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 CCC: Student Program Fidelity 8th Grade Session 1 (Standard)

Dating Matters: Strategies to Promote Healthy Teen Relationships™ Initiative

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

Attendance Log

Implementer Name: Last Name:	First Name Initial:
Implementer Survey ID:	School Number:
Program Year:	Session Number:
Grade:	Classroom Number:

Please have all students sign initials next to their names to indicate attendance to the session

Student Names (Pre-Typed) – Last, First, Initial	Student ID (pre-typed)	Student Initials for Present

Military Time	Regular Time	Military Time	Regular Time
		•	-
0100	1:00 AM	1300	1:00 PM
0200	2:00 AM	1400	2:00 PM
0300	3:00 AM	1500	3:00 PM
0400	4:00 AM	1600	4:00 PM
0500	5:00 AM	1700	5:00 PM
0600	6:00 AM	1800	6:00 PM
0700	7:00 AM	1900	7:00 PM
0800	8:00 AM	2000	8:00 PM
0900	9:00 AM	2100	9:00 PM
1000	10:00 AM	2200	10:00 PM
1100	11:00 AM	2300	11:00 PM
1200	Noon	0000 or 2400	Midnight

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)

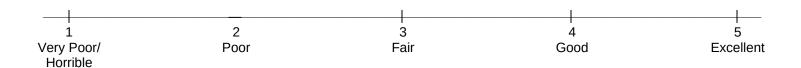
Please indicate if you completed the following:

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

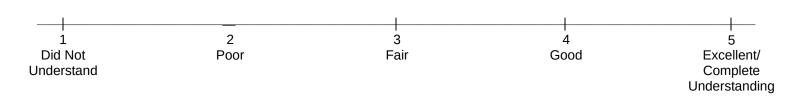
Please indicate if any of the following challenge	es interfered with your ability to	o implement the
session. Check all that apply.		

number that sh	out today's session and ows your opinion abou	·	following questions	. Circle the
			following questions	. Circle the
		c session activities.		
Describe any ol	nanges you made to the	a sassion activities		
8. O	ther – please specify			
7. O	ther more pressing session	ı demands.		
		s difficult for students (e.g., role pl	ays)	
	vas uncomfortable discussi	ing some of the topics. e discussing some of the topics.		
	tudents did not appear to ui			
		ateriais.		
3. Si	did not have the needed ma	aterials		+ -

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 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 DDD: Student Program Fidelity 8th Grade Session 2 (Standard)

Dating Matters: Strategies to Promote Healthy Teen Relationships™ Initiative

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

Attendance Log

Implementer Name: Last Name:	First Name	_ Initial:
Implementer Survey ID:	School Number:	
Program Year:	Session Number:	
Grade:	Classroom Number:	

Please have all students sign initials next to their names to indicate attendance to the session

Student Names (Pre-Typed) – Last, First, Initial	Student ID (pre-typed)	Student Initials for Present

Military			Regular
Time	Regular Time	Military Time	Time
0100	1:00 AM	1300	1:00 PM
0200	2:00 AM	1400	2:00 PM
0300	3:00 AM	1500	3:00 PM
0400	4:00 AM	1600	4:00 PM
0500	5:00 AM	1700	5:00 PM
0600	6:00 AM	1800	6:00 PM
0700	7:00 AM	1900	7:00 PM
0800	8:00 AM	2000	8:00 PM
0900	9:00 AM	2100	9:00 PM
1000	10:00 AM	2200	10:00 PM
1100	11:00 AM	2300	11:00 PM
1200	Noon	0000 or 2400	Midnight

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)

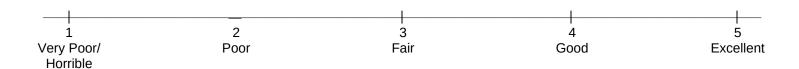
Please indicate if you completed the following:

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

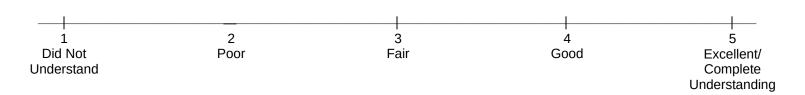
Please indicate if any of the following challenges interfered with your ability to imp	lement the
session. Check all that apply.	

