a. Goals, objectives, and expected outcomes for health education
b. A chart describing the annual scope and sequence of instruction


## GEORGIA

2014 School Health Profiles Report Weighted Lead Health Education Teacher Survey Results
5. Percentage of schools in which the health education curriculum addresses each of the following skills.
a. Comprehending concepts related to health promotion and disease prevention to enhance health
b. Analyzing the influence of family, peers, culture, media, technology, and other factors on health behaviors


## G EOR GIA

2014 School Health Profiles Report Weighted Lead Health Education Teacher Survey Results
5. Percentage of schools in which the health education curriculum addresses each of the following skills.
e. Using decision-making skills to enhance health


## GEORGIA

2014 School Health Profiles Report Weighted Lead Health Education Teacher Survey Results
6. Percentage of schools in which those who teach sexual health education are provided with each of the following materials.*
a. Goals, objectives, and expected outcomes for sexual health education

b. A written health education curriculum that includes objectives and content addressing sexual health education
c. A chart describing the annual scope and sequence of instruction for sexual health education
d. Strategies that are age-appropriate, relevant, and actively engage students in learning
e. Methods to assess student knowledge and skills related to sexual health education

- High Schools
-Middle Schools
$\square$ Junior/Senior High Schools
$\square$ All Schools
*Among schools that teach sexual health education.
NA = Not available


## GEORGIA

2014 School Health Profiles Report Weighted Lead Health Education Teacher Survey Results
7. Percentage of schools in which health education instruction is required for students in any of grades 6 through 12.


## G EOR GIA

2014 School Health Profiles Report Weighted Lead Health Education Teacher Survey Results
8. Percentage of schools in which teachers tried to increase student knowledge on each of the following topics in a required course in any of grades 6 through 12.
a. Alcohol- or other drug-use prevention
b. Asthma
c. Diabetes
d. Emotional and mental health
e. Epilepsy or seizure disorder

## GEORGIA

2014 School Health Profiles Report Weighted Lead Health Education Teacher Survey Results
8. Percentage of schools in which teachers tried to increase student knowledge on each of the following topics in a required course in any of grades 6 through 12.
f. Food allergies
g. Foodborne illness prevention
h. Human immunodeficiency virus (HIV) prevention
i. Human sexuality
j. Infectious disease prevention (e.g., influenza [flu] prevention)


## G EOR GIA

2014 School Health Profiles Report Weighted Lead Health Education Teacher Survey Results
8. Percentage of schools in which teachers tried to increase student knowledge on each of the following topics in a required course in any of grades 6 through 12.
k. Injury prevention and safety

1. Nutrition and dietary behavior
m. Physical activity and fitness
n. Pregnancy prevention
o. Sexually transmitted disease (STD) prevention


## GEORGIA

2014 School Health Profiles Report Weighted Lead Health Education Teacher Survey Results
8. Percentage of schools in which teachers tried to increase student knowledge on each of the following topics in a required course in any of grades 6 through 12.
p. Suicide prevention
q. Tobacco-use prevention
r. Violence prevention (e.g., bullying, fighting, or dating violence prevention)


## G EOR GIA

2014 School Health Profiles Report Weighted Lead Health Education Teacher Survey Results
9. Percentage of schools in which teachers taught each of the following tobacco-use prevention topics in a required course for students in any of grades 6 through 12.
a. Identifying tobacco products and the harmful substances they contain
b. Identifying short- and long-term health consequences of tobacco use
c. Identifying social, economic, and cosmetic consequences
d. Understanding the addictive nature of nicotine


## G EOR GIA

2014 School Health Profiles Report Weighted Lead Health Education Teacher Survey Results
9. Percentage of schools in which teachers taught each of the following tobacco-use prevention topics in a required course for students in any of grades 6 through 12.


## G EOR GIA

2014 School Health Profiles Report Weighted Lead Health Education Teacher Survey Results
9. Percentage of schools in which teachers taught each of the following tobacco-use prevention topics in a required course for students in any of grades 6 through 12.
k. Using goal-setting and decisionmaking skills related to not using tobacco

1. Finding valid information and services related to tobacco-use prevention and cessation
m. Supporting others who abstain from or want to quit using tobacco
n. Identifying harmful effects of tobacco use on fetal development
o. Relationship between using tobacco and alcohol or other drugs


2014 School Health Profiles Report Weighted Lead Health Education Teacher Survey Results
9. Percentage of schools in which teachers taught each of the following tobacco-use prevention topics in a required course for students in any of grades 6 through 12.

