

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 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

Student Curriculum – 8th Grade, Session 1 – Defining Caring Relationships

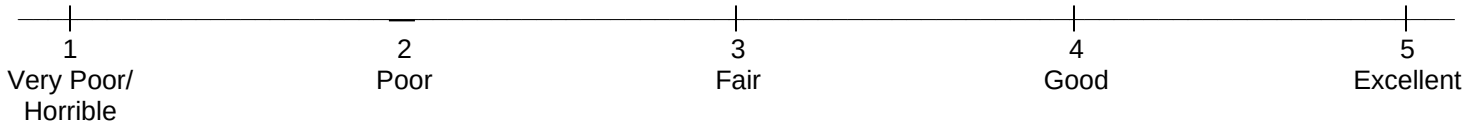
Implementer Name: Last Name: _____	First Name _____	Initial: _____
Implementer Survey ID: _____		
School Number: _____	Session Number: _____	
Grade: _____	Classroom Number: _____	
Program Year: _____	Time lesson began: _____ (military time- i.e: table pg.2)	
Survey Date: _____	Time lesson ended: _____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

Please indicate if you completed the following:

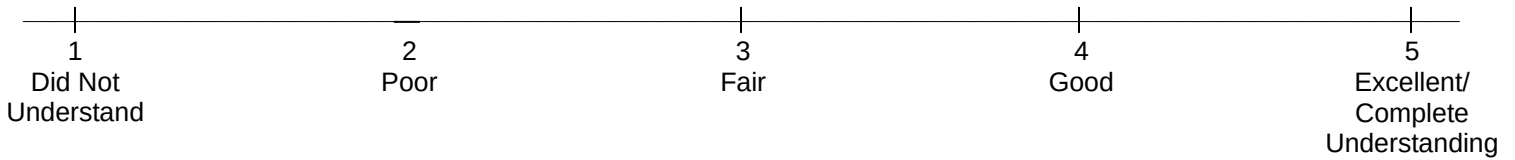
	Yes	Yes w/ changes	No
1. Introduced the Safe Dates program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Acknowledged that students are at different places with dating and that Safe Dates is applicable to all	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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 activity using Handout 1 (“Dating Bingo” card)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Gave instructions for completing Handout 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 them feel good about themselves	<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 Handout 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 Handout 4 (“Ways I Want to Treat 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"/>

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

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



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



4. 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

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Attachment II: Student Program Fidelity 8th Grade Session 2 (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

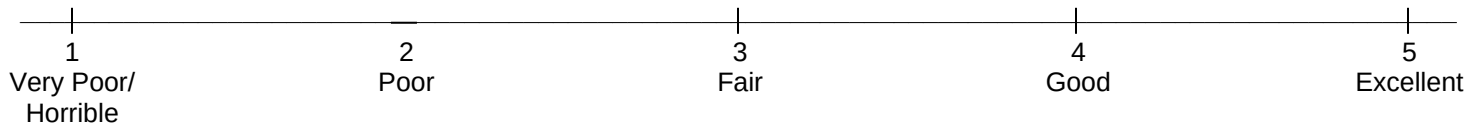
Student Curriculum – 8th Grade, Session 2 – Defining Dating Abuse

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)

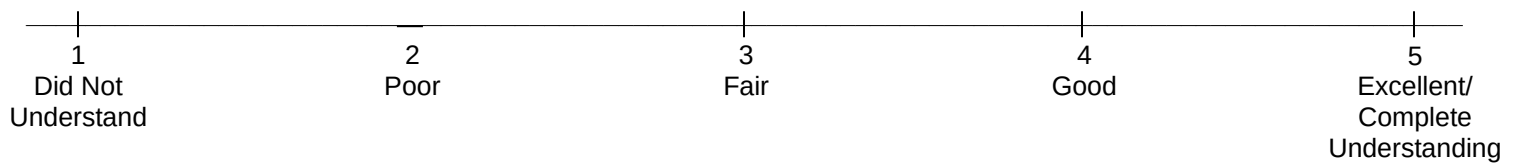
Please indicate if you completed the following:

	Yes	Yes w/ changes	No
17. Reminded students of ground rules	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. Reviewed homework from Session 1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. Discussed harmful behaviors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. Distributed Handout 5 (“Typical Harmful Dating Behaviors”)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. Presented Handout 6 (“Defining Dating Abuse Scenarios”)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. Discussed Scenarios 1-4 from Handout 6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23. Defined dating abuse	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24. Distributed Handout 7 (“Facts about Dating Abuse”)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25. Distinguished physical and emotional abuse	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26. Distinguished harmful from abusive relationships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27. Mentioned statistics about dating abuse prevalence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28. Shared the following key concepts:			
a) Both boys and girls can be abused and can be abusive	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Dating violence does not just go away	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Dating abuse can happen to anyone in any relationship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29. Reminded students of how they said they want to be treated	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30. Reminded students that they have choices in how they treat others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
31. Concluded session	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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



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



8. 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

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Attachment JJ: Student Program Fidelity 8th Grade Session 3 (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

Student Curriculum – 8th Grade, Session 3 - Why Do People Abuse

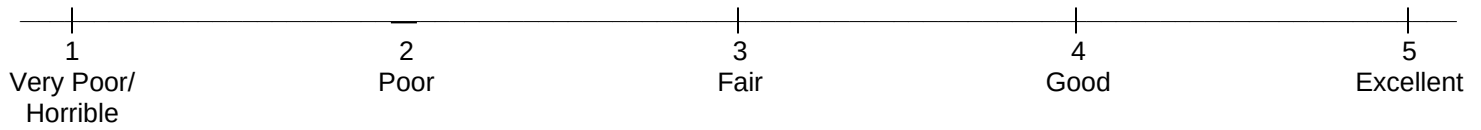
Implementer Name: Last Name: _____ First Name _____ Initial: _____
 Implementer Survey ID: _____
 School Number: _____ Session Number: _____
 Grade: _____ Classroom Number: _____
 Program Year: _____ Time lesson began: _____ (military time- i.e: table pg.2)
 Survey Date: _____ Time lesson ended: _____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

Please indicate if you completed the following:

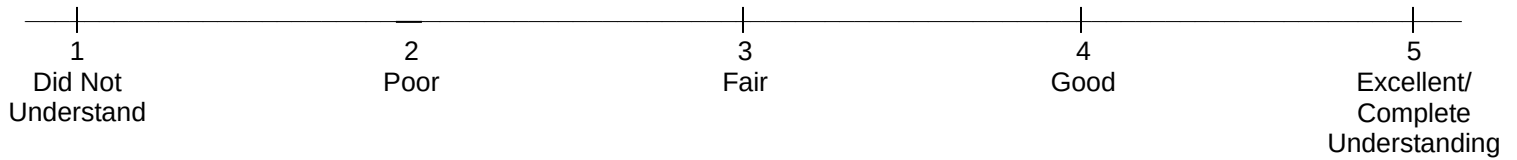
	Yes	Yes w/ changes	No
32. Reminded students of ground rules	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
33. Distributed Handout 8 (“Why People Abuse Scenarios”)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
34. Discussed Scenario 1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
35. Pointed out that controlling behaviors are abusive	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
36. Discussed Scenario 2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
37. Pointed out that abusers sometimes want victims to be dependent on them	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
38. Discussed Scenario 3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
39. Pointed out that often the abuser tries to make the victim feel that the abuse is his/her fault	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
40. Asked students to generate other reasons for why people may abuse	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
41. Discussed short-term and long-term consequences of dating abuse	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
42. Distributed Handouts 9A, 9B, and 9C (“The Consequences of Dating Abuse”)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
43. Discussed warning signs of abusive/potentially abusive relationships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
44. Distributed Handout 10 (“Dating Abuse Red Flags”)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
45. Pointed out that violence and abuse is a choice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
46. Pointed out that abuse is never the victim’s fault	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
47. Concluded session	<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.*

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



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)

