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## 2012 School Health Profiles Report Unweighted Lead Health Education Teacher Survey Results

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1. Percentage of schools in which students take the following number of required health education courses.

	All Schools	
	Percent	N
a. 0 courses	16.6	163
b. 1 course	40.5	163
c. 2 courses	22.1	163
d. 3 courses	11.0	163
e. 4 or more courses	9.8	163

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2. Percentage of schools that taught a required health education course in each of the following grades.\*

	All Schools	
	Percent	N
a. Sixth grade	38.8	80
b. Seventh grade	44.1	93
c. Eighth grade	47.3	93
d. Ninth grade	70.3	118
e. Tenth grade	43.4	99
f. Eleventh grade	35.5	93
g. Twelfth grade	28.7	94

\*Among schools with students in that grade.  
N = Unweighted number of observations

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3. Percentage of schools that require students who fail a required health education course to repeat it.\*

All Schools	
Percent	N
83.5	127

\*Among those schools in which students take one or more required health education courses in any of grades 6 through 12.  
N = Unweighted number of observations

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4. Percentage of schools in which those who teach health education are provided with the following materials.

	All Schools	
	Percent	N
a. Goals, objectives, and expected outcomes for health education	71.3	171
b. A chart describing the annual scope and sequence of instruction for health education	43.8	169
c. Plans for how to assess student performance in health education	47.1	170
d. A written health education curriculum	62.4	170

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5. Percentage of schools in which the health education curriculum addresses each of the following skills.

	All Schools	
	Percent	N
a. Comprehending concepts related to health promotion and disease prevention to enhance health	83.7	172
b. Analyzing the influence of family, peers, culture, media, technology, and other factors on health behaviors	80.8	172
c. Accessing valid information and products and services to enhance health	73.1	171
d. Using interpersonal communication skills to enhance health and avoid or reduce health risks	80.8	172
e. Using decision-making skills to enhance health	82.6	172
f. Using goal-setting skills to enhance health	76.2	172
g. Practicing health-enhancing behaviors to avoid or reduce risks	84.3	172
h. Advocating for personal, family, and community health	80.8	172

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6. Percentage of schools in which health education instruction is required for students in any of grades 6 through 12.

All Schools	
Percent	N
87.3	173

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7. 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.

	<b>All Schools</b>	
	Percent	N
a. Alcohol- or other drug-use prevention	89.5	172
b. Asthma	35.8	173
c. Emotional and mental health	85.0	173
d. Foodborne illness prevention	55.5	173
e. Human immunodeficiency virus (HIV) prevention	66.1	165
f. Human sexuality	71.3	164
g. Infectious disease prevention (e.g., influenza [flu] prevention)	72.3	173
h. Injury prevention and safety	75.1	173
i. Nutrition and dietary behavior	95.1	162
j. Physical activity and fitness	93.5	168
k. Pregnancy prevention	62.2	164
l. Sexually transmitted disease (STD) prevention	72.1	165
m. Suicide prevention	65.7	172
n. Tobacco-use prevention	84.2	165
o. Violence prevention (e.g., bullying, fighting, or dating violence prevention)	83.2	173

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8. 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.

	<b>All Schools</b>	
	Percent	N
a. Identifying tobacco products and the harmful substances they contain	74.1	162
b. Identifying short- and long-term health consequences of tobacco use	75.8	161
c. Identifying legal, social, economic, and cosmetic consequences of tobacco use	65.0	163
d. Understanding the addictive nature of nicotine	73.3	161
e. Effects of tobacco use on athletic performance	65.6	163
f. Effects of second-hand smoke and benefits of a smoke-free environment	68.1	160
g. Understanding the social influences on tobacco use, including media, family, peers, and culture	68.3	164
h. Identifying reasons why students do and do not use tobacco	65.5	165
i. Making accurate assessments of how many peers use tobacco	48.2	164
j. Using interpersonal communication skills to avoid tobacco use (e.g., refusal skills, assertiveness)	64.4	163

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8. 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.

	All Schools	
	Percent	N
k. Using goal-setting and decision-making skills related to not using tobacco	64.6	164
l. Finding valid information and services related to tobacco-use prevention and cessation	58.9	163
m. Supporting others who abstain from or want to quit using tobacco	58.6	162
n. Supporting school and community action to support a tobacco-free environment	56.4	163
o. Identifying harmful effects of tobacco use on fetal development	56.4	165
All 15 tobacco-use prevention topics*	34.0	162

\*Responses to question 8 a through o all are "yes."  
N = Unweighted number of observations

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## 2012 School Health Profiles Report Unweighted Lead Health Education Teacher Survey Results

9. 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.

