

Draw the Line/Respect the Line -- 6th Grade Fidelity Log

Definitions:

Curriculum/Program: This evidence-based sexual health education curriculum is approved by DHS to meet Activity 2 of the CAPP Program.

Implementation: One full series of lessons/sessions for a curriculum. If the first lesson is taught on April 1 and the final lesson is taught on April 30, all lessons taught in that time period for the curriculum are included in that implementation. If a curriculum is taught to two separate groups of students, each group of students is receiving a separate implementation (2 implementations for the 2 groups).

Instructions:

Thank you very much for taking part in the CAPP Program Evaluation Fidelity Monitoring. The purpose of this fidelity monitoring is to support educators and tailor training.

Complete this workbook during the implementation you have selected for fidelity monitoring. If you have selected multiple implementations for fidelity monitoring, a separate workbook should be completed for each implementation. The workbook is divided into sections based on the lessons contained in the curriculum. Please identify information about the lesson in the box at the upper right-hand corner of the first page for each lesson, then identify whether you made any modifications to components of the lessons. Describe each modification.

In addition to the lesson sections, there is a final section (General Implementation Information) in which you will be asked additional questions about the implementation. You may want to take notes in the margins after each lesson to remind yourself of important points or events.

When you have completed the implementation and this workbook, please go to https://uni.co1.qualtrics.com/jfe/form/SV_b17fmwmxEDnYJ7 and enter the information into the online form.

Lesson 1: *Draw the Line/Respect the Line*

Date: _____
Number of Students: _____
Length of Class: _____
Grade: _____
Location: _____

Did you complete each activity below?

	Yes, completely	Yes, with changes	No
Introduction and Plan for the Day	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dicho (saying) for the Day	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Simon Says	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Where's the pressure?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Where do you draw the line?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Closure and Family Activity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

If you made changes to the activity, please describe those changes in the space provided, including reasons for adaptation, effectiveness of the adaptation, and whether this adaptation was planned or unplanned.

Introduction and Plan for the Day

Dicho (saying) for the Day

Simon Says

Where's the pressure?

Where do you draw the line?

Closure and Family Activity

	Very	Somewhat	Not Very
How confident did you feel teaching this lesson?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
How comfortable did you feel teaching this lesson?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Do you have any comments about teaching this lesson?

Lesson 2: Steps for Drawing the Line – Part 1

Date: _____
 Number of Students: _____
 Length of Class: _____
 Grade: _____
 Location: _____

Did you complete each activity below?

	Yes, completely	Yes, with changes	No
Lesson 1 and Homework Review	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Plan for the Day	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Introduce Steps for Drawing the Line	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Skill Demonstration Role-Play	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The Dare Role-Play	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Closure	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

If you made changes to the activity, please describe those changes in the space provided, including reasons for adaptation, effectiveness of the adaptation, and whether this adaptation was planned or unplanned.

Lesson 1 and Homework Review

Plan for the Day

Introduce Steps for Drawing the Line

Skill Demonstration Role-Play

The Dare Role-Play

Closure

	Very	Somewhat	Not Very
How confident did you feel teaching this lesson?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
How comfortable did you feel teaching this lesson?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Do you have any comments about teaching this lesson?

Lesson 3: Steps for Drawing the Line – Part 2

Date: _____
Number of Students: _____
Length of Class: _____
Grade: _____
Location: _____

Did you complete each activity below?

	Yes, completely	Yes, with changes	No
Plan for the Day	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dicho (saying) for the Day	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Skill Review and Practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Closure and Family Activity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

If you made changes to the activity, please describe those changes in the space provided, including reasons for adaptation, effectiveness of the adaptation, and whether this adaptation was planned or unplanned.

Plan for the Day

Dicho (saying) for the Day

Skill Review and Practice

Closure and Family Activity

	Very	Somewhat	Not Very
How confident did you feel teaching this lesson?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
How comfortable did you feel teaching this lesson?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Do you have any comments about teaching this lesson?

Lesson 4: The Role-Play Challenge

Date: _____
Number of Students: _____
Length of Class: _____
Grade: _____
Location: _____

Did you complete each activity below?

	Yes, completely	Yes, with changes	No
Lesson 3 Review	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Plan for the Day	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Changing the Subject and Walking Away	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Preparation for the Role-Play Challenge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Changing the Subject and Walking Away	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Closure	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

If you made changes to the activity, please describe those changes in the space provided, including reasons for adaptation, effectiveness of the adaptation, and whether this adaptation was planned or unplanned.