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Attachment KK: Student Program Fidelity 8th Grade Session 4 (Comprehensive)

Dating Matters: Strategies to Promote Healthy Teen Relationships™ Initiative

Division of Violence Prevention
National Center for Injury Prevention and Control
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Student Curriculum – 8th Grade, Session 4 – How To Help Friends

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)

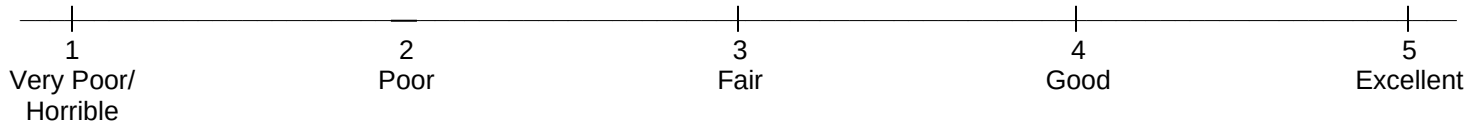
Survey Date: _____

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

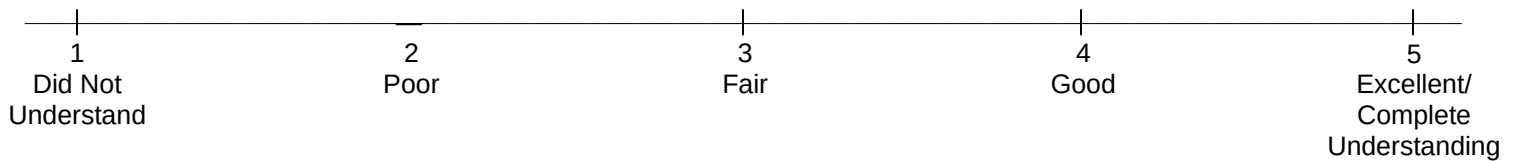
Please indicate if you completed the following:

	Yes	Yes w/ changes	No
48. Completed the “I Want to Stay” “I Want to Leave” exercise	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
49. Pointed out that abusive relationships are very complicated	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
50. Pointed out that to be helpful to a friend in an abusive relationship, it is important to understand a friend’s fears about getting help	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
51. Discussed why it may be difficult to get help	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
52. Distributed Handout 11 (“Friends Wheel”)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
53. Pointed out that teens in abusive relationships are more likely to tell Friends than adults or professionals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
54. Encouraged friends to connect friends in abusive relationships with professional adults	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
55. Distributed Handout 12 (“Dating Abuse: Who Can Help You”)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
56. Described and gave handouts about the crisis line, support groups, and community resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
57. Encouraged students in abusive relationships to talk to someone	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
58. Concluded session	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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



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



16. 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)

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Attachment LL: Student Program Fidelity 8th Grade Session 5 (Comprehensive)

Dating Matters: Strategies to Promote Healthy Teen Relationships™ Initiative

Division of Violence Prevention
National Center for Injury Prevention and Control
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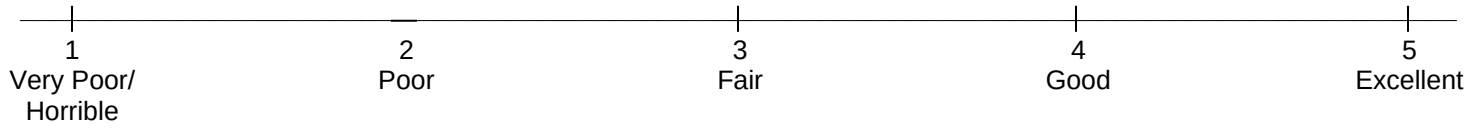
Student Curriculum – 8th Grade, Session 5 – Helping Friends

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)