	All Schools	
	Percent	N
a. The differences between HIV and AIDS	33.3	99
b. How HIV and other STDs are transmitted	38.6	101
c. How HIV and other STDs are diagnosed and treated	33.0	100
d. Health consequences of HIV, other STDs, and pregnancy	34.0	100
e. The relationship among HIV, other STDs, and pregnancy	31.3	99
f. The relationship between alcohol and other drug use and risk for HIV, other STDs, and pregnancy	39.2	102
g. The benefits of being sexually abstinent	42.2	102
h. How to prevent HIV, other STDs, and pregnancy	41.2	102
i. How to access valid and reliable health information, products, and services related to HIV, other STDs, and pregnancy	31.3	99
j. The influences of media, family, and social and cultural norms on sexual behavior	32.7	101

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9. 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.

	All Schools	
	Percent	N
k. Communication and negotiation skills related to eliminating or reducing risk for HIV, other STDs, and pregnancy	31.0	100
l. Goal-setting and decision-making skills related to eliminating or reducing risk for HIV, other STDs, and pregnancy	33.3	99
m. Compassion for persons living with HIV or AIDS	20.6	97
n. Efficacy of condoms, that is, how well condoms work and do not work	23.8	101
o. The importance of using condoms consistently and correctly	24.0	100
p. How to obtain condoms	21.0	100
q. How to correctly use a condom	16.0	100
r. How to obtain contraceptives, other than condoms	17.2	99
s. How to correctly use contraceptives, other than condoms	14.4	97

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9. 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.

	All Schools	
	Percent	N
t. The importance of using contraceptive methods, other than condoms, consistently and correctly	19.6	97
u. The importance of using a condom at the same time as another form of contraception to prevent both sexually transmitted diseases (STDs) and pregnancy	20.4	98
v. How to create and sustain healthy and respectful relationships	46.0	100
All 22 HIV, STD, and pregnancy prevention topics*	7.0	100

\*Responses to question 9 a through v all are "yes."  
N = Unweighted number of observations

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## 2012 School Health Profiles Report Unweighted Lead Health Education Teacher Survey Results

9. 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.

	All Schools	
	Percent	N
a. The differences between HIV and AIDS	58.7	126
b. How HIV and other STDs are transmitted	69.5	128
c. How HIV and other STDs are diagnosed and treated	63.3	128
d. Health consequences of HIV, other STDs, and pregnancy	65.4	127
e. The relationship among HIV, other STDs, and pregnancy	54.7	128
f. The relationship between alcohol and other drug use and risk for HIV, other STDs, and pregnancy	60.2	128
g. The benefits of being sexually abstinent	64.3	129
h. How to prevent HIV, other STDs, and pregnancy	72.4	127
i. How to access valid and reliable health information, products, and services related to HIV, other STDs, and pregnancy	59.4	128
j. The influences of media, family, and social and cultural norms on sexual behavior	57.0	128

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9. 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.

	All Schools	
	Percent	N
k. Communication and negotiation skills related to eliminating or reducing risk for HIV, other STDs, and pregnancy	56.7	127
l. Goal-setting and decision-making skills related to eliminating or reducing risk for HIV, other STDs, and pregnancy	50.0	126
m. Compassion for persons living with HIV or AIDS	43.7	126
n. Efficacy of condoms, that is, how well condoms work and do not work	50.0	128
o. The importance of using condoms consistently and correctly	54.3	127
p. How to obtain condoms	48.8	129
q. How to correctly use a condom	35.4	127
r. How to obtain contraceptives, other than condoms	43.3	127
s. How to correctly use contraceptives, other than condoms	36.2	127

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9. 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.

	All Schools	
	Percent	N
t. The importance of using contraceptive methods, other than condoms, consistently and correctly	49.2	128
u. The importance of using a condom at the same time as another form of contraception to prevent both sexually transmitted diseases (STDs) and pregnancy	48.8	129
v. How to create and sustain healthy and respectful relationships	63.3	128
All 22 HIV, STD, and pregnancy prevention topics*	22.5	129

\*Responses to question 9 a through v all are "yes."  
N = Unweighted number of observations

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10. 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.

	All Schools	
	Percent	N
a. Birth control pill (e.g., Ortho Tri-cyclen)	38.0	129
b. Birth control patch (e.g., Ortho Evra)	30.7	127
c. Birth control ring (e.g., NuvaRing)	29.7	128
d. Birth control shot (e.g., Depo-Provera)	32.0	128
e. Implants (e.g., Implanon)	26.6	128
f. Intrauterine device (IUD; e.g., Mirena, ParaGard)	28.1	128
g. Emergency contraception (e.g., Plan B)	29.7	128
All 7 contraceptives*	22.8	127

\*Reponses to question 10 a through g all are "yes."  
N = Unweighted number of observations

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## 2012 School Health Profiles Report Unweighted Lead Health Education Teacher Survey Results

11. 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.

