

Appendix G. Nu-CULTURE Daily Fidelity Checklist - 6th Grade

The purpose of this checklist is to assess the fidelity or quality of implementation of the Healthy Futures Nu-CULTURE 6th grade curriculum.

Please complete this checklist during or immediately after you teach each of the sessions in the curriculum to minimize recall error.

For each of the activities, please indicate whether the (1) content was taught using the designed materials and activities, (2) content was presented but delivery was modified, (3) content was presented but modified, or (4) content was not presented.

If there were any modifications to the curriculum (i.e. content not presented, content modified, or delivery modified), please describe in the box provided.

Lesson Taught

- Session 6.1:** Introduction to Healthy Futures; Understanding Qualities of a Good Friend and Positive Personal Character Traits
- Session 6.2:** Puberty, Anatomy, and Reproduction
- Session 6.3:** Gender Reflection, Emotional Needs, Identity, and Self-Concept
- Session 6.4:** Interpersonal Interactions and Romantic Relationships
- Session 6.5:** Healthy Relationships with Family and Peers
- Session 6.6:** Abstinence and Developing Refusal Skills
- Session 6.7:** Conflict Resolution Skills; Sexual Abuse and Cyber Assault

Session 6.1 Program Introduction (Activities 6.1.1 & 6.1.2)

1. Educator Name(s):

2. Date of Implementation:

3. Name of School/Organization Checklist is Being Completed For:

4. Name of Section/Class Checklist is Being Completed For:

5. Introduction to Healthy Futures (6.1.1)

The educator(s) provided a brief overview of Healthy Futures and the Nu-CULTURE curriculum and discussed the purpose and goals.

- Content Was Not Presented
- Content Was Presented but Modified
- Content Was Presented but the Delivery Was Modified
- Content Was Taught Using the Designed Materials and Activities

6. Healthy Futures Slogan & Now and Later Candy Jar Incentive (6.1.1)

The educator(s) introduced the Healthy Futures slogan and explained that the choices students make NOW will affect them LATER. Students did the drill: “The choices you make NOW will affect you LATER”.

- Content Was Not Presented
- Content Was Presented but Modified
- Content Was Presented but the Delivery Was Modified
- Content Was Taught Using the Designed Materials and Activities

7. Establish Group Rights and Responsibilities (6.1.2)

The educator(s) discussed the importance of group rights and responsibilities for creating a safe and comfortable learning environment; posted rights and responsibilities; explained each right; and solicited suggestions for other rules from students. Students have the right (1) to be heard, (2) to express opinion, (3) to ask questions, (4) to be respected (no put downs), (5) to confidentiality and privacy.

- Content Was Not Presented
- Content Was Presented but Modified
- Content Was Presented but the Delivery Was Modified
- Content Was Taught Using the Designed Materials and Activities

8. Question Cards and the Question Bag (6.1.2)

The educator(s) acknowledged that there may be questions that students feel shy, uncomfortable, or embarrassed to ask out loud and explained the process of submitting these questions on index cards at the end of each lesson

- Content Was Not Presented
- Content Was Presented but Modified
- Content Was Presented but the Delivery Was Modified
- Content Was Taught Using the Designed Materials and Activities

Session 6.1 Understanding Qualities of a Good Friend and Positive Personal Character Traits (Activities 6.1.3 - 6.1.7)

1. Qualities of a Good Friend (6.1.3)

The educator(s) build understanding that the choices students make every day also relates to the friends they choose. The educator(s) facilitated a discussion of reasons for (1) why people have friends and (2) why friends can be difficult sometimes.

- Content Was Not Presented
- Content Was Presented but Modified
- Content Was Presented but the Delivery Was Modified
- Content Was Taught Using the Designed Materials and Activities

2. Build a Friend Activity (6.1.4)

The educator(s) conducted a brainstorming activity with students to identify positive characteristics or traits associated with being a good friend. The educator(s) wrote these on the board and emphasized how having friends with these qualities can have a positive impact on their futures. The educator(s) cited the J.R. Briggs quote “You show me your friends and I will show you your future”.

- Content Was Not Presented
- Content Was Presented but Modified
- Content Was Presented but the Delivery Was Modified
- Content Was Taught Using the Designed Materials and Activities

3. Mission Possible Activity (6.1.5)

The educator(s) read through and explained to students how to fill out the Mission Possible handout. The educator(s) circled the room as students considered the scenarios and thought of ways that a real friend would help out in each situation. The educator asked two or three student volunteers to share their responses with the class.

- Content Was Not Presented
- Content Was Presented but Modified
- Content Was Presented but the Delivery Was Modified
- Content Was Taught Using the Designed Materials and Activities

4. Discussion of Peer Pressure and Decision-Making (6.1.6)

The educator(s) led a discussion of how students may sometimes be pressured by friends or other people to do something that they are not comfortable with. The educator(s) introduced and explained the 3 step process to help students when faced with a choice to do something or not to do something: (1) STOP - recognize there is a choice to be made, (2) THINK - compare the reasons to do or not to do something, and (3) DECIDE - decide on the best choice based on comparing reasons and choose the path.

- Content Was Not Presented
- Content Was Presented but Modified
- Content Was Presented but the Delivery Was Modified
- Content Was Taught Using the Designed Materials and Activities

5. Decision-Making Scale Activity - Identifying Situations (STOP) (6.1.7)

The educator(s) set up the Decision-Making Scale to illustrate the 3 step decision-making process. Students identified situations where they may have been pressured by friends or others to do something that is risky. The educator helped the class to pick a topic (e.g. smoking, lying, drugs/alcohol use, cheating, stealing, etc.) and students were asked to pretend they were in that situation.

- Content Was Not Presented
- Content Was Presented but Modified
- Content Was Presented but the Delivery Was Modified
- Content Was Taught Using the Designed Materials and Activities

6. Decision-Making Scale Activity - To Do or Not to Do Something (THINK) (6.1.7)

The educator(s) read cards with reasons why someone would choose to do or choose not to do that activity and asked students to place it on either side of the scale.

- Content Was Not Presented
- Content Was Presented but Modified
- Content Was Presented but the Delivery Was Modified
- Content Was Taught Using the Designed Materials and Activities

7. Decision-Making Scale Activity - Choose a Path (DECIDE) (6.1.7)

The educator(s) reviewed the reasons students placed on the scale and pointed out that the reasons for not doing the risky activity outweigh the reasons to do it.

