



National Health Promotion Associates, Inc.

711 Westchester Avenue, White Plains, New York 10604
Tel: 914.421.2525 • Fax: 914.683.6998

LifeSkills Training High School Program **Fidelity Checklist**

School: _____

Teacher: _____

Class Period: _____

Date: _____

Observer: _____

Unit 1: The Value of Good Health

1. For each major objective and corresponding points to make listed below, please check “yes” or “no” to indicate if it was covered when the unit was taught.

	Yes	No
A. Take Care		
• The various aspects of health.	☐	☐
• The meaning of prevention and how it relates to one's actions.	☐	☐
• The topics covered in the <i>LifeSkills Training High School</i> program.	☐	☐
• <i>Health covers a wide variety of topics.</i>	☐	☐
• <i>Healthy behaviors can help us meet our daily challenges.</i>	☐	☐
• <i>The LifeSkills Training High School program is designed to develop skills that help us adopt and maintain healthy thoughts, feelings, and behaviors.</i>	☐	☐
B. What Good Is Good Health?		
• The value of good health.	☐	☐
• The types of actions, thoughts, and feelings that protect or improve health, and those that jeopardize health.	☐	☐
• How people take care of themselves – or fail to.	☐	☐
• <i>Good health is one of the most precious assets we can protect.</i>	☐	☐
• <i>A person in good health will be stronger and more energetic than someone in poor health.</i>	☐	☐
• <i>Good health helps us to grow and develop and to enjoy life.</i>	☐	☐
• <i>Healthy people tend to feel good about themselves.</i>	☐	☐
• <i>Good health doesn't just happen to us. We have to be actively involved in creating it.</i>	☐	☐
• <i>Being healthy involves avoiding behaviors that risk our health.</i>	☐	☐

C. Set a Health Goal

- The types of actions, thoughts, and feelings that protect or improve health, and those that jeopardize health. ☐ ☐
- How people take care of themselves – or fail to. ☐ ☐
- The steps involved in setting and achieving a goal. ☐ ☐
- *Breaking a goal down into measurable, manageable steps makes it easier to accomplish.* ☐ ☐
- *Adopting healthy behaviors is easier than changing unhealthy behaviors.* ☐ ☐
- *Rubric* ☐ ☐

D. Healthy, Healthier, Healthiest (Out-of-Class Activity)

- The types of actions, thoughts, and feelings that protect or improve health, and those that jeopardize health. ☐ ☐
- How people take care of themselves – or fail to. ☐ ☐

2. For each of the concepts listed, please check “yes” or “no” to indicate if it was covered when the unit was taught.

- | | Yes | No |
|---|--------------------------|--------------------------|
| • Healthy behavior enhances, benefits, and protects our minds and bodies. | ☐ | ☐ |
| • Prevention keeps something from happening. With our health , it means choosing behaviors that promote and enhance our well-being and avoiding behaviors that harm us. | ☐ | ☐ |
| • Evaluating risks involves measuring the exposure to possible loss or harm. | ☐ | ☐ |
| • Protecting our health means shielding it from situations that can harm it. | ☐ | ☐ |

3. For each of the topics covered and activities listed, please check “yes” or “no” to indicate if it was covered when the unit was taught.

- | | Yes | No |
|---|--------------------------|--------------------------|
| Take Care (Activity A) | ☐ | ☐ |
| What Good is Good Health? (Activity B) | ☐ | ☐ |
| Set a Health Goal (Activity C) | ☐ | ☐ |
| Healthy, Healthier, Healthiest (Activity D) | ☐ | ☐ |

4. Please estimate the amount of time spent on each of the teaching techniques listed below. (Total should equal 100% of unit.)

_____ % Lecture

_____ % Discussion

_____ % Demonstration

_____ % Practice

5. How much time was devoted to teaching this unit? _____

6. Rate on a scale from 1 (low) to 5 (high) how well participants responded to this unit. ① ② ③ ④ ⑤

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Unit 2: Decision-Making for Health

1. For each major objective and corresponding points to make listed below, please check “yes” or “no” to indicate if it was covered when the unit was taught.