	All Schools	
	Percent	N
a. Benefits of healthy eating	91.1	158
b. Food guidance using the current Dietary Guidelines for Americans (e.g., MyPlate or MyPyramid)	81.4	161
c. Using food labels	75.9	162
d. Balancing food intake and physical activity	80.1	161
e. Eating more fruits, vegetables, and whole grain products	84.4	160
f. Choosing foods that are low in fat, saturated fat, and cholesterol	79.0	162
g. Using sugars in moderation	83.3	162
h. Using salt and sodium in moderation	76.4	161
i. Eating more calcium-rich foods	69.6	161
j. Food safety	66.7	162
k. Preparing healthy meals and snacks	72.1	165
l. Risks of unhealthy weight control practices	72.1	165

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11. 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.

	All Schools	
	Percent	N
m. Accepting body size differences	70.6	163
n. Signs, symptoms, and treatment for eating disorders	67.9	165
All 14 nutrition and dietary behavior topics*	48.2	166

\*Responses to question 11 a through n all are "yes."  
N = Unweighted number of observations

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## 2012 School Health Profiles Report Unweighted Lead Health Education Teacher Survey Results

12. 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.

	All Schools	
	Percent	N
a. Physical, psychological, or social benefits of physical activity	84.2	165
b. Health-related fitness (i.e., cardiorespiratory endurance, muscular endurance, muscular strength, flexibility, and body composition)	81.9	166
c. Phases of a workout (i.e., warm-up, workout, and cool down)	74.3	167
d. How much physical activity is enough (i.e., determining frequency, intensity, time, and type of physical activity)	69.6	168
e. Developing an individualized physical activity plan	61.7	167
f. Monitoring progress toward reaching goals in an individualized physical activity plan	58.7	167
g. Overcoming barriers to physical activity	62.5	168
h. Decreasing sedentary activities (e.g., television viewing)	71.5	165
i. Opportunities for physical activity in the community	70.1	167
j. Preventing injury during physical activity	72.1	165

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12. 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.

	All Schools	
	Percent	N
k. Weather-related safety (e.g., avoiding heat stroke, hypothermia, and sunburn while physically active)	65.1	166
l. Dangers of using performance-enhancing drugs (e.g., steroids)	63.1	168
All 12 physical activity topics*	41.4	169

\*Responses to question 12 a through l all are "yes."  
N = Unweighted number of observations

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13. Percentage of schools that provided any HIV, STD, or pregnancy prevention programs for ethnic/racial minority youth at high risk, including after-school or supplemental programs, that did each of the following activities.

	All Schools	
	Percent	N
a. Provided curricula or supplementary materials that include pictures, information, and learning experiences that reflect the life experiences of these youth in their communities	25.6	168
b. Provided curricula or supplementary materials in the primary languages of the youth and families	22.6	168
c. Facilitated access to direct health services or arrangements with providers not on school property who have experience in serving these youth in the community	23.8	168
d. Facilitated access to direct social services and psychological services or arrangements with providers not on school property who have experience in serving these youth in the community	21.4	168

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14. 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.

All Schools	
Percent	N
17.5	160

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15. Percentage of schools in which health education staff worked with the following groups on health education activities during the current school year.

	All Schools	
	Percent	N
a. Physical education staff	64.5	166
b. Health services staff (e.g., nurses)	57.8	166
c. Mental health or social services staff (e.g., psychologists, counselors, and social workers)	57.5	167
d. Nutrition or food service staff	31.1	167
e. School health council, committee, or team	26.9	167

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16. 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.

	All Schools	
	Percent	N
a. HIV prevention, STD prevention, or teen pregnancy prevention	9.0	167
b. Tobacco-use prevention	29.9	167
c. Physical activity	31.7	167
d. Nutrition and healthy eating	33.5	167
e. Asthma	9.6	167

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17. Percentage of schools in which the lead health education teacher received professional development (e.g., workshops, conferences, continuing education, or any other kind of in-service) on each of the following topics during the past two years.

	All Schools	
	Percent	N
a. Alcohol- or other drug-use prevention	24.0	171
b. Asthma	9.4	171
c. Emotional and mental health	24.6	171
d. Foodborne illness prevention	15.8	171
e. HIV prevention	14.6	171
f. Human sexuality	10.6	170
g. Infectious disease prevention (e.g., flu prevention)	28.7	171
h. Injury prevention and safety	31.2	170
i. Nutrition and dietary behavior	24.6	171
j. Physical activity and fitness	29.2	171
k. Pregnancy prevention	10.6	170
l. STD prevention	10.5	171
m. Suicide prevention	26.3	171
n. Tobacco-use prevention	18.8	170
o. Violence prevention (e.g., bullying, fighting, or dating violence prevention)	47.3	169

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18. Percentage of schools in which the lead health education teacher received professional development (e.g., workshops, conferences, continuing education, or any other kind of in-service) on each of the following topics during the past two years.