number that sho	out today's session and tows your opinion about e	ach question.	he following questic	ons. Circle the	5
			he following questic	ons. Circle the	
escribe any ch	anges you made to the s	ession activities.			
	ner – please specify				
	me part of the session was d ner more pressing session de		e µiays)		
	idents were uncomfortable d				
12. I w	as uncomfortable discussing	some of the topics.			
l	udents did not appear to unde	erstand the session.			
11. St	a not have the needed mater	rials.			
	id not have the needed mater			1 1	

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 EEE: Student Program Fidelity 8th Grade Session 3 (Standard)

Dating Matters: Strategies to Promote Healthy Teen Relationships™ Initiative

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

Implementer Name: Last Name:	First Name Initial:	
mplementer Survey ID:	School Number:	
Program Year:	Session Number:	
Grade:	Classroom Number:	
	Classroom Number:	

Military			Regular
Time	Regular Time	Military Time	Time
0100	1:00 AM	1300	1:00 PM
0200	2:00 AM	1400	2:00 PM
0300	3:00 AM	1500	3:00 PM
0400	4:00 AM	1600	4:00 PM
0500	5:00 AM	1700	5:00 PM
0600	6:00 AM	1800	6:00 PM
0700	7:00 AM	1900	7:00 PM
0800	8:00 AM	2000	8:00 PM
0900	9:00 AM	2100	9:00 PM
1000	10:00 AM	2200	10:00 PM
1100	11:00 AM	2300	11:00 PM
1200	Noon	0000 or 2400	Midnight

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:

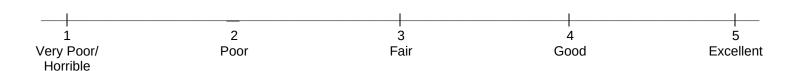
	Yes	Yes w/ changes	No
32. Reminded students of ground rules			
33. Distributed Handout 8 ("Why People Abuse Scenarios")			
34. Discussed Scenario 1			
35. Pointed out that controlling behaviors are abusive			
36. Discussed Scenario 2			
37. Pointed out that abusers sometimes want victims to be dependent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

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

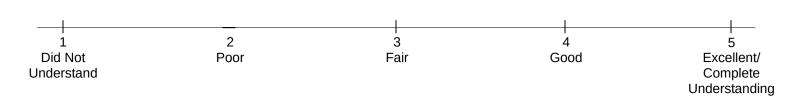
13. How engage				
	bout today's session a hows your opinion ab		the following question	ns. Circle the
Describe any	changes you made to	the session activities.		
24.	Other – please specify			
	Other more pressing session	was difficult for students (e.g., ro ion demands.	пе ріауs) 	
		able discussing some of the topic		
20.	I was uncomfortable discu	ssing some of the topics.		
	Students did not appear to	understand the session.		
19.				

17. Not enough time.

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)
 - ☐ 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 FFF: Student Program Fidelity 8th Grade Session 4 (Standard)

Dating Matters: Strategies to Promote Healthy Teen Relationships™ Initiative

Student Curriculum - 8th Grade, Session 4 - How To Help Friends

Attendance Log		
Implementer Name: Last Name:	First Name	Initial:
Implementer Survey ID:	School Number:	
Program Year:	Session Number:	
Grade:	Classroom Number:	

Please have all students sign initials next to their names to indicate attendance to the session

Student Names (Pre-Typed) – Last, First, Initial	Student ID (pre-typed)	Student Initials for Present

Military			Regular
Time	Regular Time	Military Time	Time
0100	1:00 AM	1300	1:00 PM
0200	2:00 AM	1400	2:00 PM
0300	3:00 AM	1500	3:00 PM
0400	4:00 AM	1600	4:00 PM
0500	5:00 AM	1700	5:00 PM
0600	6:00 AM	1800	6:00 PM
0700	7:00 AM	1900	7:00 PM
0800	8:00 AM	2000	8:00 PM
0900	9:00 AM	2100	9:00 PM
1000	10:00 AM	2200	10:00 PM
1100	11:00 AM	2300	11:00 PM
1200	Noon	0000 or 2400	Midnight