	Yes	No
A. Decisions, Decisions	☐	☐
• The kinds of decisions we make for ourselves.	☐	☐
• How our decisions reflect who we are – our personality, character, and values.	☐	☐
• <i>A decision is a choice that involves making a determination, a conclusion, or a judgment.</i>	☐	☐
• <i>Rules are decisions that our families, schools, and societies make for us.</i>	☐	☐
• <i>The decisions we make for ourselves reflect who we are – our personalities, values, and character.</i>	☐	☐
• <i>Sometimes it's difficult to know what to decide. That's the time to ask for help or advice from others.</i>	☐	☐
• <i>Life is full of decisions. It's important to develop decision-making skills so your decisions are right for you.</i>	☐	☐
B. PROPS: A Decision-Making Method	☐	☐
• How our decisions reflect who we are – our personality, character, and values.	☐	☐
• How our decisions affect our health.	☐	☐
• How decision-making skills can help us change or improve a health behavior.	☐	☐
C. Prop Yourself Up	☐	☐
• How our decisions reflect who we are – our personality, character, and values.	☐	☐
• How our decisions affect our health.	☐	☐

- How decision-making skills can help us change or improve a health behavior. ☐ ☐
- *There are often multiple options to consider. It is important to determine what is a safe, healthy decision for us, based on our priorities and values.* ☐ ☐
- *Sometimes our decisions will go against what our friends are doing. It's up to us to decide what is right for us.* ☐ ☐
- *In the end, we have to live with the consequences of our decisions.* ☐ ☐
- *When we face a difficult decision, it's important to take the time to work it through using PROPS.* ☐ ☐
- *We need to be sure to know what the benefits and risks of our decisions are before acting on them.* ☐ ☐

D. Healthy Choices (Out-of-Class Activity)

- How decision-making skills can help us change or improve a health behavior. ☐ ☐
- *Rubric* ☐ ☐

2. For each of the concepts listed, please check "yes" or "no" to indicate if it was covered when the unit was taught.

- | | Yes | No |
|---|--------------------------|--------------------------|
| • Feeling ambivalence means being able to see the benefits of different choices. | ☐ | ☐ |
| • Facing a dilemma means a situation with more than one possible outcome. | ☐ | ☐ |

3. For each of the topics covered and activities listed, please check "yes" or "no" to indicate if it was covered when the unit was taught.

	Yes	No
Decisions, Decisions (Activity A)	☐	☐
PROPS: A Decision-Making Method (Activity B)	☐	☐
Prop Yourself Up (Activity C)	☐	☐
Healthy Choices (Activity D)	☐	☐

4. Please estimate the amount of time spent on each of the teaching techniques listed below. (Total should equal 100% of unit.)

_____ % Lecture	_____ % Discussion
_____ % Demonstration	_____ % Practice

5. How much time was devoted to teaching this unit? _____

6. Rate on a scale from 1 (low) to 5 (high) how well participants responded to this unit. ① ② ③ ④ ⑤

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Unit 3: Risk-Taking and Substance Abuse

1. For each major objective and corresponding points to make listed below, please check “yes” or “no” to indicate if it was covered when the unit was taught.

Yes No

A. Valuing What's Important

- How our values are influenced by our perception of risk. ☐ Yes ☐ No
- How a possible risk becomes a probable risk. ☐ Yes ☐ No
- *People tend to decide whether to take a risk based on what they think they have to lose, what they think they have to gain, and how much value they place on the potential gains and losses.* ☐ Yes ☐ No
- *Knowing what we value is an important first step in deciding what whether a risk is worth taking.* ☐ Yes ☐ No
- *We tend to act in ways that are consistent with our values.* ☐ Yes ☐ No

B. What Kind of Risk-Taker Are You?

- How our values are influenced by our perception of risk. ☐ Yes ☐ No
- How a possible risk becomes a probable risk. ☐ Yes ☐ No
- *There are many factors that influence how risky we think something is.* ☐ Yes ☐ No
- *We all have different comfort levels with taking risks.* ☐ Yes ☐ No
- *Some risks will result in benefits and some will result in harms.* ☐ Yes ☐ No
- *When it comes to risk-taking, it is important to anticipate the probability of both benefits and harms.* ☐ Yes ☐ No