- Content Was Not Presented
- Content Was Presented but Modified
- Content Was Presented but the Delivery Was Modified
- Content Was Taught Using the Designed Materials and Activities

8. Understanding Consequences of Decision-Making (6.1.7)

The educator(s) summarized the decision-making process and emphasized that students have clearly found more reasons for not doing the risky activity than to do it. Not thinking through all of the reasons might lead to an unhealthy decision with bad consequences. Students repeat the Healthy Futures drill: “The choices you make NOW will affect you LATER”.

- Content Was Not Presented
- Content Was Presented but Modified
- Content Was Presented but the Delivery Was Modified
- Content Was Taught Using the Designed Materials and Activities

Session 6.1 Conclusion and Wrap Up (Activity 6.1.8)

1. Session 6.1 Conclusion and Wrap Up (6.1.8)

The educator(s) summarized session topics and reminded students to slip their question cards into the question bag.

- Content Was Not Presented
- Content Was Presented but Modified
- Content Was Presented but the Delivery Was Modified
- Content Was Taught Using the Designed Materials and Activities

2. Parent Connection Forms (Activity 6.1.8)

The educator(s) handed out and explained the purpose of the Parent Connection Forms. Students were advised to review the session topics and activities with parents after each session and ask their parent/guardian to sign and return the bottom portion of the form.

- Content Was Not Presented
- Content Was Presented but Modified
- Content Was Presented but the Delivery Was Modified
- Content Was Taught Using the Designed Materials and Activities

3. Website (Activity 6.1.8)

The educator(s) reminded students to visit the Healthy Futures website (www.onmylevel.org).

- Content Was Not Presented
- Content Was Presented but Modified
- Content Was Presented but the Delivery Was Modified
- Content Was Taught Using the Designed Materials and Activities

4. Student Questions Were Answered

The educator(s) answered any questions that the students had related to the program.

- There was no time for questions
- There was time, but the students did not have any questions
- There was some time, but not enough to answer all of the students' questions
- There was time and all of the students' questions were answered

Session 6.1 Classroom Atmosphere

1. Positive Reinforcement of Student Participation

The educator(s) continuously reinforced and encouraged students' participation inactivates throughout the session and respected students' input.

- Yes
- No

2. Please indicate the level of student engagement during the session.

- | | | |
|-------------------------------|------------------------------|-------------------------------|
| <input type="checkbox"/> None | <input type="checkbox"/> 40% | <input type="checkbox"/> 80% |
| <input type="checkbox"/> 10% | <input type="checkbox"/> 50% | <input type="checkbox"/> 90% |
| <input type="checkbox"/> 20% | <input type="checkbox"/> 60% | <input type="checkbox"/> 100% |
| <input type="checkbox"/> 30% | <input type="checkbox"/> 70% | |

Session 6.1 Modifications and Adaptations

For the next set of questions, please consider the following:

“Modifications” to the program include any changes to the content or delivery of a core component or activity.

“Adaptations” to the program include any changes to the overall program as a whole (rather than just a component or activity).

1. If you marked “content was not presented” for any of the questions above, please provide a brief explanation describing why the content was not implemented and areas for improvement. If you did not select “content was not presented”, please write “NA”.

2. If you marked “content was presented but modified” for any of the questions above, please provide a brief explanation describing why the content was modified and areas for improvement. If you did not select “content was presented but modified”, please write “NA”.

3. If you marked “content was presented but the delivery was modified” for any of the questions above, please provide a brief explanation describing why the delivery was modified and areas for improvement. If you did not select “content was presented but the delivery was modified”, please write “NA”.

4. Please provide a description of any additional adaptations (changes to the overall program) that needed to be made during the session. If additional adaptations were not needed, please write "NA".

5. Please provide a description of any challenges that were encountered during the session. If no challenges were encountered during this session, please type "NA".

Session 6.2 Introduction to Puberty, Anatomy, and Reproduction (Activities 6.2.1 & 6.2.2)

1. Educator Name(s):

2. Date of Implementation:

3. Name of School/Organization Checklist is Being Completed For:

4. Name of Section/Class Checklist is Being Completed For:

5. Review Session 6.1 (6.2.1)

The educator(s) collected signed Parent Connection Forms, reviewed the previous session, and introduced the session on puberty, anatomy, and reproduction.

- Content Was Not Presented
- Content Was Presented but Modified
- Content Was Presented but the Delivery Was Modified
- Content Was Taught Using the Designed Materials and Activities

6. Puberty Introduction (6.2.2)

The educator(s) wrote the word “puberty” and its definition on the board and asked students to repeat the definition. Students understood that it’s normal for puberty to begin at different times for everyone.

- Content Was Not Presented
- Content Was Presented but Modified
- Content Was Presented but the Delivery Was Modified
- Content Was Taught Using the Designed Materials and Activities

7. Divided Class into Boy and Girl Groups

The students were separated into different classrooms by gender. Please note the group this checklist is being completed for.

- Boy Group
- Girl Group
- Students were not separated into different classrooms

Session 6.2 Puberty, Anatomy, and Reproduction - Boy Group (Activities 6.2.3 & 6.2.4)

1. Puberty Icebreaker (6.2.3)

The educator(s) led an icebreaker to familiarize students with the vocabulary for puberty, anatomy, and reproduction.

- Content Was Not Presented
- Content Was Presented but Modified
- Content Was Presented but the Delivery Was Modified
- Content Was Taught Using the Designed Materials and Activities

2. My Changing Body (6.2.4)

The educator(s) led a discussion on both the physical and emotional changes that happen during puberty. The educator(s) wrote down these changes on the board as students listed them and used the curriculum handout for reference to ensure all changes were covered and explained.

- Content Was Not Presented
- Content Was Presented but Modified
- Content Was Presented but the Delivery Was Modified
- Content Was Taught Using the Designed Materials and Activities

3. Identifying Changes (6.2.4)

Students learned that some changes are specific to boys or girls but that everyone goes through a similar process so that the body becomes capable of reproduction. The educator(s) guided students through the handout and instructed them to make special note of changes that happen only to boys or only to girls.