	All Schools	
	Percent	N
a. Describing how widespread HIV and other STD infections are and the consequences of these infections	12.3	171
b. Understanding the modes of transmission and effective prevention strategies for HIV and other STDs	12.3	171
c. Identifying populations of youth who are at high risk of being infected with HIV and other STDs	8.2	171
d. Implementing health education strategies using prevention messages that are likely to be effective in reaching youth	15.9	170
e. Teaching HIV prevention education to students with physical, medical, or cognitive disabilities	4.1	171
f. Teaching HIV prevention education to students of various cultural backgrounds	7.0	171
g. Using interactive teaching methods for HIV prevention education (e.g., role plays or cooperative group activities)	10.5	171
h. Teaching essential skills for health behavior change related to HIV prevention and guiding student practice of these skills	8.8	170

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18. Percentage of schools in which the lead health education teacher received professional development (e.g., workshops, conferences, continuing education, or any other kind of in-service) on each of the following topics during the past two years.

	All Schools	
	Percent	N
i. Teaching about health-promoting social norms and beliefs related to HIV prevention	7.6	170
j. Strategies for involving parents, families, and others in student learning of HIV prevention education	3.5	171
k. Assessing students' performance in HIV prevention education	3.5	170
l. Implementing standards-based HIV prevention education curricula and student assessment	4.1	170
m. Using technology to improve HIV prevention education instruction	5.8	171
n. Teaching HIV prevention education to students with limited English proficiency	5.3	169
o. Addressing community concerns and challenges related to HIV prevention education	5.3	171
p. Describing the prevalence and potential effects of teen pregnancy	12.3	171
q. Identifying populations of youth who are at high risk of becoming pregnant	10.5	171

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

	<b>All Schools</b>	
	Percent	N
a. Alcohol- or other drug-use prevention	63.9	169
b. Asthma	41.2	170
c. Emotional and mental health	71.2	170
d. Foodborne illness prevention	40.5	168
e. HIV prevention	47.3	169
f. Human sexuality	49.4	170
g. Infectious disease prevention (e.g., flu prevention)	50.6	168
h. Injury prevention and safety	54.8	168
i. Nutrition and dietary behavior	58.6	169
j. Physical activity and fitness	60.7	168
k. Pregnancy prevention	47.0	168
l. STD prevention	48.2	168
m. Suicide prevention	70.6	170
n. Tobacco-use prevention	58.2	170
o. Violence prevention (e.g., bullying, fighting, or dating violence prevention)	67.6	170

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20. Percentage of schools in which the lead health education teacher received professional development (e.g., workshops, conferences, continuing education, or any other kind of in-service) on each of the following topics during the past two years.

	All Schools	
	Percent	N
a. Teaching students with physical, medical, or cognitive disabilities	40.6	170
b. Teaching students of various cultural backgrounds	52.9	170
c. Teaching students with limited English proficiency	34.5	171
d. Teaching students of different sexual orientations or gender identities	8.8	170
e. Using interactive teaching methods (e.g., role plays or cooperative group activities)	55.9	170
f. Encouraging family or community involvement	41.2	170
g. Teaching skills for behavior change	43.3	171
h. Classroom management techniques (e.g., social skills training, environmental modification, conflict resolution and mediation, and behavior management)	60.8	171
i. Assessing or evaluating students in health education	18.7	171

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

	<b>All Schools</b>	
	Percent	N
a. Teaching students with physical, medical, or cognitive disabilities	54.1	170
b. Teaching students of various cultural backgrounds	53.8	169
c. Teaching students with limited English proficiency	47.9	169
d. Teaching students of different sexual orientations or gender identities	43.2	169
e. Using interactive teaching methods (e.g., role plays or cooperative group activities)	62.1	169
f. Encouraging family or community involvement	63.7	168
g. Teaching skills for behavior change	69.8	169
h. Classroom management techniques (e.g., social skills training, environmental modification, conflict resolution and mediation, and behavior management)	62.0	171
i. Assessing or evaluating students in health education	59.4	170

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

	All Schools	
	Percent	N
a. Health and physical education combined	22.5	160
b. Health education	0.6	160
c. Physical education	5.6	160
d. Other education degree	34.4	160
e. Kinesiology, exercise science, or exercise physiology	1.3	160
f. Home economics or family and consumer science	0.0	160
g. Biology or other science	13.8	160
h. Nursing	1.3	160
i. Counseling	2.5	160
j. Public health	0.6	160
k. Nutrition	0.6	160
l. Other	16.9	160

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23. 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.

All Schools	
Percent	N
35.7	171

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24. 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.

	All Schools	
	Percent	N
a. 1 year	20.0	160
b. 2 to 5 years	32.5	160
c. 6 to 9 years	17.5	160
d. 10 to 14 years	11.3	160
e. 15 years or more	18.8	160