C. Risky, Riskier, Riskiest

- | | | |
|--|--------------------------|--------------------------|
| • How a possible risk becomes a probable risk. | ☐ | ☐ |
| • The role substance use plays in risk-taking and its consequences. | ☐ | ☐ |
| • <i>Taking risks can be fun, making us feel excited and energized.</i> | ☐ | ☐ |
| • <i>We have to take some risks if we want to grow and learn new things about ourselves.</i> | ☐ | ☐ |
| • <i>Healthy risk-taking provides us with opportunities to experience those feelings of excitement while enhancing, rather than harming what we value.</i> | ☐ | ☐ |
| • <i>Not all risks are equal.</i> | ☐ | ☐ |
| • <i>Sometimes, the energy of being in a group can influence us to take risks or perceive them differently than we would if we were by ourselves.</i> | ☐ | ☐ |
| • <i>Substance use can increase the level of risk and the probability of harm for activities that might otherwise be rather low risk.</i> | ☐ | ☐ |
| • <i>All types of substance use have the potential for being high risk with unhealthy results; some types of substance use are always high risk.</i> | ☐ | ☐ |
| • <i>A decision-making method such as PROPS (from Unit 2) can help us think through whether taking a risk will enhance or harm our health.</i> | ☐ | ☐ |

D. Playing it Safe

- | | | |
|---|--------------------------|--------------------------|
| • How decision-making skills and understanding the factors affecting risk-taking can help us decide whether to take a risk. | ☐ | ☐ |
| • <i>Rubric</i> | ☐ | ☐ |

2. For each of the concepts listed, please check "yes" or "no" to indicate if it was covered when the unit was taught.

- | | Yes | No |
|--|--------------------------|--------------------------|
| • <i>To value is to have respect, esteem, or appreciation for an object, relationship, or idea.</i> | ☐ | ☐ |
| • <i>Probability is the measure of likelihood.</i> | ☐ | ☐ |
| • <i>Evaluating risk involves measuring the exposure to possible loss or harm.</i> | ☐ | ☐ |
| • <i>Protecting our health is shielding it from situations that can harm it.</i> | ☐ | ☐ |

3. For each of the topics covered and activities listed, please check "yes" or "no" to indicate if it was covered when the unit was taught.

- | | Yes | No |
|---|--------------------------|--------------------------|
| Valuing What's Important (Activity A) | ☐ | ☐ |
| What Kind of Risk-Taker Are You? (Activity B) | ☐ | ☐ |

Risky, Riskier, Riskiest (Activity C)

☐ ☐

Playing It Safe (Activity D)

☐ ☐

4. Please estimate the amount of time spent on each of the teaching techniques listed below. (Total should equal 100% of unit.)

_____ % Lecture

_____ % Discussion

_____ % Demonstration

_____ % Practice

5. How much time was devoted to teaching this unit? _____

6. Rate on a scale from 1 (low) to 5 (high) how well participants responded to this unit. ① ② ③ ④ ⑤

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Unit 4: The Media and Health

1. For each major objective and corresponding points to make listed below, please check “yes” or “no” to indicate if it was covered when the unit was taught.

Yes No

A. Popular Media

- | | | |
|---|--------------------------|--------------------------|
| • The different forms of media. | ☐ | ☐ |
| • Why people use media and why they prefer certain types. | ☐ | ☐ |
| • How the media influence our beliefs about ourselves, our culture, and various health behaviors. | ☐ | ☐ |
| • <i>Even though the media influences us, we choose which ones we engage with.</i> | ☐ | ☐ |
| • <i>We have many choices about what type of media and which media messages to consume.</i> | ☐ | ☐ |
| • <i>Teenagers are the largest consumers of media and more likely than any other group to use multiple forms of media.</i> | ☐ | ☐ |
| • <i>The media send us messages about our self-image and culture and what is popular and socially acceptable. When we use media, we are consuming those messages.</i> | ☐ | ☐ |
| • <i>Some messages promote positive and healthy beliefs and behaviors, but some are negative and unhealthy.</i> | ☐ | ☐ |
| • <i>Media messages are highly influential in the formation of our ideas about ourselves and others.</i> | ☐ | ☐ |