*Responses to question 9 a through r all are "yes."
NA = Not available
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## G E OR GIA

2014 School Health Profiles Report Weighted Lead Health Education Teacher Survey Results
10. Percentage of schools in which teachers taught each of the following HIV, STD, or pregnancy prevention topics in a required course for students in any of grades 6,7 , or 8 .
a. How HIV and other STDs are transmitted
b. Health consequences of HIV, other STDs, and pregnancy
c. The benefits of being sexually abstinent
d. How to access valid and reliable health information, products, and services related to HIV, other STDs, and pregnancy
e. The influences of family, peers, media, technology and other factors on sexual risk behaviors


2014 School Health Profiles Report Weighted Lead Health Education Teacher Survey Results
10. Percentage of schools in which teachers taught each of the following HIV, STD, or pregnancy prevention topics in a required course for students in any of grades 6,7 , or 8 .
f. Communication and negotiation skills related to eliminating or reducing risk for HIV, other STDs, and pregnancy
g. Goal-setting and decision-making skills related to eliminating or reducing risk for HIV, other STDs, and pregnancy
h. Influencing and supporting others to avoid or reduce sexual risk behaviors

i. Efficacy of condoms, that is, how well condoms work and do not work
j. The importance of using condoms consistently and correctly


2014 School Health Profiles Report Weighted Lead Health Education Teacher Survey Results
10. Percentage of schools in which teachers taught each of the following HIV, STD, or pregnancy prevention topics in a required course for students in any of grades 6,7 , or 8 .
k. How to obtain condoms

1. How to correctly use a condom
m. The importance of using a condom at the same time as another form of contraception to prevent both STDs and pregnancy
n. How to create and sustain healthy and respectful relationships
o. The importance of limiting the number of sexual partners


2014 School Health Profiles Report Weighted Lead Health Education Teacher Survey Results
10. Percentage of schools in which teachers taught each of the following HIV, STD, or pregnancy prevention topics in a required course for students in any of grades 6,7 , or 8 .

*Responses to question 10 a through p all are "yes."
NA = Not available

## GEORGIA

2014 School Health Profiles Report Weighted Lead Health Education Teacher Survey Results
10. Percentage of schools in which teachers taught each of the following HIV, STD, or pregnancy prevention topics in a required course for students in any of grades 9, 10, 11, or 12.
a. How HIV and other STDs are transmitted
b. Health consequences of HIV, other STDs, and pregnancy
c. The benefits of being sexually abstinent
d. How to access valid and reliable health information, products, and services related to HIV, other STDs, and pregnancy
e. The influences of family, peers, media, technology and other factors on sexual risk behaviors

■High Schools


## G E OR GIA

2014 School Health Profiles Report Weighted Lead Health Education Teacher Survey Results
10. Percentage of schools in which teachers taught each of the following HIV, STD, or pregnancy prevention topics in a required course for students in any of grades 9, 10, 11, or 12.
f. Communication and negotiation skills related to eliminating or reducing risk for HIV, other STDs, and pregnancy
g. Goal-setting and decision-making skills related to eliminating or reducing risk for HIV, other STDs, and pregnancy
h. Influencing and supporting others to avoid or reduce sexual risk behaviors


2014 School Health Profiles Report Weighted Lead Health Education Teacher Survey Results
10. Percentage of schools in which teachers taught each of the following HIV, STD, or pregnancy prevention topics in a required course for students in any of grades 9, 10, 11, or 12.
k. How to obtain condoms

1. How to correctly use a condom
m. The importance of using a condom at the same time as another form of contraception to prevent both STDs and pregnancy
n. How to create and sustain healthy and respectful relationships
o. The importance of limiting the number of sexual partners


2014 School Health Profiles Report Weighted Lead Health Education Teacher Survey Results
10. Percentage of schools in which teachers taught each of the following HIV, STD, or pregnancy prevention topics in a required course for students in any of grades 9, 10, 11, or 12.

*Responses to question 10 a through p all are "yes."
NA = Not available

2014 School Health Profiles Report Weighted Lead Health Education Teacher Survey Results
11. Percentage of schools in which teachers taught about each of the following contraceptives in a required course for students in any of grades 9 through 12 .
a. Birth control pill (e.g., OrthoTricyclen)


2014 School Health Profiles Report Weighted Lead Health Education Teacher Survey Results
11. Percentage of schools in which teachers taught about each of the following contraceptives in a required course for students in any of grades 9 through 12 .