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			
49. Pointed out that abusive relationships are very complicated			
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			
51. Discussed why it may be difficult to get help			
52. Distributed Handout 11 ("Friends Wheel")			
53. Pointed out that teens in abusive relationships are more likely to tell Friends than adults or professionals			0
54. Encouraged friends to connect friends in abusive relationships with professional adults			
55. Distributed Handout 12 ("Dating Abuse: Who Can Help You")			
56. Described and gave handouts about the crisis line, support groups, and community resources			
57. Encouraged students in abusive relationships to talk to someone			
58. Concluded session			

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

25. Not enough time.

26. I did not have the needed materials.

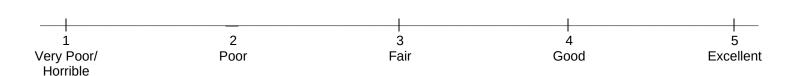
27. Students did not appear to understand the session.	
28. I was uncomfortable discussing some of the topics.	
29. Students were uncomfortable discussing some of the topics.	
30. Some part of the session was difficult for students (e.g., role plays)	
31. Other more pressing session demands.	
32. Other – please specifyany 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.

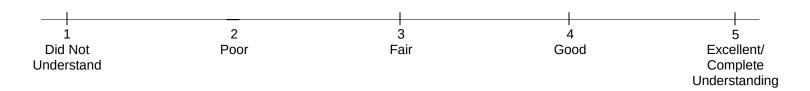
1 Q	HOW	Pancaued	WATE	the	etudente	in	the	session?	
TO.	11000	CHAUACA	VVCIC	uic	Students		uic	363310111	



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)

Ц	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 GGG: Student Program Fidelity 8th Grade Session 5 (Standard)

Dating Matters: Strategies to Promote Healthy Teen Relationships™ Initiative

Student Curriculum – 8th Grade, Session 5 – Helping Friends

Attendance Log

Implementer Name: Last Name:	First Name	Initial:
Implementer Survey ID:	School Number:	
Program Year:	Session Number:	
Grade:	Classroom Number:	

Please have all students sign initials next to their names to indicate attendance to the session

Student ID (pre-typed)	Student Initials for Present
	Student ID (pre-typed)

Military			Regular
Time	Regular Time	Military Time	Time
0100	1:00 AM	1300	1:00 PM
0200	2:00 AM	1400	2:00 PM
0300	3:00 AM	1500	3:00 PM
0400	4:00 AM	1600	4:00 PM
0500	5:00 AM	1700	5:00 PM
0600	6:00 AM	1800	6:00 PM
0700	7:00 AM	1900	7:00 PM
0800	8:00 AM	2000	8:00 PM
0900	9:00 AM	2100	9:00 PM
1000	10:00 AM	2200	10:00 PM
1100	11:00 AM	2300	11:00 PM
1200	Noon	0000 or 2400	Midnight

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"			
60. Distributed Handout 13 ("Elijah's Story")			
61. Discussed red flags that Elijah is abusive			u
62. Distributed Handout 14 ("Zoey's Story")	u		u
63. Discussed red flags that Zoey is being abused			
64. Pointed out that it is important to let friends know that abuse is not OK			
65. Divided students into 1's and 2's			u
66. Distributed Handout 15 ("Elijah's Statements) to the 1's	u		u
67. Distributed Handout 17 ("Guidelines for Helping People Who Are Abusive") to the 2's			
68. Completed activity where students practiced responding to a friend abuser			
69. Distributed Handout 16 ("Zoey's Statements") to the 2's			
70. Distributed Handout 18 ("Guidelines for Helping People Who Are Being Abused") to the 1's			
71. Completed activity where students practiced responding to a friend being abused			
72. Encouraged students to tell people who are being abusive that it is not an OK thing to do			
73. Encouraged students to support victims of abuse			
74. Concluded session			