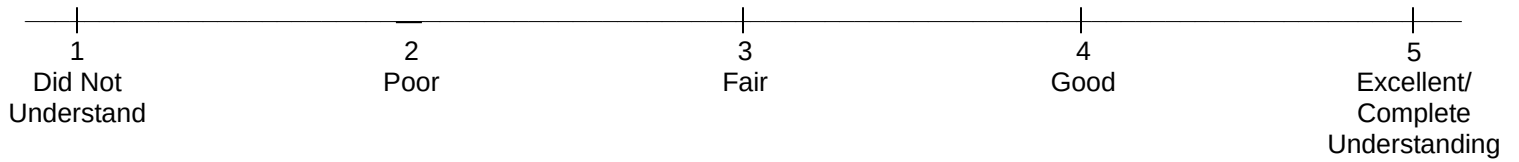
Please indicate if you completed the following:

	Yes	Yes w/ changes	No
59. Displayed a copy of the “Friends Wheel”	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
60. Distributed Handout 13 (“Elijah’s Story”)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
61. Discussed red flags that Elijah is abusive	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
62. Distributed Handout 14 (“Zoey’s Story”)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
63. Discussed red flags that Zoey is being abused	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
64. Pointed out that it is important to let friends know that abuse is not OK	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
65. Divided students into 1’s and 2’s	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
66. Distributed Handout 15 (“Elijah’s Statements) to the 1’s	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
67. Distributed Handout 17 (“Guidelines for Helping People Who Are Abusive”) to the 2’s	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
68. Completed activity where students practiced responding to a friend abuser	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
69. Distributed Handout 16 (“Zoey’s Statements”) to the 2’s	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
70. Distributed Handout 18 (“Guidelines for Helping People Who Are Being Abused”) to the 1’s	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
71. Completed activity where students practiced responding to a friend being abused	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
72. Encouraged students to tell people who are being abusive that it is not an OK thing to do	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
73. Encouraged students to support victims of abuse	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
74. Concluded session	<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)

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Attachment MM: Student Program Fidelity 8th Grade Session 6 (Comprehensive)

Dating Matters: Strategies to Promote Healthy Teen Relationships™ Initiative

Division of Violence Prevention
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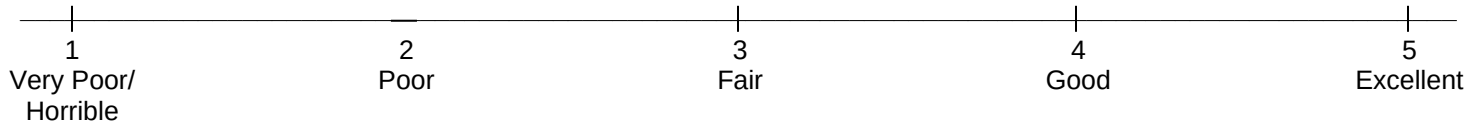
Student Curriculum – 8th Grade, Session 6 – Overcoming Gender Stereotypes

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)

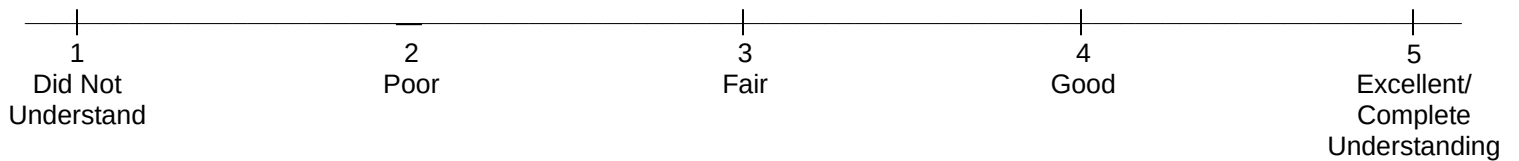
Please indicate if you completed the following:

	Yes	Yes w/ changes	No
75. Previewed/introduced the concept of preventing dating abuse to be covered during the next four sessions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
76. Facilitated exercise of unfair expectations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
77. Described the concept of images of relationships being scripts for how people act and for the expectations they have of others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
78. Facilitated free association exercise	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
79. Described the concept of “gender stereotypes”	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
80. Presented scenarios to illustrate gender stereotypes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
81. Presented the link between stereotypical beliefs and abusive behavior	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
82. Distributed Handout 19 (“Stereotypes and Dating Abuse Scenarios”)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
83. Presented the scenarios and facilitated a discussion about how gender stereotypes may lead to abuse	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
84. Pointed out that we get positive and negative stereotypes of relationships from TV, movies, song lyrics, parents, and friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
85. Encouraged students to think about whether others are treating them based on gender stereotypes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
86. Asked students to think about whether their expectations of their dating partners are fair	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
87. Concluded session	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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)

