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## Attachment U: Student Program Fidelity 6<sup>th</sup> Grade Session 1

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### ***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 – 6<sup>th</sup> 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 attendance to the session**

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

**Student Curriculum – 6<sup>th</sup> Grade, Session 1 – Health and Healthy 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 Dating Matters curriculum	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Defined “dating” as it applies to this program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Acknowledged that students may or may not be dating and indicate that either is fine	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Explained that Dating Matters will span the course of the next three years	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Distributed Student Handbooks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Collectively established ground rules	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Made sure the following were included in the ground rules: <ul style="list-style-type: none"> <li>• Be respectful of other people and their feelings.</li> <li>• Treat others in the way you would want to be treated—try to imagine yourself in their shoes.</li> <li>• If you disagree about something, focus on the ideas that you disagree with, not the person himself/herself. Remember, it is okay to agree to disagree!</li> <li>• Everything that is said in the room is confidential. This means you should not repeat what your classmates say outside of this room.</li> <li>• If you share a personal story, avoid using the names of teachers, students, or other people.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Gave instructions for Activity 1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Ensured groups of students for Activity 1 were generating responses for 1) physical health and 2) emotional health	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Allowed groups to present their drawings for Activity 1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Gave instructions for Activity 2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Allowed students to individually list characteristics of a healthy relationship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Ensured students shared characteristics of a healthy relationship in small groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Discussed how the three types of health (physical, emotional, relationship) can affect each other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Allowed students to take the Healthy Relationships quiz	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Recapped Session 1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. Previewed the feelings concept for Session 2	<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).

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

check extent

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 complete*