Lesson 3 Review

Plan for the Day

Changing the Subject and Walking Away

Preparation for the Role-Play Challenge

Changing the Subject and Walking Away

Closure

	Very	Somewhat	Not Very
How confident did you feel teaching this lesson?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
How comfortable did you feel teaching this lesson?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Do you have any comments about teaching this lesson?

Lesson 5: Friends Respect the Line

Date: _____

Number of Students: _____

Length of Class: _____

Grade: _____

Location: _____

Did you complete each activity below?

	Yes, completely	Yes, with changes	No
Homework Review	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Plan for the Day	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dicho (saying) of the Day	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
High Pressure Role-Play and Discussion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Modeling Respecting the Line	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student Role-Play Practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Closure	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

If you made changes to the activity, please describe those changes in the space provided, including reasons for adaptation, effectiveness of the adaptation, and whether this adaptation was planned or unplanned.

Homework Review

Plan for the Day

Dicho (saying) of the Day

High Pressure Role-Play and Discussion

Modeling Respecting the Line

Student Role-Play Practice

Closure

	Very	Somewhat	Not Very
How confident did you feel teaching this lesson?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
How comfortable did you feel teaching this lesson?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Do you have any comments about teaching this lesson?

General Implementation Information

1. Where did you implement the curriculum?
 - ☐ In regular school classes
 - ☐ In a district-sponsored after-school program
 - ☐ In a clinic setting
 - ☐ In a community organization serving young people
 - ☐ In another location (please specify: _____)

2. With what grades did you implement the curriculum? If it was implemented after school or out of school in what grades were the participants? (Check all that apply.)
 - ☐ 4TH
 - ☐ 5TH
 - ☐ 6TH
 - ☐ 7TH
 - ☐ 8TH
 - ☐ 9TH
 - ☐ 10TH
 - ☐ 11TH
 - ☐ 12TH
 - ☐ Other groups were also included
(specify: _____)

3. In general, how many times per week were classes taught?
 - ☐ 1 time per week
 - ☐ 2 times per week
 - ☐ 3 times per week
 - ☐ 4 times per week
 - ☐ 5 times per week
 - ☐ Other
(specify interval: _____)

4. Were any of the lessons implemented in back-to-back sessions, i.e., on the same day? (If yes, which ones?)
 - ☐ Yes _____
 - ☐ No

5. Were all classes taught in sequence? (If no, please describe the sequences.)
 - ☐ Yes
 - ☐ No _____

6. How long did each class last, on average?

Minutes = _____

7. How many participants typically attended each class?

Participants = _____

8. What percentage of the participants attended each class?

% = _____

9. What is your experience with this curriculum?

	Yes	No
Been trained to implement this curriculum?	<input type="checkbox"/>	<input type="checkbox"/>
Reviewed all the activities in the curriculum?	<input type="checkbox"/>	<input type="checkbox"/>
Taught or practiced teaching most of the activities?	<input type="checkbox"/>	<input type="checkbox"/>

10. What is your experience with similar programs?

	Yes	No
Taught other sex education curricula that covered abstinence, condoms, and contraception?	<input type="checkbox"/>	<input type="checkbox"/>
Taught other skills-based programs that required students to practice skills using role-plays?	<input type="checkbox"/>	<input type="checkbox"/>

11. Did the school (or organization in which you implemented this program) approve its implementation before the program was taught?

☐Yes
☐No

12. Did parents receive a permission form or opt-out form for this program?

☐Yes
☐No

13. In general, when you taught the curriculum this time, how comfortable were you talking about the sexual topics in this program?

☐Very comfortable
☐Somewhat comfortable
☐Not very comfortable

14. How confident did you feel delivering these lessons?

☐Very confident
☐Somewhat confident
☐Not very confident

15. Please select one option for each question.

Overall, during the implementation of this curriculum...

Not at all | Somewhat | A great deal

To what extent did classroom management issues detract from your ability to teach the lessons as written?

☐☐☐

To what extent were you able to engage students in the participatory activities?

☐☐☐

To what extent did participants practice the role-play as specified in the curriculum?

☐☐☐

To what extent were you able to emphasize clearly and repeatedly the message that youths should determine how far they will go sexually and then stick to that limit and respect other's limits?

☐☐☐