- Content Was Not Presented
- Content Was Presented but Modified
- Content Was Presented but the Delivery Was Modified
- Content Was Taught Using the Designed Materials and Activities

4. Male Reproductive System (6.2.4)

The educator(s) used a graphic presentation to show and explain the function of each part of the male reproductive system (i.e. testes, scrotal sac, penis, etc.), how the testes create the sperm, and the role of testosterone. The educator(s) pointed out that sperm travels through the epididymis, the Vas Deferens, the seminal vesicles, and the prostate gland.

- Content Was Not Presented
- Content Was Presented but Modified
- Content Was Presented but the Delivery Was Modified
- Content Was Taught Using the Designed Materials and Activities

5. Female Reproductive System (6.2.4)

The educator(s) used a graphic presentation to show and explain the function of each part of the male reproductive system.

- Content Was Not Presented
- Content Was Presented but Modified
- Content Was Presented but the Delivery Was Modified
- Content Was Taught Using the Designed Materials and Activities

Session 6.2 Puberty, Anatomy, and Reproduction - Girl Group (Activities 6.2.3 & 6.2.4)

1. Puberty Icebreaker (6.2.3)

The educator(s) led an icebreaker to familiarize students with the vocabulary for puberty, anatomy, and reproduction.

- Content Was Not Presented
- Content Was Presented but Modified
- Content Was Presented but the Delivery Was Modified
- Content Was Taught Using the Designed Materials and Activities

2. My Changing Body (6.2.4)

The educator(s) led a discussion on both the physical and emotional changes that happen during puberty. The educator(s) wrote down these changes on the board as students listed them and used the curriculum handout for reference to ensure all changes were covered and explained.

- Content Was Not Presented
- Content Was Presented but Modified
- Content Was Presented but the Delivery Was Modified
- Content Was Taught Using the Designed Materials and Activities

3. Identifying Changes (6.2.4)

Students learned that some changes are specific to boys or girls but that everyone goes through a similar process so that the body becomes capable of reproduction. The educator(s) guided students through the handout and instructed them to make special note of changes that happen only to boys or only to girls.

- Content Was Not Presented
- Content Was Presented but Modified
- Content Was Presented but the Delivery Was Modified
- Content Was Taught Using the Designed Materials and Activities

4. Female Reproductive System (6.2.4)

The educator(s) used animated graphics to show the anatomy and physiology of the female reproductive system. The educator(s) then identified and explained the function of each part (i.e. ovaries, fallopian tubes, uterus, cervix, vagina, etc.), described how girls are born with eggs, the process of the joining of the egg and sperm, and the process of birth.

- Content Was Not Presented
- Content Was Presented but Modified
- Content Was Presented but the Delivery Was Modified
- Content Was Taught Using the Designed Materials and Activities

5. Animated Graphics Demonstration of Menstruation and Ovulation (6.2.4)

The educator(s) used animated graphics to show and describe the movement of an egg during menstruation and ovulation cycle. The educator(s) then explained what happens when a man and woman have sex, when sperm fertilizes an egg, and what happens if an egg is not fertilized.

- Content Was Not Presented
- Content Was Presented but Modified
- Content Was Presented but the Delivery Was Modified
- Content Was Taught Using the Designed Materials and Activities

6. Demonstration of Pads and Tampons (6.2.4)

The educator(s) discussed how girls should be prepared for when their period starts and passed around a pad and tampon for students to look at.

- Content Was Not Presented
- Content Was Presented but Modified
- Content Was Presented but the Delivery Was Modified
- Content Was Taught Using the Designed Materials and Activities

7. Male Reproductive System (6.2.4)

The educator(s) used a graphic presentation to show and explain the function of each part of the male reproductive system.

- Content Was Not Presented
- Content Was Presented but Modified
- Content Was Presented but the Delivery Was Modified
- Content Was Taught Using the Designed Materials and Activities

Session 6.2 Conclusion and Wrap Up (Activity 6.2.4)

1. Session 6.2 Conclusion and Wrap Up (6.2.4)

The educator(s) summarized session topics and reminded students to slip their question cards into the question bag.

- Content Was Not Presented
- Content Was Presented but Modified
- Content Was Presented but the Delivery Was Modified
- Content Was Taught Using the Designed Materials and Activities

2. Parent Connection Forms

The educator(s) handed out and explained the purpose of the Parent Connection Forms. Students were advised to review the session topics and activities with parents after each session and ask their parent/guardian to sign and return the bottom portion of the form.

- Content Was Not Presented
- Content Was Presented but Modified
- Content Was Presented but the Delivery Was Modified
- Content Was Taught Using the Designed Materials and Activities

3. Website (www.onmylevel.org)

The educator(s) reminded students to visit the Healthy Futures website.

- Content Was Not Presented
- Content Was Presented but Modified
- Content Was Presented but the Delivery Was Modified
- Content Was Taught Using the Designed Materials and Activities

4. How Many Completed and Signed Parent Connection Forms Were Returned?

5. Student Questions Were Answered

The educator(s) answered any questions that the students had related to the program.

- There was no time for questions
- There was time, but the students did not have any questions
- There was some time, but not enough to answer all of the students' questions
- There was time and all of the students' questions were answered

Session 6.2 Classroom Atmosphere

1. Positive Reinforcement of Student Participation

The educator(s) continuously reinforced and encouraged students' participation inactivates throughout the session and respected students' input.

- Yes
- No

2. Please indicate the level of student engagement during the session.

- | | | |
|-------------------------------|------------------------------|-------------------------------|
| <input type="checkbox"/> None | <input type="checkbox"/> 40% | <input type="checkbox"/> 80% |
| <input type="checkbox"/> 10% | <input type="checkbox"/> 50% | <input type="checkbox"/> 90% |
| <input type="checkbox"/> 20% | <input type="checkbox"/> 60% | <input type="checkbox"/> 100% |
| <input type="checkbox"/> 30% | <input type="checkbox"/> 70% | |

Session 6.2 Modifications and Adaptations

For the next set of questions, please consider the following:

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4. Please provide a description of any additional adaptations (changes to the overall program) that needed to be made during the session. If additional adaptations were not needed, please write “NA”.

5. Please provide a description of any challenges that were encountered during the session. If no challenges were encountered during this session, please type “NA”.

6. Were any activities from the previous session implemented today? If yes, please indicate which activities below. If there were no activities from previous sessions implemented during this session, please write "NA".