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

33. Not enough time.	
34. I did not have the needed materials.	
35. Students did not appear to understand the session.	
36. I was uncomfortable discussing some of the topics.	
37. Students were uncomfortable discussing some of the topics.	
38. Some part of the session was difficult for students (e.g., role plays)	
39. Other more pressing session demands.	
39. Other more pressing session demands. 40. Other – please specify any changes you made to the session activities.	
40. Other – please specify	

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 Not at all gaged/Bored	2	3 Somewhat Engaged	4	5 Fully Engage
26. Overall, how d	o you think the session	went today, in terms of your	implementation and the	participation of
1	2	 3	4	 5
/ery Poor/ Horrible	Poor	Fair	Good	Excellent
7. How well do yo	ou think the students un	derstood the session materia	a i?	

☐ Session was too packed; not enough time to complete all activities and discussions

☐ Session was timed perfectly; able to complete all activities and discussions

☐ Session was somewhat packet; able to complete most but not all activities and discussions

☐ Session ended before 50 minutes were up; not enough material was provided for the session

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Attachment HHH: Student Program Fidelity 8th Grade Session 6 (Standard)

Dating Matters: Strategies to Promote Healthy Teen Relationships™ Initiative

Student Curriculum - 8th Grade, Session 6 - Overcoming Gender Stereotypes

Attendance Log

Implementer Name: Last Name:	First Name	Initial:
Implementer Survey ID:	School Number:	
Program Year:	_ Session Number:	
Grade:	Classroom Number:	

Please have all students sign initials next to their names to indicate attendance to the session

Student Names (Pre-Typed) – Last, First, Initial	Student ID (pre-typed)	Student Initials for Present

Military			Regular
Time	Regular Time	Military Time	Time
0100	1:00 AM	1300	1:00 PM
0200	2:00 AM	1400	2:00 PM
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0400	4:00 AM	1600	4:00 PM
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0700	7:00 AM	1900	7:00 PM
0800	8:00 AM	2000	8:00 PM
0900	9:00 AM	2100	9:00 PM
1000	10:00 AM	2200	10:00 PM
1100	11:00 AM	2300	11:00 PM
1200	Noon	0000 or 2400	Midnight

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			
76. Facilitated exercise of unfair expectations			
77. Described the concept of images of relationships being scripts for how people act and for the expectations they have of others			
78. Facilitated free association exercise			
79. Described the concept of "gender stereotypes"			
80. Presented scenarios to illustrate gender stereotypes			
81. Presented the link between stereotypical beliefs and abusive behavior			
82. Distributed Handout 19 ("Stereotypes and Dating Abuse Scenarios")	u		u
83. Presented the scenarios and facilitated a discussion about how gender stereotypes may lead to abuse			
84. Pointed out that we get positive and negative stereotypes of relationships from TV, movies, song lyrics, parents, and friends			
85. Encouraged students to think about whether others are treating them based on gender stereotypes			
86. Asked students to think about whether their expectations of their dating partners are fair			
87. Concluded session			

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

41. Not enough time.

42. I did not have the needed materials.

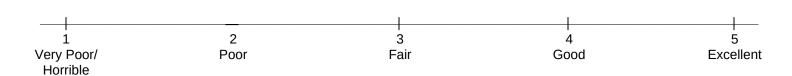
43. Students did not appear to understand the session.	
44. I was uncomfortable discussing some of the topics.	
45. Students were uncomfortable discussing some of the topics.	
46. Some part of the session was difficult for students (e.g., role plays)	
47. Other more pressing session demands.	
48. Other – please specifyany 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.

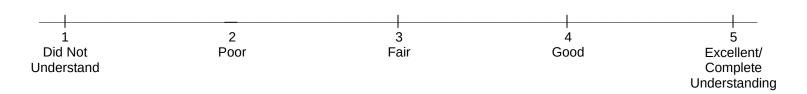
31.	How	engaged	were the	students	in the	session?