## 2014 School Health Profiles Report

 Weighted Lead Health Education Teacher Survey Results12. Percentage of schools in which teachers assess the ability of students to do each of the following in a required course for students in any of grades 6 , 7 , or 8.
a. Comprehend concepts important to prevent HIV, other STDs, and pregnancy
b. Analyze the influence of family, peers, culture, media, technology, and other factors on sexual risk behaviors
c. Access valid information, products, and services to prevent HIV, other STDs, and pregnancy
d. Use interpersonal communication skills to avoid or reduce sexual risk behaviors


2014 School Health Profiles Report Weighted Lead Health Education Teacher Survey Results
12. Percentage of schools in which teachers assess the ability of students to do each of the following in a required course for students in any of grades 6 , 7 , or 8.
e. Use decision-making skills to prevent HIV, other STDs, and pregnancy


2014 School Health Profiles Report Weighted Lead Health Education Teacher Survey Results
12. Percentage of schools in which teachers assess the ability of students to do each of the following in a required course for students in any of grades 9,10 , 11 , or 12.
a. Comprehend concepts important to prevent HIV, other STDs, and pregnancy
b. Analyze the influence of family, peers, culture, media, technology, and other factors on sexual risk behaviors
c. Access valid information, products, and services to prevent HIV, other STDs, and pregnancy
d. Use interpersonal communication skills to avoid or reduce sexual risk behaviors


2014 School Health Profiles Report Weighted Lead Health Education Teacher Survey Results
12. Percentage of schools in which teachers assess the ability of students to do each of the following in a required course for students in any of grades 9 , 10 , 11 , or 12.
e. Use decision-making skills to prevent HIV, other STDs, and pregnancy


## G EOR GIA

2014 School Health Profiles Report Weighted Lead Health Education Teacher Survey Results
13. Percentage of schools in which teachers taught each of the following nutrition and dietary behavior topics in a required course for students in any of grades 6 through 12.
a. Benefits of healthy eating
b. Benefits of drinking plenty of water
c. Benefits of eating breakfast every day
d. Food guidance using the current Dietary Guidelines for Americans (e.g., MyPlate or MyPyramid)
e. Using food labels

■High Schools
-Middle Schools
Junior/Senior High Schools
-All Schools

## G EOR GIA

2014 School Health Profiles Report Weighted Lead Health Education Teacher Survey Results
13. Percentage of schools in which teachers taught each of the following nutrition and dietary behavior topics in a required course for students in any of grades 6 through 12.
f. Differentiating between nutritious and non-nutritious beverages
g. Balancing food intake and physical activity
h. Eating more fruits, vegetables, and whole grain products
i. Choosing foods and snacks that are low in solid fat (i.e., saturated and trans fat)
j. Choosing foods, snacks, and beverages that are low in added sugars


## G EOR GIA

2014 School Health Profiles Report Weighted Lead Health Education Teacher Survey Results
13. Percentage of schools in which teachers taught each of the following nutrition and dietary behavior topics in a required course for students in any of grades 6 through 12.
k. Choosing foods and snacks that are low in sodium

1. Eating a variety of foods that are high in calcium
m. Eating a variety of foods that are high in iron
n. Food safety
o. Preparing healthy meals and snacks


## GEORGIA

2014 School Health Profiles Report Weighted Lead Health Education Teacher Survey Results
13. Percentage of schools in which teachers taught each of the following nutrition and dietary behavior topics in a required course for students in any of grades 6 through 12.
p. Risks of unhealthy weight control practices
q. Accepting body size differences
r. Signs, symptoms, and treatment for eating disorders


2014 School Health Profiles Report Weighted Lead Health Education Teacher Survey Results
13. Percentage of schools in which teachers taught each of the following nutrition and dietary behavior topics in a required course for students in any of grades 6 through 12.
s. Relationship between diet and chronic diseases

*Responses to question 13 a through $t$ all are "yes."
NA = Not available
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## GEORGIA

2014 School Health Profiles Report Weighted Lead Health Education Teacher Survey Results
14. Percentage of schools in which teachers taught each of the following physical activity topics in a required course for students in any of grades 6 through 12.
a. Short-term and long-term benefits of physical activity, including reducing the risks for chronic disease
b. Mental and social benefits of physical activity
c. Health-related fitness (i.e., cardiorespiratory endurance, muscular endurance, muscular strength, flexibility, and body composition)
d. Phases of a workout (i.e., warm-up, workout, cool down)
e. Recommended amounts and types of moderate, vigorous, musclestrengthening, and bonestrengthening physical activity


## G EOR GIA

2014 School Health Profiles Report Weighted Lead Health Education Teacher Survey Results
14. Percentage of schools in which teachers taught each of the following physical activity topics in a required course for students in any of grades 6 through 12.


