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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

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 attendance to the session

Student Names (Pre-Typed)	Student ID (pre-typed)	Student Initials for Present

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

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:

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

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

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

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

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

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

Please think about today's session and tell us your answers to the following questions. Circle the number that shows your opinion about each question.

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

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

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

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