**Session 6.3 Introduction to Gender Reflection, Emotional Needs, Identity, and Self-Concept
(Activity 6.3.1)**

1. Educator Name(s):

2. Date of Implementation:

3. Name of School/Organization Checklist is Being Completed For:

4. Name of Section/Class Checklist is Being Completed For:

5. Review Session 6.2 (6.3.1)

The educator(s) collected signed Parent Connection Forms, reviewed the previous session, and introduced the session on gender and emotional needs.

- Content Was Not Presented
- Content Was Presented but Modified
- Content Was Presented but the Delivery Was Modified
- Content Was Taught Using the Designed Materials and Activities

**Session 6.3 Introduction to Gender Reflection, Emotional Needs, Identity, and Self-Concept
(Activity 6.3.1)**

1. Gender Reflection (6.3.2)

The educator(s) reviewed the “What I Like about Being a Boy/Girl” handout and split the class into teams by gender. The students collaborated on the handout with their team. From this handout, a Venn diagram was created on the board to illustrate the similarities and differences between groups. The importance of respecting these similarities and differences was emphasized.

- Content Was Not Presented
- Content Was Presented but Modified
- Content Was Presented but the Delivery Was Modified
- Content Was Taught Using the Designed Materials and Activities

2. Emotional Needs (6.3.3)

The educator(s) reviewed the “Emotional Needs” handout. Emotional needs and changes in these needs during puberty were discussed. Healthy and unhealthy ways of meeting emotional needs were discussed and emphasis was placed on the importance of avoiding risky behavior.

- Content Was Not Presented
- Content Was Presented but Modified
- Content Was Presented but the Delivery Was Modified
- Content Was Taught Using the Designed Materials and Activities

3. Emotional Needs Skits (6.3.4)

Students were given Emotional Needs Cards for skits that they presented to the larger group.

- Content Was Not Presented
- Content Was Presented but Modified
- Content Was Presented but the Delivery Was Modified
- Content Was Taught Using the Designed Materials and Activities

4. I am Poem (6.3.5)

Students completed the “I Am Poem” handout, filling in the handout with things that are unique and special about them as an individual. The educator(s) encouraged students to share their poems and ensured they received positive feedback after sharing.

- Content Was Not Presented
- Content Was Presented but Modified
- Content Was Presented but the Delivery Was Modified
- Content Was Taught Using the Designed Materials and Activities

Session 6.3 Conclusion and Wrap Up (Activity 6.3.6)

1. Session 6.3 Conclusion and Wrap Up (6.3.6)

The educator(s) summarized session topics and reminded students to slip their question cards into the question bag.

- Content Was Not Presented
- Content Was Presented but Modified
- Content Was Presented but the Delivery Was Modified
- Content Was Taught Using the Designed Materials and Activities

2. Parent Connection Forms

The educator(s) handed out and explained the purpose of the Parent Connection Forms. Students were advised to review the session topics and activities with parents after each session and ask their parent/guardian to sign and return the bottom portion of the form.

- Content Was Not Presented
- Content Was Presented but Modified
- Content Was Presented but the Delivery Was Modified
- Content Was Taught Using the Designed Materials and Activities

3. Website (www.onmylevel.org)

The educator(s) reminded students to visit the Healthy Futures website.

- Content Was Not Presented
- Content Was Presented but Modified
- Content Was Presented but the Delivery Was Modified
- Content Was Taught Using the Designed Materials and Activities

4. How Many Completed and Signed Parent Connection Forms Were Returned?

5. Student Questions Were Answered

The educator(s) answered any questions that the students had related to the program.

- There was no time for questions
- There was time, but the students did not have any questions
- There was some time, but not enough to answer all of the students' questions
- There was time and all of the students' questions were answered

Session 6.3 Classroom Atmosphere

1. Positive Reinforcement of Student Participation

The educator(s) continuously reinforced and encouraged students' participation inactivates throughout the session and respected students' input.

- Yes
- No

2. Please indicate the level of student engagement during the session.

- | | | |
|-------------------------------|------------------------------|-------------------------------|
| <input type="checkbox"/> None | <input type="checkbox"/> 40% | <input type="checkbox"/> 80% |
| <input type="checkbox"/> 10% | <input type="checkbox"/> 50% | <input type="checkbox"/> 90% |
| <input type="checkbox"/> 20% | <input type="checkbox"/> 60% | <input type="checkbox"/> 100% |
| <input type="checkbox"/> 30% | <input type="checkbox"/> 70% | |

Session 6.3 Modifications and Adaptations

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3. If you marked “content was presented but the delivery was modified” for any of the questions above, please provide a brief explanation describing why the delivery was modified and areas for improvement. If you did not select “content was presented but the delivery was modified”, please write “NA”.

4. Please provide a description of any additional adaptations (changes to the overall program) that needed to be made during the session. If additional adaptations were not needed, please write “NA”.

5. Please provide a description of any challenges that were encountered during the session. If no challenges were encountered during this session, please type “NA”.

6. Were any activities from the previous session implemented today? If yes, please indicate which activities below. If there were no activities from previous sessions implemented during this session, please write “NA”.

Session 6.4 Introduction to Interpersonal Interactions and Romantic Relationships (Activity 6.4.1)

1. Educator Name(s):

2. Date of Implementation:

3. Name of School/Organization Checklist is Being Completed For:

4. Name of Section/Class Checklist is Being Completed For:

5. Review Sessions 6.1, 6.2, and 6.3 (6.4.1)

The educator(s) collected signed Parent Connection Forms, reviewed the previous sessions, and introduced the session on appropriate and inappropriate interactions, dating, feelings, and romantic relationships.

- Content Was Not Presented
- Content Was Presented but Modified
- Content Was Presented but the Delivery Was Modified
- Content Was Taught Using the Designed Materials and Activities

Session 6.4 Interpersonal Interactions and Romantic Relationships (Activities 6.4.2 - 6.4.6)

1. Relationships in Middle School (6.4.2)

The educator(s) facilitated a discussion on what it means to “go out” in middle school and wrote main points on the board.

2. Appropriate and Inappropriate Interactions (6.4.2)

The educator(s) defined appropriate and inappropriate and examples were discussed (e.g. violence, teasing, unwanted touch).