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Attachment NN: Student Program Fidelity 8th Grade Session 7 (Comprehensive)

Dating Matters: Strategies to Promote Healthy Teen Relationships™ Initiative

Division of Violence Prevention
National Center for Injury Prevention and Control
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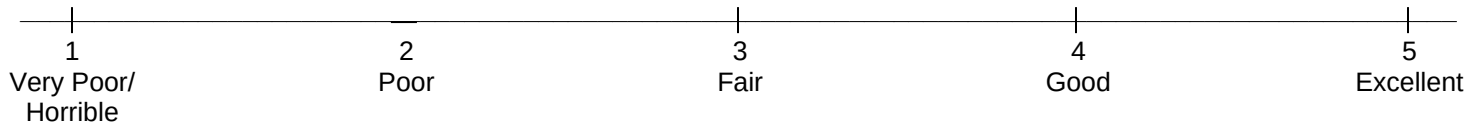
Student Curriculum – 8th Grade, Session 7 – How We feel, How We Deal

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)

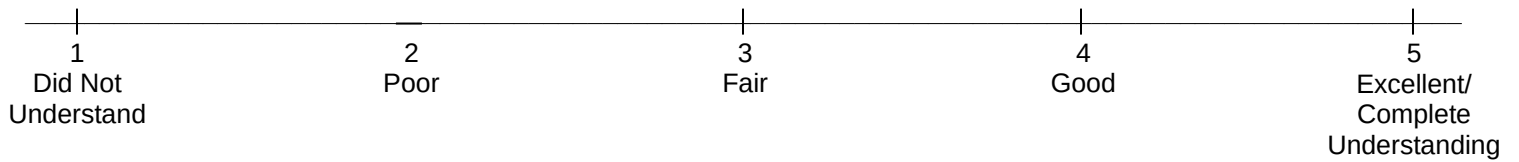
Please indicate if you completed the following:

	Yes	Yes w/ changes	No
88. Asked students for examples of feelings beyond mad, sad, or happy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
89. Explained to students why knowing your feelings is important and helpful	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
90. Pointed out that students that feeling angry is OK, but how you deal with anger is most important	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
91. Discussed the concept of “hot buttons”	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
92. Distributed Handout 20 (“Hot Buttons”)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
93. Described and discussed “intermediate” and “pent-up” anger	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
94. Pointed out that responses to anger are never uncontrollable	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
95. Discussed ways to diffuse anger in the first few seconds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
96. Pointed out to students that once they have calmed down, they can use the Safe Dates communication skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
97. Pointed out that feeling anger can be positive if handled carefully because it tells us about a situation we may need to change	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
98. Facilitated discussion about occurrences of anger and brainstorming good ways to have responded	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
99. Distributed Handout 21 (“Feelings”) and Handout 22 (“Feelings Diary”) for homework	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
100. Concluded session	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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



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



28. 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 00: Student Program Fidelity 8th Grade Session 8 (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

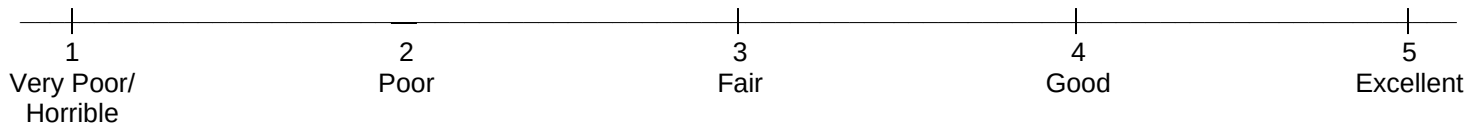
Student Curriculum – 8th Grade, Session 8 – Equal Power Through Communication