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

 $\hfill \square$ Session ended before 50 minutes were up; not enough material was provided for the session

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Attachment III: Student Program Fidelity 8th Grade Session 7 (Standard)

Dating Matters: Strategies to Promote Healthy Teen Relationships™ Initiative

Student Curriculum – 8th Grade, Session 7 – How We Feel, How We Deal

Attendance Log

Implementer Name: Last Name:	First Name	Initial:
Implementer Survey ID:	School Number:	
Program Year:	Session Number:	
Grade:	Classroom Number:	

Please have all students sign initials next to their names to indicate attendance to the session

Student Names (Pre-Typed) – Last, First, Initial	Student ID (pre-typed)	Student Initials for Present

Military			Regular
Time	Regular Time	Military Time	Time
0100	1:00 AM	1300	1:00 PM
0200	2:00 AM	1400	2:00 PM
0300	3:00 AM	1500	3:00 PM
0400	4:00 AM	1600	4:00 PM
0500	5:00 AM	1700	5:00 PM
0600	6:00 AM	1800	6:00 PM
0700	7:00 AM	1900	7:00 PM
0800	8:00 AM	2000	8:00 PM
0900	9:00 AM	2100	9:00 PM
1000	10:00 AM	2200	10:00 PM
1100	11:00 AM	2300	11:00 PM
1200	Noon	0000 or 2400	Midnight

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			
89. Explained to students why knowing your feelings is important and helpful			
90. Pointed out that students that feeling angry is OK, but how you deal with anger is most important			
91. Discussed the concept of "hot buttons"			
92. Distributed Handout 20 ("Hot Buttons")			
93. Described and discussed "intermediate" and "pent-up" anger			
94. Pointed out that responses to anger are never uncontrollable			
95. Discussed ways to diffuse anger in the first few seconds			
96. Pointed out to students that once they have calmed down, they can use the Safe Dates communication skills			
97. Pointed out that feeling anger can be positive if handled carefully because it tells us about a situation we may need to change			
98. Facilitated discussion about occurrences of anger and brainstorming good ways to have responded			
99. Distributed Handout 21 ("Feelings") and Handout 22 ("Feelings Diary") for homework			
100. Concluded session			

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

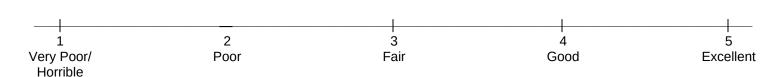
49. Not enough time.		
50. I did not have the needed materials.		
51. Students did not appear to understand	the session.	
52. I was uncomfortable discussing some of	of the topics.	
53. Students were uncomfortable discussir	ng some of the topics.	
54. Some part of the session was difficult for	or students (e.g., role plays)	
55. Other more pressing session demands	S.	
ibe any changes you made to the session	n activities.	
	n activities.	
56. Other – please specify	n 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.

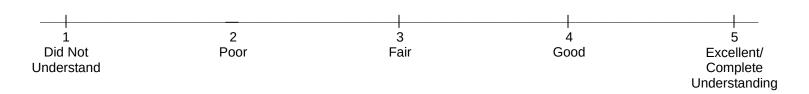
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J1.	HOW	ciiyaycu	MCIC	uic	Students	111	uic	363310111	

1 2 3 4 5
Not at all Somewhat Fully Engaged
Engaged/Bored Engaged

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

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Attachment JJJ: Student Program Fidelity 8th Grade Session 8 (Standard)

Dating Matters: Strategies to Promote Healthy Teen Relationships™ Initiative

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

Attendance Log

Implementer Name: Last Name:	First Name_	Initial:
Implementer Survey ID:	School Number:	
Program Year:	Session Number:	
Grade:	Classroom Number:	

Please have each student sign initials next to their name to indicate attendance to the session

Student Names (Pre-Typed) – Last, First, Initial	Student ID (pre-typed)	Student Initials for Present

Time Conversion Table

Military			Regular
Time	Regular Time	Military Time	Time
0100	1:00 AM	1300	1:00 PM
0200	2:00 AM	1400	2:00 PM
0300	3:00 AM	1500	3:00 PM
0400	4:00 AM	1600	4:00 PM
0500	5:00 AM	1700	5:00 PM
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0900	9:00 AM	2100	9:00 PM
1000	10:00 AM	2200	10:00 PM
1100	11:00 AM	2300	11:00 PM
1200	Noon	0000 or 2400	Midnight

