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-XXXXX).

Attachment U: Student Program Fidelity 6th Grade Session 1

Dating Matters: Strategies to Promote Healthy Teen Relationships™ Initiative

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

Student Curriculum – 6th Grade, Session 1 – Health and Healthy Relationships

Attendance Log

Implementer Name:	Implementer ID:				
School ID:	Session ID:				
Classroom ID:	Program Year:				
Please have each student sign initials next	to their name to indicate attenda	nce to the session			
Student Names (Pre-Typed)	Student ID (pre-typed)	Student Initials for Present			
Student Curriculum – 6 th Grade, Sess	ion 1 – Health and Healthy Re	lationships			
Implementer Name:	Implementer ID:				
School ID:	Session ID:				
Classroom ID:					
Program Year:	Time lesson began:				
Date:	Time lesson ended:				

Please indicate if you completed the following activities:

1. Introduced the Dating Matters curriculum 2. Defined "dating" as it applies to this program 3. Acknowledged that students may or may not be dating and indicate that either is fine 4. Explained that Dating Matters will span the course of the next three years 5. Distributed Student Handbooks 6. Collectively established ground rules 7. Made sure the following were included in the ground rules: • Be respectful of other people and their feelings. • Treat others in the way you would want to be treated—try to imagine yourself in their shoes. • If you disagree about something, focus on the ideas that you disagree with, not the person himselfherself. Remember, it is okay to agree to disagree! • Everything that is said in the room is confidential. This means you should not repeat what your classmates say outside of this room. • If you share a personal story, avoid using the names of teachers, students, or other people. 8. Gave instructions for Activity 1 9. Ensured groups of students for Activity 1 were generating responses for 1) physical health and 2) emotional health 10. Allowed groups to present their drawings for Activity 1 11. Gave instructions for Activity 2 12. Allowed students to individually list characteristics of a healthy relationship in small groups 13. Ensured students shared characteristics of a healthy relationship in small groups 14. Discussed how the three types of health (physical, emotional, relationship) can affect each other 15. Allowed students to take the Healthy Relationships				Yes w/	
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quiz 16. Recapped Session 1					
16. Recapped Session 1		take the Healthy Relationships			
17. Previewed the feelings concept for Session 2	16. Recapped Session 1				
	17. Previewed the feeling	s concept for Session 2			

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

	ate if you experienced any of these challenges that interfered weck all that apply.	ith impl	ementing
•	con an area approx.		
1	L. Not enough time		
	L. Not enough time 2. I did not have the needed materials		
2			
3	2. I did not have the needed materials		
3	I did not have the needed materials I was uncomfortable discussing some of the topics	ling aloud	
3 4 5	 I did not have the needed materials I was uncomfortable discussing some of the topics Students were uncomfortable discussing some of the topics Some part of the session was difficult for students (e.g., role plays, read 	ling aloud	
3 4 5	2. I did not have the needed materials 3. I was uncomfortable discussing some of the topics 4. Students were uncomfortable discussing some of the topics 5. Some part of the session was difficult for students (e.g., role plays, read worksheets)	ling aloud	, 0
2 3 4 5 6	 I did not have the needed materials I was uncomfortable discussing some of the topics Students were uncomfortable discussing some of the topics Some part of the session was difficult for students (e.g., role plays, read worksheets) Classroom behavior management issues 	ling aloud	, 0
2 3 4 5 6	2. I did not have the needed materials 3. I was uncomfortable discussing some of the topics 4. Students were uncomfortable discussing some of the topics 5. Some part of the session was difficult for students (e.g., role plays, read worksheets) 6. Classroom behavior management issues 7. Other more pressing classroom demands	ling aloud	, 0

Most students	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree
Asked relevant questions.					
Suggested solutions to scenario problems.					
Responded correctly to questions.					
Distracted other students.					
Participated extensively in discussions.					
Discouraged other students from participating.					

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 complete