Sample Fidelity Rating Instrument

Program: Date:

Facilitator: Session:

Getting to Know You & Steps to Making Your Dreams Come True

After the session, rate each activity as: 1 – did not cover this in the session, 2 – partially covered this in the session, or 3 – covered this fully in the session.

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|  |  |  | A. Welcome and program overview |
| 1 | 2 | 3 | Foster excitement and enthusiasm about participating, but providing participants with a general overview. |
| 1 | 2 | 3 | Answer any questions participants have. |
|  |  |  | B. Talking circle |
| 1 | 2 | 3 | Everyone introduced themselves and shared one thing they enjoy doing (to make students feel like important contributors to the group and give an opportunity to express their thoughts and feelings). |
|  |  |  | C. Creating group rules |
| 1 | 2 | 3 | On newsprint, list student-suggested group rules. |
|  |  |  | D. Be Proud! Be Responsible! |
| 1 | 2 | 3 | On newsprint, listed students’ ideas about what it means to be proud, be responsible, and make a difference. |
| 1 | 2 | 3 | Define what it means to be proud, be responsible, and make a difference. |
| 1 | 2 | 3 | Discuss benefits of making a proud choices and engaging in proud, responsible behavior. |
|  |  |  | E. Brainstorming about teens and sex |
| 1 | 2 | 3 | On newsprint list, the reasons suggested by the teens for why some teens have sex. |
| 1 | 2 | 3 | On newsprint list, the possible consequences of sex as the teens brainstorm them |
| 1 | 2 | 3 | On newsprint list, the reasons the teens give as ways to prevent the negative consequences of sex. |
|  |  |  | F. Goals and dreams timeline |
| 1 | 2 | 3 | Showed the goals and dreams timeline poster |
| 1 | 2 | 3 | Students complete the Goals and Dreams Timeline handout. |
| 1 | 2 | 3 | List students’ goals on left side of Goals newsprint. |

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|  |  |  | G. Brainstorming obstacles to your goals and dreams |
| 1 | 2 | 3 | On the newsprint, list the students’ obstacles that could get in the way of reaching goals and dreams. |
| 1 | 2 | 3 | Discuss ways to avoid obstacles and avoid pregnancy, getting someone pregnant and getting STI/HIV. |
|  |  |  | Other aspects of the session |
| 1 | 2 | 3 | Were the participants interested? 1= not at all interested; 2= some were interested; 3= all or almost all were interested |
| 1 | 2 | 3 | Did the participants participate?1= None or very few participated; 2= some participated; 3= all or nearly all participated |
| 1 | 2 | 3 | Did the session feel rushed?1= very rushed; 2= somewhat rushed; 3= not at all rushed |