## GEORGIA

2014 School Health Profiles Report Weighted Lead Health Education Teacher Survey Results
14. Percentage of schools in which teachers taught each of the following physical activity topics in a required course for students in any of grades 6 through 12.
k. Incorporating physical activity into daily life (without relying on a structured exercise plan or special equipment)

1. Using safety equipment for specific physical activities
m. Benefits of drinking water before, during, and after physical activity

Percentage of schools that taught all 13 physical activity topics*

*Responses to question 14 a through m all are "yes."
NA = Not available
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2014 School Health Profiles Report Weighted Lead Health Education Teacher Survey Results
15. Percentage of schools that provide curricula or supplementary materials that include HIV, STD, or pregnancy prevention information that is relevant to lesbian, gay, bisexual, transgender, and questioning youth.


2014 School Health Profiles Report Weighted Lead Health Education Teacher Survey Results
16. Percentage of schools in which health education staff worked with the following groups on health education activities during the current school year.
a. Physical education staff
b. Health services staff (e.g., nurses)
c. Mental health or social services staff (e.g., psychologists, counselors, and social workers)
d. Nutrition or food service staff
e. School health council, committee, or team


2014 School Health Profiles Report Weighted Lead Health Education Teacher Survey Results
17. Percentage of schools that provided parents and families with health information designed to increase parent and family knowledge of the following topics during the current school year.
a. HIV prevention, STD prevention, or teen pregnancy prevention
b. Tobacco-use prevention
c. Physical activity
d. Nutrition and healthy eating

■High Schools
-Middle Schools
$\square$ Junior/Senior High Schools
80
100


2014 School Health Profiles Report Weighted Lead Health Education Teacher Survey Results
17. Percentage of schools that provided parents and families with health information designed to increase parent and family knowledge of the following topics during the current school year.
e. Asthma
f. Food allergies
g. Diabetes
h. Preventing student bullying and sexual harassment, including electronic aggression (i.e., cyberbullying)


2014 School Health Profiles Report Weighted Lead Health Education Teacher Survey Results
18. Percentage of schools in which teachers have given students homework assignments or health education activities to do at home with their parents during the current school year.


2014 School Health Profiles Report Weighted Lead Health Education Teacher Survey Results
19. Percentage of schools in which the lead health education teacher received professional development (such as workshops, conferences, continuing education, or any other kind of in-service) on each of the following topics during the past two years.
a. Alcohol- or other drug-use prevention
b. Asthma
c. Diabetes
d. Emotional and mental health
e. Epilepsy or seizure disorder

■High Schools


2014 School Health Profiles Report Weighted Lead Health Education Teacher Survey Results
19. Percentage of schools in which the lead health education teacher received professional development (such as workshops, conferences, continuing education, or any other kind of in-service) on each of the following topics during the past two years.
f. Food allergies
g. Foodborne illness prevention
h. HIV prevention
i. Human sexuality
j. Infectious disease prevention (e.g., flu prevention)


2014 School Health Profiles Report Weighted Lead Health Education Teacher Survey Results
19. Percentage of schools in which the lead health education teacher received professional development (such as workshops, conferences, continuing education, or any other kind of in-service) on each of the following topics during the past two years.
k. Injury prevention and safety
l. Nutrition and dietary behavior
m. Physical activity and fitness
n. Pregnancy prevention
o. STD prevention


2014 School Health Profiles Report Weighted Lead Health Education Teacher Survey Results
19. Percentage of schools in which the lead health education teacher received professional development (such as workshops, conferences, continuing education, or any other kind of in-service) on each of the following topics during the past two years.
p. Suicide prevention
q. Tobacco-use prevention
r. Violence prevention (e.g., bullying, fighting, or dating violence prevention)


2014 School Health Profiles Report Weighted Lead Health Education Teacher Survey Results
20. Percentage of schools in which the lead health education teacher received professional development (such as workshops, conferences, continuing education, or any other kind of in-service) on each of the following topics during the past two years.
a. Describing how widespread HIV and other STD infections are and the consequences of these infections
b. Understanding the modes of transmission and effective prevention strategies for HIV and other STDs
c. Identifying populations of youth who are at high risk of being infected with HIV and other STDs
d. Implementing health education strategies using prevention messages that are likely to be effective in reaching youth
e. Teaching essential skills for health behavior change related to HIV prevention and guiding student practice of these skills