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

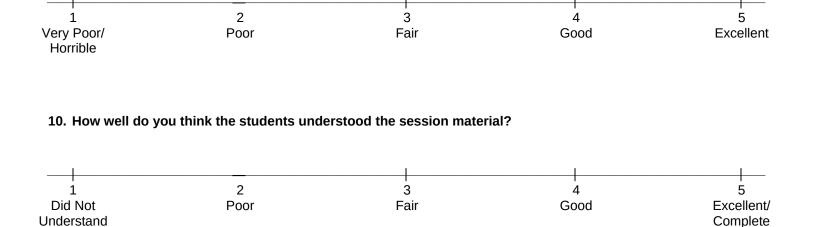
Implementer Name: Last Name:	First Name	Initial:
Implementer Survey ID:	<u></u>	
School Number:	Session Number:	
Grade:	Classroom Number:	
Program Year:	Time lesson began:	(military time- i.e: table pg.2)
Survey Date:	Time lesson ended:	(military time- i.e: table pg.2)

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			
102. Pointed out that sometimes these skills may not be useful on their own if there is unequal power in the relationship			
103. Distributed Handout 24A ("LaToya and Marcus Script") and facilitated role-play			
104. Distributed Handout 24B ("LaToya and Marcus Checklist") and facilitated follow-up discussion			
105. Divided the class into groups of three, with a recorder, student A, and student B in each group			
106. Distributed Handout 25B ("Conflict Skills Checklist 1") to group recorders			
107. Distributed Handout 25A ("Conflict Situation 1") to students A and B			
108. Introduced and facilitated Conflict 1	u		
109. Asked students in each group to switch roles			
110. Distributed Handout 26A ("Conflict Situation 2"), role-play descriptions, and Handout 26B ("Conflict Skills Checklist 2"), recorder's sheet			
111. Introduced and facilitated Conflict 2	<u> </u>		
112. Asked group members to switch roles again	u		
113. Distributed Handout 27A ("Conflict Situation 3"), role-play descriptions, and Handout 27B ("Conflict Skills Checklist 3"), recorder's sheet			
114. Introduced and facilitated Conflict 3			
115. Presented and discussed scenarios for developing plans to deal with unfair communication			
116. Pointed out that good communication can help keep equal power in relationships			
117. Pointed out that communication skills may not help in relationships that are already abusive			
118. Concluded session			

Please indicate if any of the following challenge	es interfered with your ability to	o implement the
session. Check all that apply.		

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



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)

Understanding

- ☐ 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

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

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Attachment KKK: Student Program Fidelity 8th Grade Session 9 (Standard)

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

Attendance Log

Implementer Name: Last Name:	First Name	Initial:
Implementer Survey ID:	School Number:	
Program Year:	Session Number:	
Grade:	Classroom Number:	

Please have all students sign initials next to their names to indicate attendance to the session

Student Names (Pre-Typed) – Last, First, Initial	Student ID (pre-typed)	Student Initials for Present

Time Conversion Table

Military			Regular
Time	Regular Time	Military Time	Time
0100	1:00 AM	1300	1:00 PM
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0900	9:00 AM	2100	9:00 PM
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1100	11:00 AM	2300	11:00 PM
1200	Noon	0000 or 2400	Midnight

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: (mi	litary time- i.e: table pg.2)
Survey Date:	Time lesson ended: (mi	litary time- i.e: table pg.2)

Please indicate if you completed the following activities:

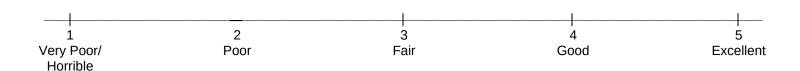
Activity	Yes	Yes w/ changes	No
119. Defined "sexual assault"			
120. Distributed Handout 28 ("Sexual Assault Quiz") and discussed with students			
121. Distributed Handout 29 ("Caitlin and Samir Scenario") and facilitated follow-up discussion		u	
122. Pointed out that no matter what methods are used,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

Please indicate if any of the following challenge	es interfered with your ability to	o implement the
session. Check all that apply.		