- Content Was Not Presented
- Content Was Presented but Modified
- Content Was Presented but the Delivery Was Modified
- Content Was Taught Using the Designed Materials and Activities

3. Appropriate and Inappropriate Interactions - Group Activity (6.4.2)

The class was divided into a boy team and a girl team to talk within their group about appropriate, non-physical ways to show affection. Then, the educator created a list on the board. The fact that it is ok to not have romantic feelings at this age as emphasized and the importance of group activities rather than dates alone was reiterated.

- Content Was Not Presented
- Content Was Presented but Modified
- Content Was Presented but the Delivery Was Modified
- Content Was Taught Using the Designed Materials and Activities

4. Introduction to Romantic Relationships (6.4.3 and 6.4.4)

The educator(s) described the 5 different types of love and gave examples of each.

- Content Was Not Presented
- Content Was Presented but Modified
- Content Was Presented but the Delivery Was Modified
- Content Was Taught Using the Designed Materials and Activities

5. Ask Dr. Love (6.4.5)

Students used the “Dr. Love” handout to practice different guidelines learned in class on appropriate ways to show affection. Handout answers were reviewed as a class.

- Content Was Not Presented
- Content Was Presented but Modified
- Content Was Presented but the Delivery Was Modified
- Content Was Taught Using the Designed Materials and Activities

Session 6.4 Conclusion and Wrap Up (Activity 6.4.6)

1. Session 6.3 Conclusion and Wrap Up (6.4.6)

The educator(s) summarized session topics and emphasized the importance of focusing on friendship at this age. The educator(s) reminded students to slip their question cards into the question bag.

- Content Was Not Presented
- Content Was Presented but Modified
- Content Was Presented but the Delivery Was Modified
- Content Was Taught Using the Designed Materials and Activities

2. Parent Connection Forms

The educator(s) handed out and explained the purpose of the Parent Connection Forms. Students were advised to review the session topics and activities with parents after each session and ask their parent/guardian to sign and return the bottom portion of the form.

- Content Was Not Presented
- Content Was Presented but Modified
- Content Was Presented but the Delivery Was Modified
- Content Was Taught Using the Designed Materials and Activities

3. Website (www.onmylevel.org)

The educator(s) reminded students to visit the Healthy Futures website.

- Content Was Not Presented
- Content Was Presented but Modified
- Content Was Presented but the Delivery Was Modified
- Content Was Taught Using the Designed Materials and Activities

4. How Many Completed and Signed Parent Connection Forms Were Returned?

5. Student Questions Were Answered

The educator(s) answered any questions that the students had related to the program.

- There was no time for questions
- There was time, but the students did not have any questions
- There was some time, but not enough to answer all of the students' questions
- There was time and all of the students' questions were answered

Session 6.4 Classroom Atmosphere

1. Positive Reinforcement of Student Participation

The educator(s) continuously reinforced and encouraged students' participation in activities throughout the session and respected students' input.

- Yes
- No

2. Please indicate the level of student engagement during the session.

- | | | |
|-------------------------------|------------------------------|-------------------------------|
| <input type="checkbox"/> None | <input type="checkbox"/> 40% | <input type="checkbox"/> 80% |
| <input type="checkbox"/> 10% | <input type="checkbox"/> 50% | <input type="checkbox"/> 90% |
| <input type="checkbox"/> 20% | <input type="checkbox"/> 60% | <input type="checkbox"/> 100% |
| <input type="checkbox"/> 30% | <input type="checkbox"/> 70% | |

Session 6.4 Modifications and Adaptations

For the next set of questions, please consider the following:

“Modifications” to the program include any changes to the content or delivery of a core component or activity.

“Adaptations” to the program include any changes to the overall program as a whole (rather than just a component or activity).

1. If you marked “content was not presented” for any of the questions above, please provide a brief explanation describing why the content was not implemented and areas for improvement. If you did not select “content was not presented”, please write “NA”.

2. If you marked “content was presented but modified” for any of the questions above, please provide a brief explanation describing why the content was modified and areas for improvement. If you did not select “content was presented but modified”, please write “NA”.

3. If you marked “content was presented but the delivery was modified” for any of the questions above, please provide a brief explanation describing why the delivery was modified and areas for improvement. If you did not select “content was presented but the delivery was modified”, please write “NA”.

4. Please provide a description of any additional adaptations (changes to the overall program) that needed to be made during the session. If additional adaptations were not needed, please write “NA”.

5. Please provide a description of any challenges that were encountered during the session. If no challenges were encountered during this session, please type “NA”.

6. Were any activities from the previous session implemented today? If yes, please indicate which activities below. If there were no activities from previous sessions implemented during this session, please write "NA".

Session 6.5 Introduction to Healthy Relationships with and Peers (Activities 6.5.1 & 6.5.2)

1. Educator Name(s):

2. Date of Implementation:

3. Name of School/Organization Checklist is Being Completed For:

4. Name of Section/Class Checklist is Being Completed For:

5. Review Session 6.4 (6.5.1)

The educator(s) collected signed Parent Connection Forms and reviewed the previous session.

- Content Was Not Presented
- Content Was Presented but Modified
- Content Was Presented but the Delivery Was Modified
- Content Was Taught Using the Designed Materials and Activities

6. Introduction to Healthy Relationships with Family and Peers (6.5.1)

The educator(s) introduced the session on healthy relationships with family and peers. The educator(s) explained that feelings and emotions change as you grow up and the way you feel about your family and friends may also change.

- Content Was Not Presented
- Content Was Presented but Modified
- Content Was Presented but the Delivery Was Modified
- Content Was Taught Using the Designed Materials and Activities

Session 6.5 Healthy Relationships with Family and Peers (Activities 6.5.3 - 6.5.5)

1. “Brandon and Michelle Group Up” (6.5.3)

The educator(s) played the “Brandon and Michelle Group Up” video. The story was discussed as a group and related to previous sessions (e.g. different types of love, emotional needs).

- Content Was Not Presented
- Content Was Presented but Modified
- Content Was Presented but the Delivery Was Modified
- Content Was Taught Using the Designed Materials and Activities

2. Healthy Peer Relationships (6.5.3)

The educator(s) distributed the “Healthy Relationship” handout and discussed healthy and unhealthy relationships.

- Content Was Not Presented
- Content Was Presented but Modified
- Content Was Presented but the Delivery Was Modified
- Content Was Taught Using the Designed Materials and Activities

3. Healthy and Unhealthy Characteristics and Scenarios (6.5.5)

Students were given scenarios to act out with the educator(s) and then instructed to classify them as healthy or unhealthy relationships.

