**Form Approved**

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Exp. Date:

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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

Centers for Disease Control and Prevention

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

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** |
|  |  |  |
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**Student Curriculum – 8th Grade, Session 7 – How We feel, How We Deal**

**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. Asked students for examples of feelings (beyond mad, sad, or happy)
 | **❑** | **❑** | **❑** |
| 1. Pointed out to students why knowing your feelings is

important and helpful | **❑** | **❑** | **❑** |
| 1. Point out that students that feeling angry is OK, but how you deal with anger that is important
 | **❑** | **❑** | **❑** |
| 1. Discussed ‘hot buttons’
 | **❑** | **❑** | **❑** |
| 1. Explained to students that knowing what their hot buttons are can help them control their anger
 | **❑** | **❑** | **❑** |
| 1. Described ‘intermediate’ anger and ‘pent-up’ anger
 | **❑** | **❑** | **❑** |
| 1. Facilitated exercise - students wrote or said what their cues and responses to both immediate and pent-up anger are
 | **❑** | **❑** | **❑** |
| 1. Pointed out that responses to anger are never

uncontrollable | **❑** | **❑** | **❑** |
| 1. Discussed ways to diffuse anger in the first few seconds after getting angry
 | **❑** | **❑** | **❑** |
| 1. Pointed out to students that once they have calmed down,

they can use the Safe Dates communication skills | **❑** | **❑** | **❑** |
| 1. Pointed out that feeling anger can be good because it tells

us about a situation we may need to change | **❑** | **❑** | **❑** |
| 1. Facilitated students talking about a time that they were angry and brainstorm good ways they could have responded
 | **❑** | **❑** | **❑** |
| 1. Gave the students the Feelings handout and Feelings

diary | **❑** | **❑** | **❑** |
| 1. Concluded session
 | **❑** | **❑** | **❑** |

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
 |  |
| 1. I did not have the needed materials
 |  |
| 1. I was uncomfortable discussing some of the topics
 |  |
| 1. Students were uncomfortable discussing some of the topics
 |  |
| 1. Some part of the session was difficult for students (e.g., role plays, reading aloud, worksheets)
 |  |
| 1. Classroom behavior management issues
 |  |
| 1. Other more pressing classroom demands
 |  |
| 1. Other – please specify\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
 |  |

**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. |  |  |  |  |  |
| 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*

1. 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*