B. Images: Self and Culture

- How the media influence our beliefs about ourselves, our culture, and various health behaviors. ☐ ☐
- *Media can be excellent educational resources, with positive messages that inform and entertain us.* ☐ ☐
- *Teenagers represent a huge market for the media. Teens spend vast amounts of money and time on the media, which makes them prime targets of the media.* ☐ ☐
- *Ordinarily we don't think too much about the implied messages in the music we listen to, the movies we go see, and the shows we watch.* ☐ ☐
- *Whether we are thinking about them, though, the messages get through.* ☐ ☐
- *When we think about our media choices, we are likely to see connections between ourselves, our self-image, and a medium's effect on us.* ☐ ☐
- *Knowing how the media work can help us be more critical consumers of media messages, especially when those messages affect our thoughts and beliefs about identity and mental, emotional, and physical health.* ☐ ☐

C. Media Log (Out-of-Class Activity)

- Why people use media, and why they prefer certain types. ☐ ☐
- How the media influence our beliefs about ourselves, our culture, and various health behaviors. ☐ ☐
- *Rubric* ☐ ☐

D. Talking Back to the Media

- How the media influence our beliefs about ourselves, our culture, and various health behaviors. ☐ ☐
- *In addition to beliefs about self and culture, we consume the media's powerful messages about health practices.* ☐ ☐
- *Some of these messages are positive and show behaviors that are good for us to imitate.* ☐ ☐
- *Many of these messages do not accurately show what is really healthy or socially acceptable for us as individuals or as members of a culture.* ☐ ☐
- *We can respond to media messages to correct inaccuracies, counter their illustration of health risks, or promote health-protective beliefs and behaviors.* ☐ ☐

E. Tuning In

- The strategies we can use to analyze media messages that we consume. ☐ ☐
- What we can do to make sure that we use media in ways that protect our health. ☐ ☐
- *When we are more aware that the media we consume are projecting messages, we find ourselves paying more attention to the messages in the media.* ☐ ☐
- *Media messages do not always accurately reflect what we believe or do or how problems are solved in the real world.* ☐ ☐
- *Since we tend to act in ways that reflect what we believe about ourselves and what is popular and socially acceptable in our culture, the unthinking consumption of inaccurate media messages may lead us to adopt beliefs and behaviors that can jeopardize our health.* ☐ ☐
- *We can increase and protect our self-image, cultural, physical, mental, and emotional health by being informed consumers of media products.* ☐ ☐

F. Leave a Message (Out-of-Class Activity)

- The strategies we can use to analyze media messages that we consume. ☐ ☐
- What we can do to make sure that we use media in ways that protect our health. ☐ ☐

2. For each of the concepts listed, please check “yes” or “no” to indicate if it was covered when the unit was taught.

- **Media influence** affects what we believe about ourselves and our cultures, and that what we believe is usually expressed in the choices that we make. ☐ ☐
- **Culture** is the shared ideas, activities, language, and social expressions (food, music, clothing, etc.) of the members of one group that distinguishes it from another. It is part of our self-image. ☐ ☐
- **Targeting** is the shaping of messages so that they attract a specific group of people who share individual or cultural interests, beliefs, and practices. ☐ ☐

3. For each of the topics covered and activities listed, please check “yes” or “no” to indicate if it was covered when the unit was taught.

	Yes	No
Popular Media (Activity A)	☐	☐
Image: Self and Culture (Activity B)	☐	☐
Media Log (Activity C)	☐	☐
Talking Back to the Media (Activity D)	☐	☐
Tuning In (Activity E)	☐	☐
Leave a Message (Activity F)	☐	☐

4. Please estimate the amount of time spent on each of the teaching techniques listed below. (Total should equal 100% of unit.)

_____ % Lecture

_____ % Discussion

_____ % Demonstration

_____ % Practice

5. How much time was devoted to teaching this unit? _____

6. Rate on a scale from 1 (low) to 5 (high) how well participants responded to this unit. ① ② ③ ④ ⑤

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Unit 5: Managing Stress, Anger, and Other Emotions

1. For each major objective and corresponding points to make listed below, please check “yes” or “no” to indicate if it was covered when the unit was taught.