- Content Was Not Presented
- Content Was Presented but the Delivery Was Modified
- Content Was Taught Using the Designed Materials and Activities

Session 6.5 Conclusion and Wrap Up (Activity 6.5.6)

1. Session 6.5 Conclusion and Wrap Up (6.5.6)

The educator(s) summarized session topics and reminded students to slip their question cards into the question bag.

- Content Was Not Presented
- Content Was Presented but Modified
- Content Was Presented but the Delivery Was Modified
- Content Was Taught Using the Designed Materials and Activities

2. Parent Connection Forms

The educator(s) handed out and explained the purpose of the Parent Connection Forms. Students were advised to review the session topics and activities with parents after each session and ask their parent/guardian to sign and return the bottom portion of the form.

- Content Was Not Presented
- Content Was Presented but Modified
- Content Was Presented but the Delivery Was Modified
- Content Was Taught Using the Designed Materials and Activities

3. Website (www.onmylevel.org)

The educator(s) reminded students to visit the Healthy Futures website.

- Content Was Not Presented
- Content Was Presented but Modified
- Content Was Presented but the Delivery Was Modified
- Content Was Taught Using the Designed Materials and Activities

4. How Many Completed and Signed Parent Connection Forms Were Returned?

5. Student Questions Were Answered

The educator(s) answered any questions that the students had related to the program.

- There was no time for questions
- There was time, but the students did not have any questions
- There was some time, but not enough to answer all of the students' questions
- There was time and all of the students' questions were answered

Session 6.5 Classroom Atmosphere

1. Positive Reinforcement of Student Participation

The educator(s) continuously reinforced and encouraged students' participation inactivates throughout the session and respected students' input.

- Yes
- No

2. Please indicate the level of student engagement during the session.

- | | | |
|-------------------------------|------------------------------|-------------------------------|
| <input type="checkbox"/> None | <input type="checkbox"/> 40% | <input type="checkbox"/> 80% |
| <input type="checkbox"/> 10% | <input type="checkbox"/> 50% | <input type="checkbox"/> 90% |
| <input type="checkbox"/> 20% | <input type="checkbox"/> 60% | <input type="checkbox"/> 100% |
| <input type="checkbox"/> 30% | <input type="checkbox"/> 70% | |

Session 6.5 Modifications and Adaptations

For the next set of questions, please consider the following:

“Modifications” to the program include any changes to the content or delivery of a core component or activity.

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2. If you marked “content was presented but modified” for any of the questions above, please provide a brief explanation describing why the content was modified and areas for improvement. If you did not select “content was presented but modified”, please write “NA”.

3. If you marked “content was presented but the delivery was modified” for any of the questions above, please provide a brief explanation describing why the delivery was modified and areas for improvement. If you did not select “content was presented but the delivery was modified”, please write “NA”.

4. Please provide a description of any additional adaptations (changes to the overall program) that needed to be made during the session. If additional adaptations were not needed, please write “NA”.

5. Please provide a description of any challenges that were encountered during the session. If no challenges were encountered during this session, please type “NA”.

6. Were any activities from the previous session implemented today? If yes, please indicate which activities below. If there were no activities from previous sessions implemented during this session, please write “NA”.

Session 6.6 Introduction to Abstinence and Developing Refusal Skills (6.6.1)

1. Educator Name(s):

2. Date of Implementation:

3. Name of School/Organization Checklist is Being Completed For:

4. Name of Section/Class Checklist is Being Completed For:

5. Review Session 6.5 (6.6.1)

The educator(s) collected signed Parent Connection Forms, reviewed the previous session, and introduced the session on building refusal skills (i.e. saying no).

- Content Was Not Presented
- Content Was Presented but Modified
- Content Was Presented but the Delivery Was Modified
- Content Was Taught Using the Designed Materials and Activities

Session 6.6 Abstinence and Developing Refusal Skills (6.6.2 - 6.6.6)

1. It's Okay to Say NO!: Abstain (6.2.2)

The word "abstain" was written on the board and the educator(s) led a discussion about what it means to abstain from something.

- Content Was Not Presented
- Content Was Presented but Modified
- Content Was Presented but the Delivery Was Modified
- Content Was Taught Using the Designed Materials and Activities

2. It's Okay to Say NO!: Abstinence (6.2.2)

The educator(s) led a discussion about abstinence and how sex is one of the behaviors teenagers should abstain from.

- Content Was Not Presented
- Content Was Presented but Modified
- Content Was Presented but the Delivery Was Modified
- Content Was Taught Using the Designed Materials and Activities

3. Decision-Making Scale - Abstinence (6.6.3)

The decision-making scale was introduced to the students as a tool that can be used to weigh potential consequences of decisions. For this discussion, the educator(s) used the “sex cards” to explain potential risks and dangers (i.e. pregnancy, sexually transmitted infections (STIs), and emotional heartache) of sexual activity outside of a faithful lifelong relationship.

- Content Was Not Presented
- Content Was Presented but Modified
- Content Was Presented but the Delivery Was Modified
- Content Was Taught Using the Designed Materials and Activities

4. Assertiveness (6.6.4)

The educator(s) led a discussion about the reasons that it can be difficult to refuse sex (e.g. peer pressure, alcohol, cultural influences) and emphasized that students have a choice.

- Content Was Not Presented
- Content Was Presented but Modified
- Content Was Presented but the Delivery Was Modified
- Content Was Taught Using the Designed Materials and Activities

5. Refusal Skills - “It’s Okay to Say NO!” Handout (6.6.5)

The educator(s) distributed the “It’s Okay to Say NO!” Handout and discussed it with the students.

- Content Was Not Presented
- Content Was Presented but Modified
- Content Was Presented but the Delivery Was Modified
- Content Was Taught Using the Designed Materials and Activities

6. Refusal Skills Scenarios (6.6.5)

The educator(s) read one the scenarios aloud and the class discussed the appropriate way to respond to the situation. The class was then divided up into groups of 3 or 4 students. Each group was assigned a scenario. Together, the group read their scenario and developed appropriate responses. Volunteers acted out their scenarios.

- Content Was Not Presented
- Content Was Presented but Modified
- Content Was Presented but the Delivery Was Modified
- Content Was Taught Using the Designed Materials and Activities

Session 6.6 Conclusion and Wrap Up (Activity 6.6.6)

1. Session 6.6 Conclusion and Wrap Up (6.6.6)

The educator(s) summarized session topics and reminded students to slip their question cards into the question bag.

- Content Was Not Presented
- Content Was Presented but Modified
- Content Was Presented but the Delivery Was Modified
- Content Was Taught Using the Designed Materials and Activities

2. Parent Connection Forms

The educator(s) handed out and explained the purpose of the Parent Connection Forms. Students were advised to review the session topics and activities with parents after each session and ask their parent/guardian to sign and return the bottom portion of the form.

- Content Was Not Presented
- Content Was Presented but Modified
- Content Was Presented but the Delivery Was Modified
- Content Was Taught Using the Designed Materials and Activities

3. Website (www.onmylevel.org)

The educator(s) reminded students to visit the Healthy Futures website.

- Content Was Not Presented
- Content Was Presented but Modified
- Content Was Presented but the Delivery Was Modified
- Content Was Taught Using the Designed Materials and Activities

4. How Many Completed and Signed Parent Connection Forms Were Returned?

5. Student Questions Were Answered

The educator(s) answered any questions that the students had related to the program.

- There was no time for questions
- There was time, but the students did not have any questions
- There was some time, but not enough to answer all of the students' questions
- There was time and all of the students' questions were answered

Session 6.6 Classroom Atmosphere

1. Positive Reinforcement of Student Participation

The educator(s) continuously reinforced and encouraged students' participation inactivates throughout the session and respected students' input.

- Yes
- No

2. Please indicate the level of student engagement during the session.

- | | | |
|-------------------------------|------------------------------|-------------------------------|
| <input type="checkbox"/> None | <input type="checkbox"/> 40% | <input type="checkbox"/> 80% |
| <input type="checkbox"/> 10% | <input type="checkbox"/> 50% | <input type="checkbox"/> 90% |
| <input type="checkbox"/> 20% | <input type="checkbox"/> 60% | <input type="checkbox"/> 100% |
| <input type="checkbox"/> 30% | <input type="checkbox"/> 70% | |

Session 6.6 Modifications and Adaptations

For the next set of questions, please consider the following:

“Modifications” to the program include any changes to the content or delivery of a core component or activity.

“Adaptations” to the program include any changes to the overall program as a whole (rather than just a component or activity)

1. If you marked “content was not presented” for any of the questions above, please provide a brief explanation describing why the content was not implemented and areas for improvement. If you did not select “content was not presented”, please write “NA”.

2. If you marked “content was presented but modified” for any of the questions above, please provide a brief explanation describing why the content was modified and areas for improvement. If you did not select “content was presented but modified”, please write “NA”.

3. If you marked “content was presented but the delivery was modified” for any of the questions above, please provide a brief explanation describing why the delivery was modified and areas for improvement. If you did not select “content was presented but the delivery was modified”, please write “NA”.

4. Please provide a description of any additional adaptations (changes to the overall program) that needed to be made during the session. If additional adaptations were not needed, please write “NA”.

5. Please provide a description of any challenges that were encountered during the session. If no challenges were encountered during this session, please type “NA”.

6. Were any activities from the previous session implemented today? If yes, please indicate which activities below. If there were no activities from previous sessions implemented during this session, please write "NA".

**Session 6.7 Introduction to Conflict Resolution Skills; Sexual Abuse and Cyber Assault
(Activity 6.7.1)**

1. Educator Name(s):

2. Date of Implementation:

3. Name of School/Organization Checklist is Being Completed For:

4. Name of Section/Class Checklist is Being Completed For:

5. Review Session 6.6 (6.7.1)

The educator(s) collected signed Parent Connection Forms, reviewed the previous session, and introduced the session on conflict resolution skills and recognizing/avoiding cyber assault and sexual abuse.

- Content Was Not Presented
- Content Was Presented but Modified
- Content Was Presented but the Delivery Was Modified
- Content Was Taught Using the Designed Materials and Activities

Session 6.7 Conflict Resolution Skills; Sexual Abuse and Cyber Assault (Activities 6.7.2 - 6.7.4)

1. Conflict Resolution (6.7.2)

The educator(s) presented the “Conflict Resolution” PowerPoint and led a class discussion about the various ways to resolve conflicts (e.g. passive, aggressive, and assertive).

- Content Was Not Presented
- Content Was Presented but Modified
- Content Was Presented but the Delivery Was Modified
- Content Was Taught Using the Designed Materials and Activities

2. Steps to Resolving a Conflict (6.7.2)

Students reviewed the “Steps to Resolving a Conflict” handout. The educator(s) read the steps aloud and the students repeated each step.

- Content Was Not Presented
- Content Was Presented but Modified
- Content Was Presented but the Delivery Was Modified
- Content Was Taught Using the Designed Materials and Activities

3. Sexual Abuse and Cyber Assault (6.7.3 and 6.7.4)

The educator(s) presented the “Cyber Assault and Sexual Abuse” PowerPoint to the class. During this presentation the educator(s) used the “Dollar Bill” activity to emphasize that people are still valuable no matter the challenges or bad situations they have faced in the past.

- Content Was Not Presented
- Content Was Presented but Modified
- Content Was Presented but the Delivery Was Modified
- Content Was Taught Using the Designed Materials and Activities

Session 6.7 Conclusion and Wrap Up (Activity 6.7.5)

1. Session 6.7 Conclusion and Wrap Up (6.7.5)

The educator(s) summarized session topics and reminded students to slip their question cards into the question bag.

- Content Was Not Presented
- Content Was Presented but Modified
- Content Was Presented but the Delivery Was Modified
- Content Was Taught Using the Designed Materials and Activities

2. Parent Connection Forms

The educator(s) handed out and explained the purpose of the Parent Connection Forms. Students were advised to review the session topics and activities with parents after each session and ask their parent/guardian to sign and return the bottom portion of the form.

- Content Was Not Presented
- Content Was Presented but Modified
- Content Was Presented but the Delivery Was Modified
- Content Was Taught Using the Designed Materials and Activities

3. Website (www.onmylevel.org)

The educator(s) reminded students to visit the Healthy Futures website.

- Content Was Not Presented
- Content Was Presented but Modified
- Content Was Presented but the Delivery Was Modified
- Content Was Taught Using the Designed Materials and Activities

4. How Many Completed and Signed Parent Connection Forms Were Returned?

5. Student Questions Were Answered

The educator(s) answered any questions that the students had related to the program.

- There was no time for questions
- There was time, but the students did not have any questions
- There was some time, but not enough to answer all of the students' questions
- There was time and all of the students' questions were answered

Session 6.7 Classroom Atmosphere

1. Positive Reinforcement of Student Participation

The educator(s) continuously reinforced and encouraged students' participation inactivates throughout the session and respected students' input.

- Yes
- No

2. Please indicate the level of student engagement during the session.

- | | | |
|-------------------------------|------------------------------|-------------------------------|
| <input type="checkbox"/> None | <input type="checkbox"/> 40% | <input type="checkbox"/> 80% |
| <input type="checkbox"/> 10% | <input type="checkbox"/> 50% | <input type="checkbox"/> 90% |
| <input type="checkbox"/> 20% | <input type="checkbox"/> 60% | <input type="checkbox"/> 100% |
| <input type="checkbox"/> 30% | <input type="checkbox"/> 70% | |

Session 6.7 Modifications and Adaptations

For the next set of questions, please consider the following:

“Modifications” to the program include any changes to the content or delivery of a core component or activity.

“Adaptations” to the program include any changes to the overall program as a whole (rather than just a component or activity)

1. If you marked “content was not presented” for any of the questions above, please provide a brief explanation describing why the content was not implemented and areas for improvement. If you did not select “content was not presented”, please write “NA”.

2. If you marked “content was presented but modified” for any of the questions above, please provide a brief explanation describing why the content was modified and areas for improvement. If you did not select “content was presented but modified”, please write “NA”.

3. If you marked “content was presented but the delivery was modified” for any of the questions above, please provide a brief explanation describing why the delivery was modified and areas for improvement. If you did not select “content was presented but the delivery was modified”, please write “NA”.

4. Please provide a description of any additional adaptations (changes to the overall program) that needed to be made during the session. If additional adaptations were not needed, please write “NA”.

5. Please provide a description of any challenges that were encountered during the session. If no challenges were encountered during this session, please type “NA”.

6. Were any activities from the previous session implemented today? If yes, please indicate which activities below. If there were no activities from previous sessions implemented during this session, please write “NA”.

Session 6.8 Review Topics and Discuss Lessons Learned (Activities 6.8.1 - 6.8.3)

1. Educator Name(s):

2. Date of Implementation:

3. Name of School/Organization Checklist is Being Completed For:

4. Name of Section/Class Checklist is Being Completed For:

5. Review Sessions 6.1-6.8 (6.8.1)

The educator(s) collected signed Parent Connection Forms, reviewed the previous sessions, and introduced the review session.

- Content Was Not Presented
- Content Was Presented but Modified
- Content Was Presented but the Delivery Was Modified
- Content Was Taught Using the Designed Materials and Activities

6. Think Fast! (6.8.2)

The educator(s) led the students through “Think Fast!” the review game. The questions included content from sessions 6.1-6.7.

- Content Was Not Presented
- Content Was Presented but Modified
- Content Was Presented but the Delivery Was Modified
- Content Was Taught Using the Designed Materials and Activities

Session 6.8 Conclusion and 6th Grade Wrap Up (Activity 6.8.3)

1. Conclusion and 6th Grade Wrap Up (6.8.3)

The educator(s) summarized the main points from the 6th grade curriculum.

- Content Was Not Presented
- Content Was Presented but Modified
- Content Was Presented but the Delivery Was Modified
- Content Was Taught Using the Designed Materials and Activities

2. Parent Connection Forms

The educator(s) handed out and explained the purpose of the Parent Connection Forms. Students were advised to review the session topics and activities with parents after each session and ask their parent/guardian to sign and return the bottom portion of the form.

- Content Was Not Presented
- Content Was Presented but Modified
- Content Was Presented but the Delivery Was Modified
- Content Was Taught Using the Designed Materials and Activities

3. Website (www.onmylevel.org)

The educator(s) reminded students to visit the Healthy Futures website.

- Content Was Not Presented
- Content Was Presented but Modified
- Content Was Presented but the Delivery Was Modified
- Content Was Taught Using the Designed Materials and Activities

4. How Many Completed and Signed Parent Connection Forms Were Returned?

5. Student Questions Were Answered

The educator(s) answered any questions that the students had related to the program.

- There was no time for questions
- There was time, but the students did not have any questions
- There was some time, but not enough to answer all of the students' questions
- There was time and all of the students' questions were answered

6. Student Evaluations

Students were provided with evaluation forms, which gave them the opportunity to provide feedback on the program. How many completed and signed evaluation forms were returned?

Session 6.8 Classroom Atmosphere

1. Positive Reinforcement of Student Participation

The educator(s) continuously reinforced and encouraged students' participation inactivates throughout the session and respected students' input.

- Yes
- No

2. Please indicate the level of student engagement during the session.

- | | | |
|-------------------------------|------------------------------|-------------------------------|
| <input type="checkbox"/> None | <input type="checkbox"/> 40% | <input type="checkbox"/> 80% |
| <input type="checkbox"/> 10% | <input type="checkbox"/> 50% | <input type="checkbox"/> 90% |
| <input type="checkbox"/> 20% | <input type="checkbox"/> 60% | <input type="checkbox"/> 100% |
| <input type="checkbox"/> 30% | <input type="checkbox"/> 70% | |

Session 6.8 Modifications and Adaptations

For the next set of questions, please consider the following:

“Modifications” to the program include any changes to the content or delivery of a core component or activity.

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2. If you marked “content was presented but modified” for any of the questions above, please provide a brief explanation describing why the content was modified and areas for improvement. If you did not select “content was presented but modified”, please write “NA”.

3. If you marked “content was presented but the delivery was modified” for any of the questions above, please provide a brief explanation describing why the delivery was modified and areas for improvement. If you did not select “content was presented but the delivery was modified”, please write “NA”.

4. Please provide a description of any additional adaptations (changes to the overall program) that needed to be made during the session. If additional adaptations were not needed, please write “NA”.

5. Please provide a description of any challenges that were encountered during the session. If no challenges were encountered during this session, please type "NA".

6. Were any activities from the previous session implemented today? If yes, please indicate which activities below. If there were no activities from previous sessions implemented during this session, please write "NA".