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)	

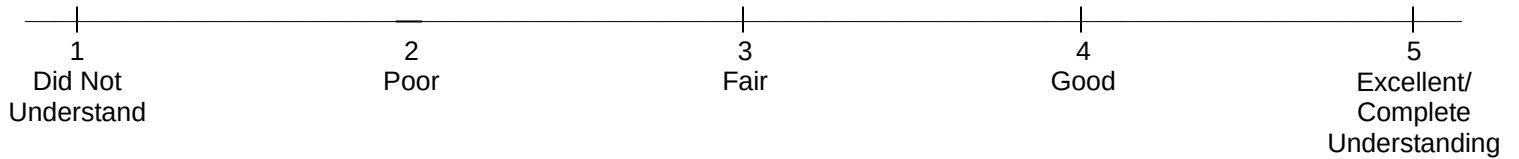
Please indicate if you completed the following:

	Yes	Yes w/ changes	No
101. Distributed Handout 23 (“Four SAFE Skills for Building Equal Power through Communication”) and discussed it with students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
102. Pointed out that sometimes these skills may not be useful on their own if there is unequal power in the relationship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
103. Distributed Handout 24A (“LaToya and Marcus Script”) and facilitated role-play	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
104. Distributed Handout 24B (“LaToya and Marcus Checklist”) and facilitated follow-up discussion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
105. Divided the class into groups of three, with a recorder, student A, and student B in each group	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
106. Distributed Handout 25B (“Conflict Skills Checklist 1”) to group recorders	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
107. Distributed Handout 25A (“Conflict Situation 1”) to students A and B	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
108. Introduced and facilitated Conflict 1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
109. Asked students in each group to switch roles	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
110. Distributed Handout 26A (“Conflict Situation 2”), role-play descriptions, and Handout 26B (“Conflict Skills Checklist 2”), recorder’s sheet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
111. Introduced and facilitated Conflict 2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
112. Asked group members to switch roles again	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
113. Distributed Handout 27A (“Conflict Situation 3”), role-play descriptions, and Handout 27B (“Conflict Skills Checklist 3”), recorder’s sheet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
114. Introduced and facilitated Conflict 3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
115. Presented and discussed scenarios for developing plans to deal with unfair communication	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
116. Pointed out that good communication can help keep equal power in relationships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
117. Pointed out that communication skills may not help in relationships that are already abusive	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
118. Concluded session	<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.*



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



32. 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

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Attachment PP: Student Program Fidelity 8th Grade Session 9 (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

Student Curriculum – 8th Grade, Session 9 – Preventing Dating Sexual Abuse

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)

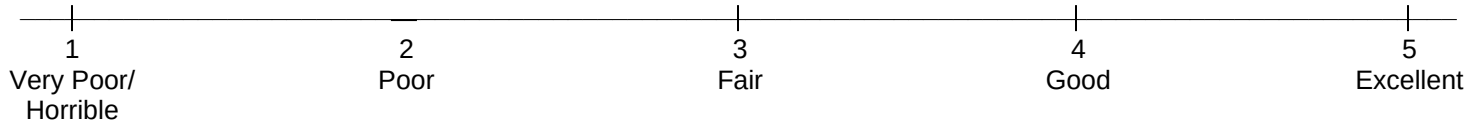
Survey Date: _____

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

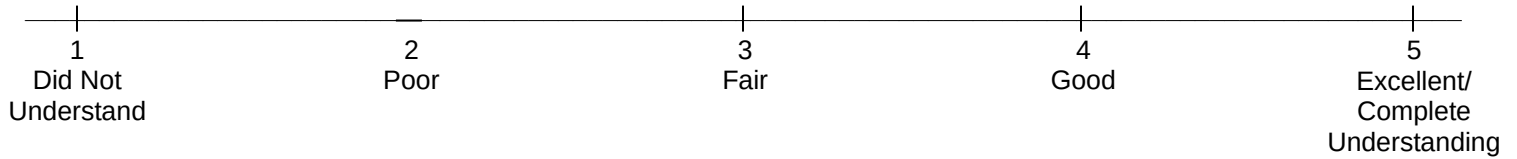
Please indicate if you completed the following:

	Yes	Yes w/ changes	No
119. Defined “sexual assault”	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
120. Distributed Handout 28 (“Sexual Assault Quiz”) and discussed with students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
121. Distributed Handout 29 (“Caitlin and Samir Scenario”) and facilitated follow-up discussion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
122. Pointed out that no matter what methods are used, if someone is forced to have sex without permission, it is rape, and rape is a crime	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
123. Presented the concept of “date rape”	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
124. Explained that date rap may occur when people misinterpret or ignore cues and facilitated discussion on interpreting signs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
125. Explained that there are some actions that can be taken to decrease the chance of being a potential victim	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
126. Distributed Handout 30 (“Dating Tips” cards) for student completion and facilitated discussion on the eight dating tips	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
127. Pointed out that dating sexual abuse and rape drugs are becoming more common among teens	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
128. Pointed out that alcohol is probably the most common dating sexual abuse and rape drug	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
129. Distributed Handout 31 (“Date Rape Drug Precautions”)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
130. Pointed out that dating sexual abuse and rape are <i>never</i> the victim’s fault	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
131. Pointed out that forced sex is rape, and rape is a crime	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
132. Concluded session	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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



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



36. 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

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Attachment QQ: Student Program Fidelity 8th Grade Session 10 (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

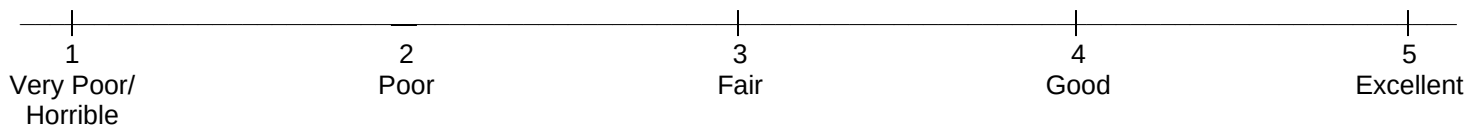
Student Curriculum – 8th Grade, Session 10 – Reviewing the Safe Dates Program

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)		

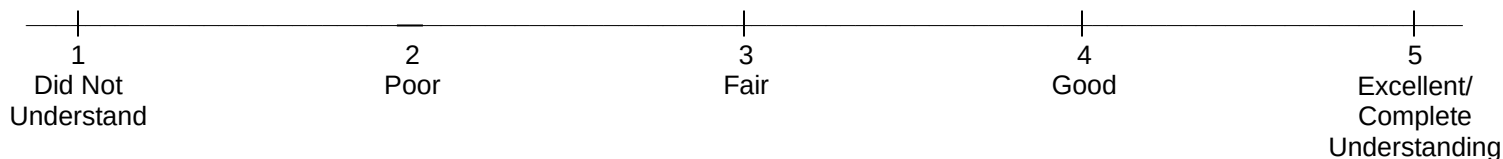
Please indicate if you completed the following:

	Yes	Yes w/ changes	No
133. Administered Post-Test (optional)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
134. Reviewed key components of Safe Dates:			
a) Healthy relationships			
b) Types of dating abuse			
c) Helping friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Gender stereotypes			
e) Handling anger positively			
f) Effective communication in dating relationships			
g) Protection against sexual abuse			
h) Prevention against using dating sexual dating abuse			
135. Described Safe Dates poster contest	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
136. Reviewed poster contest flyer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
137. Congratulated students for the hard work they put into the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
138. Allowed students to keep their journals and encouraged them to review them regularly (Optional)	<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.*



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



40. 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

Please reflect on your overall implementation of the program.

How much time (including preparation, supervision and implementation, but *excluding travel time*) did you spend on the Safe Dates program over the past 12 months?

How much travel time and mileage did you spend on the Safe Dates program over the past 12 months?