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Attachment X:

Student Program Fidelity 6th Grade Session 4

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 4 – Healthy Communication

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 – 6th Grade, Session 4 – Healthy Communication

| | |
|--------------------------------|---------------------------------|
| 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. Briefly reviewed Session 3 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Explained that Session 4 will cover the different styles of communication and ways to handle problems or conflict | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Introduced the three styles of communication (aggressive, passive and assertive) and instructed students to review the Communication Styles handout | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Allowed student volunteers to demonstrate the three styles of communication in Activity 1 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Discussed the concept of power in a relationship and how it relates to the three styles of communication | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Allowed student volunteers to read the S.A.F.E. Skills aloud to the class | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. As a class, applied each of the S.A.F.E. Skills using the Scenario given | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. Gave instructions for Activity 2 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. Allowed students to create and present role plays that demonstrated assertive communication | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. Instructed students to check whether each assertive role play contained all four S.A.F.E. Skills | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 11. Discussed strategies for solving conflicts when the other person is not using S.A.F.E. Skills | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 12. Recapped Session 4 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 13. Previewed the concept of unhealthy and unsafe relationships in Session 5 | <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 complete*