	Yes	No
A. Start at the Source		
• How emotions such as stress and anger affect other emotions.	☐	☐
• Some common trigger situations that can provoke strong emotions for us, as well as ones that are personally challenging.	☐	☐
• How emotions can influence out decisions about how to respond to triggers.	☐	☐
• <i>There is a wide range of complexity of human emotions.</i>	☐	☐
• <i>Stress and anger are two powerful emotions that many find difficult to manage.</i>	☐	☐
• <i>There are many different possible emotional responses to triggers. Some triggers may be more challenging for one person than for another.</i>	☐	☐
• <i>We are unique in what we feel, how we feel it, and how we respond.</i>	☐	☐
• <i>Learning to manage powerful emotions can help us think more clearly so we can make decisions that enhance our lives.</i>	☐	☐
• <i>When our emotional responses and reactions are larger than the trigger, we need to examine whether there is more than one emotion taking place. If stress and anger are involved, our responses and reactions will be intensified.</i>	☐	☐
• <i>The consequences of not learning how to manage our emotions may include making decisions that hurt us or others, damaging relationships, developing physical illnesses, and feeling unhappy about our life.</i>	☐	☐

- *Alcohol and other drugs increase the odds that we won't think clearly. They either exaggerate or diminish our ability to respond in a healthy way to a trigger and keep us from taking an appropriate action.* ☐ ☐
- *Healthy emotional responses to triggers match the appropriate level of emotion to the situation, balance feeling with thinking and result in decisions that help us work more effectively toward what is important for us.* ☐ ☐

B. Make the Connection

- How tobacco, alcohol, and other drugs influence our emotional responses to triggers. ☐ ☐
- *When we're experiencing strong emotions, especially when we add stress and anger to them, we can be tempted to control those emotions by using alcohol, tobacco, or other substances.* ☐ ☐
- *These substances may make us feel like we're in control of our emotions, but they generally make things worse and keep us from being able to deal with the problem.* ☐ ☐
- *Substances tend to blunt our emotions and delay our reactions.* ☐ ☐
- *It is often helpful to calm our bodies, thoughts, and feelings before acting or responding to something when we are feeling strong emotions.* ☐ ☐

C. Finding Balance

- Healthy techniques that help us manage powerful emotions so we can stay true to our values. ☐ ☐
- The benefits of managing emotions (such as stress and anger) and expressing them in healthy ways. ☐ ☐

D. Take a Break (Out-of-Class Activity)

- Healthy techniques that help us manage powerful emotions so we can stay true to our values. ☐ ☐
- The benefits of managing emotions (such as stress and anger) and expressing them in healthy ways. ☐ ☐
- *Rubric* ☐ ☐

2. For each of the concepts listed, please check "yes" or "no" to indicate if it was covered when the unit was taught.

Yes No

- **Stress** and **anger** are two normal emotions that, when layered on another emotion, can sometimes lead us to respond to a situation in an unbalanced, **emotionally extreme** way. ☐ ☐
- A **trigger** is a situation, person, place, or thing that causes an **emotional response**. ☐ ☐

3. For each of the topics covered and activities listed, please check "yes" or "no" to indicate if it was covered when the unit was taught.

	Yes	No
Start at the Source (Activity A)	☐	☐
Make the Connection (Activity B)	☐	☐
Finding Balance (Activity C)	☐	☐
Take a Break (Activity D)	☐	☐

4. Please estimate the amount of time spent on each of the teaching techniques listed below. (Total should equal 100% of unit.)

_____ % Lecture	_____ % Discussion
_____ % Demonstration	_____ % Practice

5. How much time was devoted to teaching this unit? _____

6. Rate on a scale from 1 (low) to 5 (high) how well participants responded to this unit. ① ② ③ ④ ⑤

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Unit 6: Family Communications

1. For each major objective and corresponding points to make listed below, please check “yes” or “no” to indicate if it was covered when the unit was taught.

	Yes	No
A. The More Things Change...		
• What young adults’ needs are for independence and how family caregiving styles adapt to those needs.	☐	☐
• <i>We have different needs and abilities at different times in our lives. These affect our roles within our families.</i>	☐	☐
• <i>Adolescents need independence, peer relationships, the opportunities to take healthy risks and make their own decisions, and the space to develop their identities.</i>	☐	☐
• <i>Adolescents often need caregivers to trust them as they explore new experiences.</i>	☐	☐
• <i>Teens need to remember that caregivers have to adapt to these new need. Families need to learn to work together to adjust their evolving roles.</i>	☐	☐
• <i>Adults have to learn how to balance teen needs with parental concerns to enable the teens to make good decisions, engage in safe activities, and maintain healthy communication with the family.</i>	☐	☐
B. Effective Communication Skills		
• How and why misunderstandings about needs and expectations for safe and drug-free behavior typically develop.	☐	☐

