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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
National Center for Injury Prevention and Control
Centers for Disease Control and Prevention

Please indicate if you completed the following activities:

Activity	Yes	Yes w/ changes	No
1. Previewed / introduced "preventing dating abuse"	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Facilitated exercise of unfair expectations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Asked students to write down their experience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Asked students to share their experience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. 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"/>
6. Discussed where students get their images of what relationships are like	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Facilitated free association exercise	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Described what 'gender stereotypes' means	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Asked the students questions about Chris & Alex	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Discussed the Jason & Megan scenario	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Discussed the Tyrone & Nicole scenario	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Pointed out that we get positive and negative images of what relationships are supposed to be like from TV, movies, song lyrics, parents, and friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Encouraged students to think about whether others are treating them based on gender stereotypes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Asked students to think about whether their expectations of their boy/girlfriends are fair	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. 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 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*