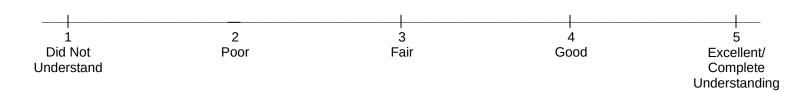
nber that sh	oout today's session and tell us your answers to the followinows your opinion about each question. d were the students in the session?	ing questions. Circle th
		ing questions. Circle th
cribe any c	hanges you made to the session activities.	
72. C	Other – please specify	
71. C	Other more pressing session demands.	
	Some part of the session was difficult for students (e.g., role plays)	
	Students were uncomfortable discussing some of the topics.	
69 1	students did not appear to understand the session. was uncomfortable discussing some of the topics.	
67. S		
	did not have the needed materials.	

1 Not at all Engaged/Bored 3 Somewhat Engaged

5 Fully Engaged 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
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 - ☐ Session ended before 50 minutes were up; not enough material was provided for the session

Exp. Date: 6/30/2015

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Attachment LLL: Student Program Fidelity 8th Grade Session 10 (Standard)

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

Attendance Log

Implementer Name: Last Name:	First Name	Initial:
Implementer Survey ID:	School Number:	
Program Year:	Session Number:	
Grade:	Classroom Number:	

Please have all students sign initials next to their names to indicate attendance to the session

Student Names (Pre-Typed) – Last, First, Initial	Student ID (pre-typed)	Student Initials for Present

Time Conversion Table

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0900	9:00 AM	2100	9:00 PM
1000	10:00 AM	2200	10:00 PM
1100	11:00 AM	2300	11:00 PM
1200	Noon	0000 or 2400	Midnight

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

First Name	Initial:
Session Number:	
Classroom Number:	
Time lesson began:	(military time- i.e: table pg.2)
Time lesson ended:	(military time- i.e: table pg.2)
	Session Number: Classroom Number: Time lesson began:

Please indicate if you completed the following:

		Yes	Yes w/ changes	No
133.	Administered Post-Test (optional)			
134.	Reviewed key components of Safe Dates:			
a)	Healthy relationships			
b)	Types of dating abuse			
c)	Helping friends			п
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			
136.	Reviewed poster contest flyer			
137.	Congratulated students for the hard work they put into the program			
138. re\	Allowed students to keep their journals and encouraged them to view them regularly (Optional)			

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

number that sho	ut today's session a ws your opinion abo were the students in th	·	following questions	. Circle the	
			e following questions	. Circle the	
Describe any cha	anges you made to th	ne session activities.			
80. Oth	ner – please specify				
79. Oth	ner more pressing sessio	on demands.			
		as difficult for students (e.g., role pl	lays)		
	as uncomfortable discus:	sing some of the topics. le discussing some of the topics.			
1	dents did not appear to u				
75. Stu	d not have the needed m	naterials.			

12. How well do you think the last point of the session was too session was too session was too session was time session ended by Please reflect on your overall.				
/ery Poor/ Horrible 12. How well do you think the session was too was soon was soon was soon was time Session was too Session was time Session ended be session ended be session which session was time was soon was soon was time was soon was time was soon was soon was time was soon was soon was soon was soon was soon was soon was time was soon				
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Did Not inderstand 40. How well did the session most applicable for this in the session was too in the session was some in the session was some in the session was time in the session ended by the session ended by the session was time. In the session ended by t	ne students unde	erstood the session mate	rial?	
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most applicable for this at Session was too Session was som Session was time Session ended be Please reflect on your overa	2 Poor	3 Fair	4 Good	5 Excellent/ Complete Understandir
	packed; not enoughewhat packet; abled perfectly; able the fore 50 minutes with the 60	to complete all activities an were up; not enough mate	ot all activities and discussions	
			tation, but <i>excluding travel tim</i>	e) did you spend
How much travel time	and mileage did y	ou spend on the Safe Date	es program over the past 12 r	months?