C. Can You Hear Me Now

- Why and how misunderstandings about needs and expectations for safe and drug-free behavior typically develop. ☐ ☐
- The expectations regarding substance use that young adults and their families should have for one another. ☐ ☐
- *Using Effective Communication Skills can help prevent misunderstandings with others.* ☐ ☐
- *Verbal and non-verbal techniques include active and passive listening, using open-ended questions, and looking at the person.* ☐ ☐
- *Practicing the Effective Communication Skills can help you become more comfortable with them.* ☐ ☐

D. Family Interview (Out-of-Class Activity)

- The expectations regarding substance use young adults and their families should have for one another. ☐ ☐
- *Rubric* ☐ ☐

E. I was Surprised That...

- Which communication skills help families avoid misunderstandings about each other's needs and expectations for safe and drug-free behavior. ☐ ☐
- *Understanding doesn't necessarily mean we agree with others' points of view. Similarly, misunderstanding doesn't mean we disagree.* ☐ ☐
- *Understanding can increase the opportunities for agreement and respectful acceptance for disagreement.* ☐ ☐

F. Communicating for Understanding Skills

- The difference between understandings and agreements and why it is important to know the difference. ☐ ☐

G. Agree to Disagree

- Which communication skills can help families avoid misunderstandings about each other's needs and expectations for safe and drug-free behavior. ☐ ☐
- The difference between understandings and agreements and why it is important to know the difference. ☐ ☐
- *The more we practice these communication skills, the more we can decrease our misunderstandings and increase our understanding.* ☐ ☐
- *Effective communication skills create trust and respect between people.* ☐ ☐
- *Effective communication skills help reach agreements about rules and expectations that honor the needs of both young adults and their families.* ☐ ☐
- *Some rules are non-negotiable because they are about safety.* ☐ ☐
- *It is important to understand even if you don't agree, and to know when something can be negotiated and when you have to follow the rules.* ☐ ☐
- *We may experience strong emotions when we approach difficult communications with our family. There are techniques we can use to help us be good listeners and speakers.* ☐ ☐

H. I Mean What I Say (Out-of-Class Activity)

- The difference between understandings and agreements and why it is important to know the difference. ☐ ☐

2. For each of the concepts listed, please check "yes" or "no" to indicate if it was covered when the unit was taught.

- | | Yes | No |
|---|--------------------------|--------------------------|
| • Understanding others' views involves comprehending what the other person means even if we don't agree with it. | ☐ | ☐ |
| • Effective communication is the respectful exchange of thoughts, feelings, and beliefs between a speaker and a listener in such a way that the listener interprets the message in the same way the speaker intended it. | ☐ | ☐ |
| • Validate means showing that you value the other person's opinion, even if you don't agree. | ☐ | ☐ |
| • Empathize means understanding and being sensitive to the other person's feelings, thoughts, and experience. | ☐ | ☐ |

3. For each of the topics covered and activities listed, please check "yes" or "no" to indicate if it was covered when the unit was taught.

	Yes	No
The More Things Change... (Activity A)	☐	☐
Effective Communication Skills (Activity B)	☐	☐
Can You Hear Me Now? (Activity C)	☐	☐
Family Interview (Activity D)	☐	☐
I Was Surprised That... (Activity E)	☐	☐
Communicating for Understanding Skills (Activity F)	☐	☐
Agree to Disagree (Activity G)	☐	☐
I Mean What I Say (Activity H)	☐	☐

4. Please estimate the amount of time spent on each of the teaching techniques listed below. (Total should equal 100% of unit.)

_____ % Lecture

_____ % Discussion

_____ % Demonstration

_____ % Practice

5. How much time was devoted to teaching this unit? _____

6. Rate on a scale from 1 (low) to 5 (high) how well participants responded to this unit. ① ② ③ ④ ⑤

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Unit 7: Healthy Relationships

1. For each major objective and corresponding points to make listed below, please check “yes” or “no” to indicate if it was covered when the unit was taught.