2014 School Health Profiles Report Weighted Lead Health Education Teacher Survey Results
20. Percentage of schools in which the lead health education teacher received professional development (such as workshops, conferences, continuing education, or any other kind of in-service) on each of the following topics during the past two years.
f. Assessing students’ performance in HIV prevention education
g. Describing the prevalence and potential effects of teen pregnancy


h. Identifying populations of youth who are at high risk of becoming pregnant


## GEORGIA

2014 School Health Profiles Report Weighted Lead Health Education Teacher Survey Results
21. Percentage of schools in which the lead health education teacher would like to receive professional development on each of the following topics.
a. Alcohol- or other drug-use prevention
b. Asthma
c. Diabetes
d. Emotional and mental health
e. Epilepsy or seizure disorder

## GEORGIA

2014 School Health Profiles Report Weighted Lead Health Education Teacher Survey Results
21. Percentage of schools in which the lead health education teacher would like to receive professional development on each of the following topics.
f. Food allergies
g. Foodborne illness prevention
h. HIV prevention
i. Human sexuality
j. Infectious disease prevention (e.g., flu prevention)


## G EOR GIA

2014 School Health Profiles Report Weighted Lead Health Education Teacher Survey Results
21. Percentage of schools in which the lead health education teacher would like to receive professional development on each of the following topics.
k. Injury prevention and safety
l. Nutrition and dietary behavior
m. Physical activity and fitness
n. Pregnancy prevention
o. STD prevention


## GEORGIA

2014 School Health Profiles Report Weighted Lead Health Education Teacher Survey Results
21. Percentage of schools in which the lead health education teacher would like to receive professional development on each of the following topics.


2014 School Health Profiles Report Weighted Lead Health Education Teacher Survey Results
22. Percentage of schools in which the lead health education teacher received professional development (such as workshops, conferences, continuing education, or any other kind of in-service) on each of the following topics during the past two years.
a. Teaching students with physical, medical, or cognitive disabilities
b. Teaching students of various cultural backgrounds
c. Teaching students with limited English proficiency
d. Teaching students of different sexual orientations or gender identities
e. Using interactive teaching methods (e.g., role plays or cooperative group activities)



2014 School Health Profiles Report Weighted Lead Health Education Teacher Survey Results
22. Percentage of schools in which the lead health education teacher received professional development (such as workshops, conferences, continuing education, or any other kind of in-service) on each of the following topics during the past two years.
f. Encouraging family or community involvement
g. Teaching skills for behavior change


## GEORGIA

2014 School Health Profiles Report Weighted Lead Health Education Teacher Survey Results
23. Percentage of schools in which the lead health education teacher would like to receive professional development on each of the following topics.


## GEORGIA

2014 School Health Profiles Report Weighted Lead Health Education Teacher Survey Results
23. Percentage of schools in which the lead health education teacher would like to receive professional development on each of the following topics.
f. Encouraging family or community involvement


2014 School Health Profiles Report Weighted Lead Health Education Teacher Survey Results
24. Percentage of schools in which the major emphasis of the lead health education teacher's professional preparation was on the following:
a. Health and physical education combined
b. Health education
c. Physical education
d. Other education degree
e. Kinesiology, exercise science, or exercise physiology


2014 School Health Profiles Report Weighted Lead Health Education Teacher Survey Results
24. Percentage of schools in which the major emphasis of the lead health education teacher's professional preparation was on the following:


2014 School Health Profiles Report Weighted Lead Health Education Teacher Survey Results
24. Percentage of schools in which the major emphasis of the lead health education teacher's professional preparation was on the following:


## GEORGIA

2014 School Health Profiles Report Weighted Lead Health Education Teacher Survey Results
25. Percentage of schools in which the lead health education teacher is certified, licensed, or endorsed by the state to teach health education in middle school or high school.


## GEORGIA

2014 School Health Profiles Report Weighted Lead Health Education Teacher Survey Results
26. Percentage of schools in which the lead health education teacher had the following number of years of experience in teaching health education courses or topics.
a. 1 year
b. 2 to 5 years
c. 6 to 9 years
d. 10 to 14 years
e. 15 years or more

■High Schools
-Middle Schools
$\square$ Junior/Senior High Schools
80
■All Schools

