

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-XXXX).

## Attachment U: Student Program Fidelity 6<sup>th</sup> 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 – 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).

--

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*