	Yes	No
A. The Main Attraction		
• The kinds of traits that draw people to each other and help build healthy relationships.	☐	☐
• <i>There are many qualities that draw people to each other.</i>	☐	☐
• <i>Human beings are complex. Taking the time to discover someone's deeper qualities may take more effort but can result in a healthy relationship.</i>	☐	☐
• <i>Sometimes the qualities that we like initially in someone aren't enough to build a friendship or relationship on.</i>	☐	☐
• <i>It is healthy to know when someone isn't right for you.</i>	☐	☐
• <i>Good conversational skills and doing things together can help you get to know someone better.</i>	☐	☐
B. Putting a Relationship Together		
• The ingredients that make up a healthy relationship.	☐	☐
• <i>Throughout life we will be in many different relationships with many different kinds of people.</i>	☐	☐
• <i>Healthy relationships possess qualities of respect, safety, accountability, trust, and honesty.</i>	☐	☐
• <i>Relationships can be healthy or unhealthy. It is up to us to decide what we value and to set boundaries we are comfortable with.</i>	☐	☐
• <i>The key to developing a healthy close relationship with another person is to spend time getting to know one another through conversation and sharing interests and activities.</i>	☐	☐
• <i>The benefits of healthy relationships include companionship, feeling supported and respected, and feeling safe.</i>	☐	☐

C. The Art of Assertiveness

- The role persuasion plays in personal and relationship health. ☐ ☐
- How assertiveness can help us build healthy relationships. ☐ ☐

D. Practicing Assertiveness

- The role persuasion plays in personal and relationship health. ☐ ☐
- How assertiveness can help us build healthy relationships. ☐ ☐
- *Being assertive requires many other skills, such as effective verbal and non-verbal communication and stress and anger management.* ☐ ☐
- *The more techniques we know, the more likely we are to be successful in resisting negative persuasion.* ☐ ☐
- *We don't always get what we want when we are assertive, but we may gain improved communication, self-respect, respect from others, personal growth, and sometimes the awareness that the relationship isn't right for us.* ☐ ☐
- *The most effective assertiveness skill is the one that works for you. It is important to know and use as many techniques as you can, because what works in one situation might not work in another.* ☐ ☐
- *It isn't easy to be assertive. Start by practicing with little things ("No, really, I don't want more pie.") and working up to the big things ("I feel angry when you break a date because your friend asks you to do something at the last minute.").* ☐ ☐
- *Relationships can lead us to take part in healthy as well as unhealthy behaviors. An important first step is to consider whether what someone is trying to persuade us to do will benefit or harm our best interests.* ☐ ☐
- *We often give in to persuasion in relationship because we have something important at stake.* ☐ ☐
- *Assertiveness can help us maintain the qualities we want for personal and relationship health.* ☐ ☐

E. Speak Up (Out-of-Class Activity)

- How assertiveness can help us build healthy relationships. ☐ ☐
- *Rubric* ☐ ☐

2. For each of the concepts listed, please check “yes” or “no” to indicate if it was covered when the unit was taught.

	Yes	No
• Components of a healthy relationship: respect, accountability, safety, trust, honesty.	☐	☐
• Respect is understanding, valuing, and supporting our own and another person’s individuality.	☐	☐
• Accountability is taking responsibility for our own thoughts, feelings, beliefs, and actions.	☐	☐
• Trust is the confidence that we can rely or depend on the other person.	☐	☐
• Safety is freedom from emotional, physical, or mental harm.	☐	☐
• Honesty is being truthful and genuine.	☐	☐
• The power of persuasion involves convincing or urging someone to take an action and/or follow a certain belief. When we are persuaded by someone, we respond to their influence on us to think in a particular way and to behave in line with it.	☐	☐
• Asserting ourselves means standing up for ourselves while simultaneously respecting the rights of others.	☐	☐

3. For each of the topics covered and activities listed, please check “yes” or “no” to indicate if it was covered when the unit was taught.

	Yes	No
The Main Attraction (Activity A)	☐	☐
Putting a Relationship Together (Activity B)	☐	☐
The Art of Assertiveness (Activity C)	☐	☐
Practicing assertiveness (Activity D)	☐	☐
Speak Up (Activity E)	☐	☐

4. Please estimate the amount of time spent on each of the teaching techniques listed below. (Total should equal 100% of unit.)

_____ % Lecture	_____ % Discussion
_____ % Demonstration	_____ % Practice

5. How much time was devoted to teaching this unit? _____

6. Rate on a scale from 1 (low) to 5 (high) how well participants responded to this unit. ① ② ③ ④ ⑤

General Comments:
