

Public reporting burden of this collection of information is estimated to average 15 minutes per response, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. An agency may not conduct or sponsor, and a person is not required to respond to a collection of information unless it displays a currently valid OMB control number. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden to CDC/ATSDR Information Collection Review Office, 1600 Clifton Road NE, MS D-24, Atlanta, Georgia 30333; ATTN: PRA (0920-0941).

Attachment AA:

Student Program Fidelity 7th Grade Session 1

Dating Matters: Strategies to Promote Healthy Teen Relationships™ Initiative

Division of Violence Prevention
National Center for Injury Prevention and Control
Centers for Disease Control and Prevention

Student Curriculum – 7th Grade, Session 1 – Healthy Relationships

Implementer Name: Last Name: _____	First Name _____	Initial: _____
Implementer Survey ID: _____		
School Number: _____	Session Number: _____	
Grade: _____	Classroom Number: _____	
Program Year: _____	Time lesson began: _____ (military time- i.e: table pg.2)	
Survey Date: _____	Time lesson ended: _____ (military time- i.e: table pg.2)	

Please indicate if you completed the following:

	Yes	Yes w/ changes	No
1. Presented the Question of the Day	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Completed the Icebreaker activity, including introductions and responses to the question of the day	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Introduced the Dating Matters™ curriculum	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
a) Explained that the purpose of the program is to explore ways to have healthy and safe relationships with others (including peers, friends, and dating partners)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Stated that healthy relationship skills with friends and others will help students have healthy and happy relationships with the people they date, both now and in the future	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Distributed and explained Student Handbooks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Collectively established ground rules	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Explained and made sure the two required rules were included in the ground rules:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
a) Respecting the privacy of others (confidentiality)			
b) The “no name” rule			
7. Discussed the consequences for breaking the rules	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Administered “Go-To Trusted Adults” activity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
a) Noted that if students have a question or concern about any type of relationship, they should talk to their implementer or one of their go-to trusted adults	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Made sure that students understood the purpose of trusted adults and had selected two “go-to” adults	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Lead class through brainstorming “ingredients” of a healthy friendship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Administered “My Healthy Dating Relationship” activity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
a) Reinforced that although we have many different types of relationships, a lot of look for certain “ingredients” (qualities) in <i>all</i> types of relationships, such as healthy communication and trust.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Emphasized that you do not have to be currently dating someone or have ever dated someone to think about how you want to be treated in a dating relationships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Recapped Session 1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Provided a preview for Session 2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Public reporting burden of this collection of information is estimated to average 15 minutes per response, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. An agency may not conduct or sponsor, and a person is not required to respond to a collection of information unless it displays a currently valid OMB control number. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden to CDC/ATSDR Information Collection Review Office, 1600 Clifton Road NE, MS D-24, Atlanta, Georgia 30333; ATTN: PRA (0920-0941).

Attachment BB:

Student Program Fidelity 7th Grade Session 2

Dating Matters: Strategies to Promote Healthy Teen Relationships™ Initiative

Division of Violence Prevention
National Center for Injury Prevention and Control
Centers for Disease Control and Prevention

Student Curriculum – 7th Grade, Session 2 – Understanding Feelings

Implementer Name: Last Name: _____ **First Name** _____ **Initial:** _____
Implementer Survey ID: _____
School Number: _____ **Session Number:** _____
Grade: _____ **Classroom Number:** _____
Program Year: _____ **Time lesson began:** _____ (military time- i.e: table pg.2)
Survey Date: _____ **Time lesson ended:** _____ (military time- i.e: table pg.2)

Please indicate if you completed the following:

	Yes	Yes w/ changes	No
14. Delivered the Question of the Day	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Briefly reviewed Session 1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Provided an overview of Session 2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
a) Explained that naming feelings and finding healthy and safe ways to show them can improve our relationships with others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. Administered “Our Many Feelings” activity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
a) Emphasized that all feelings are important, and that it is normal and expected to experience a wide range of feeling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Highlighted that sometimes uncomfortable feelings help us recognize when we are in danger or need help. These feelings might make us feel badly at the time, but in the long run can help keep us safe if we respond in a healthy way.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. Administered “How Would You Feel?” activity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
a) Emphasized that it is normal and expected to sometimes experience multiple feelings at the same time, such as feeling both excited and nervous	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. Administered “Identifying Feelings in Ourselves” section	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
a) Explained that our bodies send us clues about how we are feeling. These clues are either physiological (occurring inside our body) or body language (things that others can see or hear).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. Read and reviewed “Karl and Shaniqua’s Story”	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
a) Emphasized that when feelings are out of control and we are not thinking clearly, it is much harder to act in a reasonable or healthy and safe way	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. Reviewed “Staying in Control of Our Feelings: Introducing the Four Steps” Handout	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
a) Presented step 1 – <u>Notice what your body is telling you. Then, PAUSE!</u> <i>The earlier you notice the physical signs, the sooner you can begin to calm down your body and mind and stay in control</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Presented step 2 – <u>Name your feeling</u> <i>Use your body clues to name your feeling, out loud or in your head</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Presented step 3 – <u>Pick the best way to calm down (and do it!)</u> <i>What you choose to do may vary depending on the feeling and situation</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

d) Presented step 4 – <u>Check-in</u> <i>If you are not feeling calmer and thinking more clearly, you may need to try something else to calm down</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. Recapped Session 2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23. Provided a preview for Session 3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please indicate if any of the following challenges interfered with your ability to implement the session. *Check all that apply.*

9. Not enough time.	<input type="checkbox"/>
10. I did not have the needed materials.	<input type="checkbox"/>
11. Students did not appear to understand the session.	<input type="checkbox"/>
12. I was uncomfortable discussing some of the topics.	<input type="checkbox"/>
13. Students were uncomfortable discussing some of the topics.	<input type="checkbox"/>
14. Some part of the session was difficult for students (e.g., role plays)	<input type="checkbox"/>
15. Other more pressing session demands.	<input type="checkbox"/>
16. Other – please specify _____	<input type="checkbox"/>

Describe any changes you made to the session activities.

Please think about today’s session and tell us your answers to the following questions. Circle the number that shows your opinion about each question.

Public reporting burden of this collection of information is estimated to average 15 minutes per response, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. An agency may not conduct or sponsor, and a person is not required to respond to a collection of information unless it displays a currently valid OMB control number. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden to CDC/ATSDR Information Collection Review Office, 1600 Clifton Road NE, MS D-24, Atlanta, Georgia 30333; ATTN: PRA (0920-0941).

Attachment CC: Student Program Fidelity 7th Grade Session 3

Dating Matters: Strategies to Promote Healthy Teen Relationships™ Initiative

Division of Violence Prevention
National Center for Injury Prevention and Control
Centers for Disease Control and Prevention

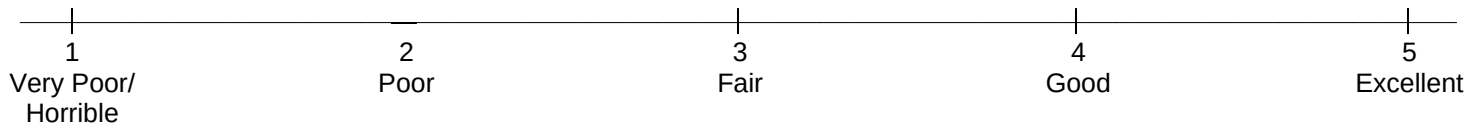
Student Curriculum – 7th Grade, Session 3 – Staying in Control of Feelings & Making Healthy Decisions

Implementer Name: Last Name: _____ First Name _____ Initial: _____	
Implementer Survey ID: _____	
School Number: _____	Session Number: _____
Grade: _____	Classroom Number: _____
Program Year: _____	Time lesson began: _____ (military time- i.e: table pg.2)
Survey Date: _____	Time lesson ended: _____ (military time- i.e: table pg.2)

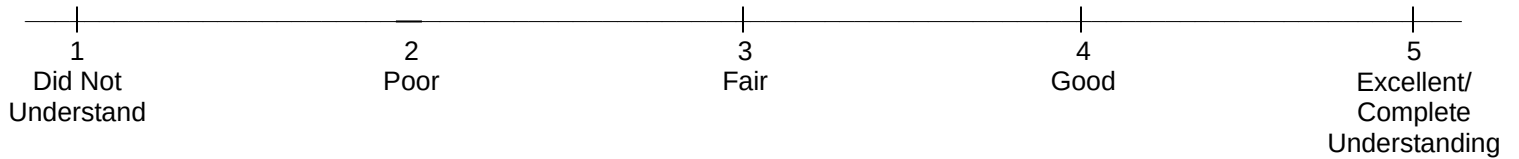
Please indicate if you completed the following:

	Yes	Yes w/ changes	No
24. Delivered the Question of the Day	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25. Briefly reviewed Session 2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26. Provided an overview of Session 3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
a) Explained that there are two things that can help students make healthy, safe decisions: calming down before acting, and not assuming that we know exactly what others are doing (not believing myths or perceptions)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27. Discussed the four ways to calm down	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28. Discussed the 4 ways to calm down	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
a) Introduced the 1st way to calm down: <u>Take deep breaths</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Lead class through deep breathing practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Introduced the 2 nd way to calm down: <u>Positive self-talk</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Differentiated between negative self-talk (making feelings more intense) and positive self-talk (helping calm us down)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Administered “Negative Self-Talk → Positive Self-Talk” activity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Introduced the 3 rd way to calm down: <u>Do something physically active or relaxing</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) Introduced the 4 th way to calm down: <u>Talk to someone you trust</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29. Addressed the “Question of the Day,” including answering it and providing an explanation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Administered “My Views” activity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
a) Emphasized that most middle school students are not using alcohol or other drugs or having sex	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30. Recapped Session 3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
31. Provided a preview for Session 4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please indicate if any of the following challenges interfered with your ability to implement the session. *Check all that apply.*



5. How well do you think the students understood the session material?



12. How well did the session material fit into the allotted time period? (check the box for the statement that is most applicable for this session)

- Session was too packed; not enough time to complete all activities and discussions
- Session was somewhat packed; able to complete most but not all activities and discussions
- Session was timed perfectly; able to complete all activities and discussions
- Session ended before 50 minutes were up; not enough material was provided for the session

Form Approved
OMB No. 0920-0941
Exp. Date: 6/30/2015

Public reporting burden of this collection of information is estimated to average 15 minutes per response, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. An agency may not conduct or sponsor, and a person is not required to respond to a collection of information unless it displays a currently valid OMB control number. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden to CDC/ATSDR Information Collection Review Office, 1600 Clifton Road NE, MS D-24, Atlanta, Georgia 30333; ATTN: PRA (0920-0941).

Attachment DD: Student Program Fidelity 7th Grade Session 4

Dating Matters: Strategies to Promote Healthy Teen Relationships™ Initiative

Division of Violence Prevention
National Center for Injury Prevention and Control
Centers for Disease Control and Prevention

Student Curriculum – 7th Grade, Session 4 – Healthy Communication

Implementer Name: Last Name: _____ **First Name** _____ **Initial:** _____

Implementer Survey ID: _____

School Number: _____ **Session Number:** _____

Grade: _____ **Classroom Number:** _____

Program Year: _____ **Time lesson began:** _____ (military time- i.e: table pg.2)

Survey Date: _____ **Time lesson ended:** _____ (military time- i.e: table pg.2)

Please indicate if you completed the following:

	Yes	Yes w/ changes	No
32. Delivered the Question of the Day	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
33. Briefly reviewed Session 3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
34. Provided an overview of Session 4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
a) Explained that healthy communication means we feel heard, understood, and respected by the other person	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Explained that healthy communication, at the same time, also means that we must listen, understand, and respect what the other person is saying	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
35. Administered “Silent Line-Up” activity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
a) Explained that there are two ways to communicate: nonverbally (the messages we send with our body and facial expression) and verbally (what we say and how we say it)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Explained that healthy communication skills can help us have more positive conversations and avoid conflicts or problems with others, and can also help us when we are faced with a problem or conflict.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Highlighted the fact that problems and conflicts with others cannot be avoided. However, if we choose our words and actions carefully, we can work through problems without hurting others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
36. Delivered “Skills for Healthy Communication” section	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
37. Reviewed “Skills for Healthy Communication”	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
a) Reviewed Skill: Staying in Control of Feelings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Reviewed Skill: Make eye contact	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Reviewed Skill: Watch facial expressions and gestures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Reviewed Skill: Watch tone of voice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Reviewed Skill: Active listening	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Administered activity, “I am Important!”	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) Emphasized that our verbal and nonverbal communication should match, meaning that our facial expressions and body language should be consistent with what we are trying to say.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
38. Administered the “Communication Practice” activity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
a) Allowed several groups to perform in front of the class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Public reporting burden of this collection of information is estimated to average 15 minutes per response, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. An agency may not conduct or sponsor, and a person is not required to respond to a collection of information unless it displays a currently valid OMB control number. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden to CDC/ATSDR Information Collection Review Office, 1600 Clifton Road NE, MS D-24, Atlanta, Georgia 30333; ATTN: PRA (0920-0941).

Attachment EE:

Student Program Fidelity 7th Grade Session 5

Dating Matters: Strategies to Promote Healthy Teen Relationships™ Initiative

Division of Violence Prevention
National Center for Injury Prevention and Control
Centers for Disease Control and Prevention

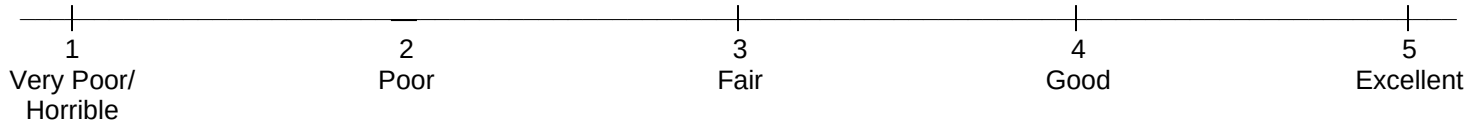
Student Curriculum – 7th Grade, Session 5 – Unhealthy and Unsafe Relationships

Implementer Name: Last Name: _____ First Name _____ Initial: _____
 Implementer Survey ID: _____
 School Number: _____ Session Number: _____
 Grade: _____ Classroom Number: _____
 Program Year: _____ Time lesson began: _____ (military time- i.e: table pg.2)
 Survey Date: _____ Time lesson ended: _____ (military time- i.e: table pg.2)

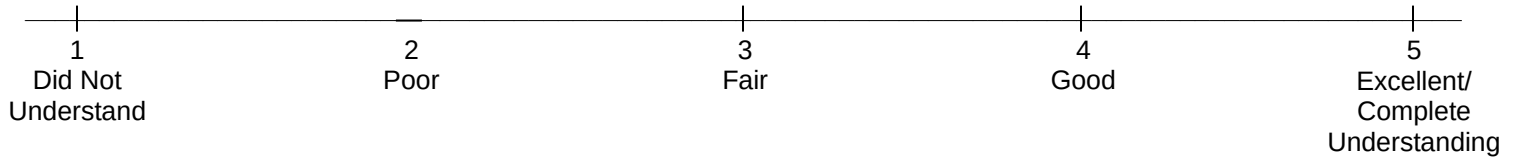
Please indicate if you completed the following:

	Yes	Yes w/ changes	No
41. Delivered the Question of the Day	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
42. Briefly reviewed Session 4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
43. Provided an overview of Session 5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
44. Lead class brainstorm of unhealthy relationship behaviors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
a) Provided prompts that elicited a broad range of unhealthy behaviors across multiple types of relationships:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Explained that teen dating violence consists of situations that may cause physical, sexual, or emotional harm, and occurs when unhealthy relationship behaviors have crossed the line and are unsafe.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
45. Reviewed handout, “What is Teen Dating Violence?”	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Reviewed handout, “Teen Dating Violence: Example Behaviors”	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
a) Emphasized that being the victim of teen dating violence is <i>never</i> someone’s fault. Everyone deserves to be in healthy, safe relationships.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
46. Administered “Teen Dating Violence: True or False” activity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
a) Emphasized that dating violence is a serious problem affecting all types of relationships, and all students are at risk for experiencing it	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Emphasized that if students or someone they know is using dating violence or is the victim of dating violence, they need to get help from a trusted adult.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
47. Administered “Red – Yellow – Green Light” activity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
48. Recapped Session 5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

26. Overall, how do you think the session went today, in terms of your implementation and the participation of students?



7. How well do you think the students understood the session material?



20. How well did the session material fit into the allotted time period? (check the box for the statement that is most applicable for this session)

- Session was too packed; not enough time to complete all activities and discussions
- Session was somewhat packet; able to complete most but not all activities and discussions
- Session was timed perfectly; able to complete all activities and discussions
- Session ended before 50 minutes were up; not enough material was provided for the session

Public reporting burden of this collection of information is estimated to average 15 minutes per response, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. An agency may not conduct or sponsor, and a person is not required to respond to a collection of information unless it displays a currently valid OMB control number. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden to CDC/ATSDR Information Collection Review Office, 1600 Clifton Road NE, MS D-24, Atlanta, Georgia 30333; ATTN: PRA (0920-0941).

Attachment FF: Student Program Fidelity 7th Grade Session 6

Dating Matters: Strategies to Promote Healthy Teen Relationships™ Initiative

Division of Violence Prevention
National Center for Injury Prevention and Control
Centers for Disease Control and Prevention

Student Curriculum – 7th Grade, Session 6 – Sexual Violence and Dating Safety

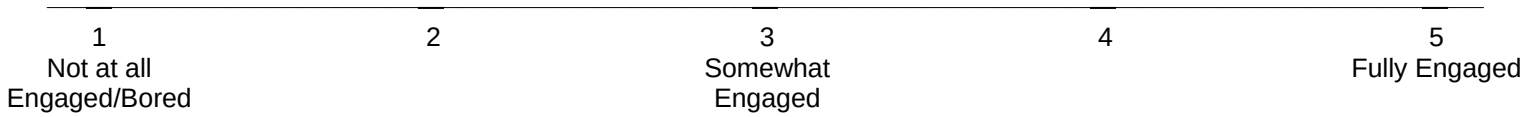
Implementer Name: Last Name: _____		First Name _____		Initial: _____
Implementer Survey ID: _____				
School Number: _____		Session Number: _____		
Grade: _____		Classroom Number: _____		
Program Year: _____		Time lesson began: _____ (military time- i.e: table pg.2)		
Survey Date: _____		Time lesson ended: _____ (military time- i.e: table pg.2)		

Please indicate if you completed the following:

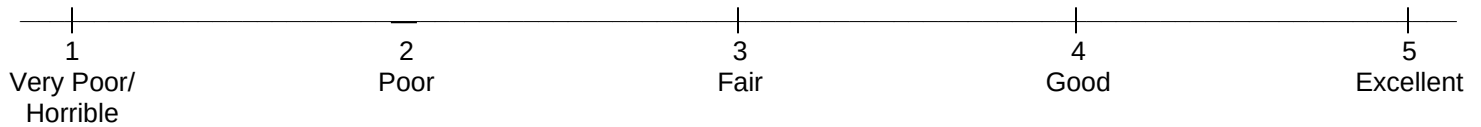
	Yes	Yes w/ changes	No
49. Delivered the Question of the Day	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
50. Briefly reviewed Session 5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
51. Provided a preview of Session 6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
52. Reviewed the Question of the Day	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
53. Reviewed “Sexual Coercion” handout	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
a) Explained that sexual coercion involves using pressure (like asking over and over again) or alcohol or drugs to get someone to do something sexual that he or she does not want to do	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Explained that sexual coercion is a form of sexual violence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
54. Delivered “Pressure Role-Play” activity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
55. Reviewed “4 Cs of Sexual Consent” handout	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
a) Explained that, in a sexual situation, consent means that all people involved agree to and are comfortable engaging in a specific sexual behavior (e.g., touching, kissing, sex)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Explained that, if someone gives consent to one behavior, it does not mean that he or she is willing to do anything else	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Explained that only “yes” means “yes”	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Explained that it is your right to decide when and if you engage in a specific sexual behavior, and it is your right to change your mind	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
56. Delivered “Consent Check” activity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
57. Reviewed “Tips for Dating Safety” handout	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
a) Explained that we do not always have control over what other people do. Sometimes people engage in unhealthy or unsafe behaviors (including physically forcing or pressuring someone into sexual activity). There are some things that students <i>can</i> do to help them stay safer or potentially avoid a situation that could turn unsafe.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
58. Delivered “Safe Move or Think Again” activity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
59. Recapped Session 6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
60. Provided a preview for Session 7	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please think about today's session and tell us your answers to the following questions. Circle the number that shows your opinion about each question.

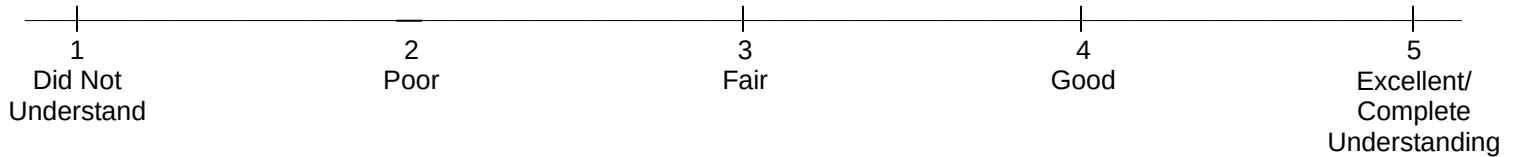
31. How engaged were the students in the session?



32. Overall, how do you think the session went today, in terms of your implementation and the participation of students?



8. How well do you think the students understood the session material?



24. How well did the session material fit into the allotted time period? (check the box for the statement that is most applicable for this session)

- Session was too packed; not enough time to complete all activities and discussions
- Session was somewhat packet; able to complete most but not all activities and discussions
- Session was timed perfectly; able to complete all activities and discussions
- Session ended before 50 minutes were up; not enough material was provided for the session

Public reporting burden of this collection of information is estimated to average 15 minutes per response, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. An agency may not conduct or sponsor, and a person is not required to respond to a collection of information unless it displays a currently valid OMB control number. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden to CDC/ATSDR Information Collection Review Office, 1600 Clifton Road NE, MS D-24, Atlanta, Georgia 30333; ATTN: PRA (0920-0941).

Attachment GG:

Student Program Fidelity 7th Grade Session 7

Dating Matters: Strategies to Promote Healthy Teen Relationships™ Initiative

Division of Violence Prevention
National Center for Injury Prevention and Control
Centers for Disease Control and Prevention

Student Curriculum – 7th Grade, Session 7 – Relationship Rights and Getting Help

Implementer Name: Last Name: _____ First Name _____ Initial: _____	
Implementer Survey ID: _____	
School Number: _____	Session Number: _____
Grade: _____	Classroom Number: _____
Program Year: _____	Time lesson began: _____ (military time- i.e: table pg.2)
Survey Date: _____	Time lesson ended: _____ (military time- i.e: table pg.2)

Please indicate if you completed the following:

	Yes	Yes w/ changes	No
61. Delivered the Question of the Day	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
62. Briefly reviewed Session 5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
63. Provided an overview of Session 6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
64. Administered “RESPECT ME Rights” activity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
a) Explained that we all have rights in our relationships, and these rights outline how we have a right to be treated by others, and how others have a right to be treated by us. In the Dating Matters™ program, we call rights in dating relationships RESPECT ME rights.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
65. Lead discussion on why teens may not tell someone that they are being abused/hurt	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
a) Emphasized that although it can be difficult to tell someone if you are being hurt by someone else, it is extremely important to tell someone.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
66. Reviewed resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
a) Reviewed trusted adults, including school and community resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Reviewed national resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Emphasized that people at school and people within the community and national organizations can answer student questions about relationships and can help students who are being hurt by their dating partners.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
67. Allowed students to work individually or in groups to complete “RESPECT ME Rights Rewind” activity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
68. Allowed students to perform or present what they developed for the “RESPECT ME Rights Rewind” activity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
69. Recapped Session 6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
a) Allowed students to keep their Student Handbooks and encouraged them to review them regularly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
70. Delivered the Question of the Day	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please indicate if any of the following challenges interfered with your ability to implement the session. *Check all that apply.*

