

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-XXXX).

Attachment HH: Student Program Fidelity 8th Grade Session 1 (Comprehensive)

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

Activity	Yes	Yes w/ changes	No
1. Introduced the Safe Dates program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Acknowledged that students are at different places with dating and that Safe Dates is applicable to all	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Passed out Safe Dates journals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Discussed ground rules	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Asked students for examples of dating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Pointed out that Safe Dates refers to formal and informal dating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Completed dating bingo	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Gave instructions for completing Worksheet 2 (Caring People and Relationships)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Asked students for examples of ways of being treated that have helped you feel good about yourself	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Pointed out that these caring actions are important in all relationships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Gave instructions for completing Worksheet 3 (Ways I Want to be Treated by a Dating Partner)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Pointed out that we all have choices in how we are treated	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Gave Worksheet 4 (Ways I Want to be Treated by a Dating Partner) to students either as homework or as an in-class assignment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Pointed out that we all have a choice in how we are treated	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Pointed out that we all have a choice in how we treat others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Concluded session	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Describe any changes you made to the session activities (please identify which activity you are describing by number).

Please indicate if you experienced any of these challenges that interfered with implementing today's session. *Check all that apply.*

1. Not enough time	<input type="checkbox"/>
2. I did not have the needed materials	<input type="checkbox"/>
3. I was uncomfortable discussing some of the topics	<input type="checkbox"/>
4. Students were uncomfortable discussing some of the topics	<input type="checkbox"/>
5. Some part of the session was difficult for students (e.g., role plays, reading aloud, worksheets)	<input type="checkbox"/>
6. Classroom behavior management issues	<input type="checkbox"/>
7. Other more pressing classroom demands	<input type="checkbox"/>
8. Other – please specify _____	<input type="checkbox"/>

Please check the extent to which the students were engaged in today's lesson on the following measures:

<i>Most students...</i>	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree
Asked relevant questions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Suggested solutions to scenario problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Responded correctly to questions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Distracted other students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Participated extensively in discussions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Discouraged other students from participating.	<input type="checkbox"/>	<input type="checkbox"/>	<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.

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

- 1 *Not at all*
- 2 *A little*
- 3 *A lot*
- 4 *Completely*

2. How well did the session material fit into the allotted time period?

- 1 *Session was too packed/not enough time to complete all activities*
- 2 *Session was somewhat packed/able to complete most but not all*
- 3 *Session was just right*
- 4 *Not enough material/session ended before class period completed*