

Teacher self-completion fidelity tool

Guidance Notes

'Face up' is a skills development programme designed to deliver changes in young people's knowledge, attitudes and skills in relation to controlling behaviour in teenage relationships. In order to achieve this, it is important that the programme is delivered with fidelity. The following tools are designed to help you plan your programme of delivery and to reflect what works well, in order to inform future delivery plans.

The documents can be used for internal planning, however, if you are happy to share information with us it will help us to improve and further develop the 'Face up' programme. Please email your documents or comments to trish@arieltrust.com if you would like to share your experience with us and thank you for your support.

The attached tools

The attached checklist will help gather important information that can be used to guide further refinements of the 'Face Up' programme. We hope that it will take you no longer than 5 minutes to complete at the end of each lesson.

- The first page collects information regarding lesson planning and pupil's interest in the class. For each lesson please document your responses in the spaces provided.
- The second page is laid out as a checklist, with space for each of the eight lessons as outlined in the 'Face Up' manual. For each 'Face Up' lesson you deliver please place 'x' next to the activities you covered.
- The third and fourth pages allow you to collect more detailed feedback for each lesson. You can use the questions outlined at the top of Page 3 to guide comments regarding your use of 'Face Up'.
- The final pages allow you to collect detailed feedback on the lessons as a whole and on the individual activities.

Teacher:

Name of school:

Lesson	Date	Prep time in min.	Lesson time in min.	Used lesson plans?			Rate pupils' interest in the class 1 – Not at all (none or few students pay attention/ participated) 2 – Somewhat interested 3 – Moderately (a little more than half of pupils) 4 – Quite interested 5 – Very interested (all or nearly all of pupils)	Rate how well objective of lessons were met? 1 – Not at all 2 – To some extent 3 – Moderately well 4 – Well 5 – Very well
				Yes in full	Yes partial	No		
L1								
L2								
L3								
L4								
L5								
L6								
L7								
L8								

Videos

	L1	L2	L3	L4	L5	L6	L7	L8	L9
'Teenage kicks'									
'Don't Wear that'									
'Text Control'									
'Facebook Me'									
'It's OK sis'									
'There she goes'									

Character Profiles

	L1	L2	L3	L4	L5	L6	L7	L8	L9
Gemma									
Luke									
Jasmine									
Jack									
David									
Mark									

Character Videos / Storyboard

	L1	L2	L3	L4	L5	L6	L7	L8	L9
Gemma									
Luke									
Olivia									
Jack									
David									
Mark									

Ask Emma

	L1	L2	L3	L4	L5	L6	L7	L8	L9
1. Teasing									
2. Drinking in park									
3. Football captain									
4. Friends with other males									
5. Boyfriend or friends									
6. Time to myself									
Pupils created an 'Ask Emma' problem									

Handouts

	L1	L2	L3	L4	L5	L6	L7	L8	L9
1.1: Words for video 'Don't wear that'									
1.2: Matching synonyms									
2.1: Blank storyboard - Gemma & Tom									
3.1: Questions for Ask Emma problems									
3.2: Pupil's create Ask Emma problem									
4.1: Questions for the 'Agree' debate on texting									
4.2: Questions for the 'disagree' debate on texting									
4.3: Blank template - identifying motions									
5.1: Blank network									
5.2: Research questions									
5.3: Design a poster									
6.1: Words to describe Jack in 'Facebook Me'									
6.2: ACADV wheel									
7.1: Blank storyboard for Claire & Jack									
8.1: Words to describe Mark in 'There she goes'									
8.2: Completing sentences									
9.1: Blank storyboard for Mark's girlfriend and her mates									

Debates

	L1	L2	L3	L4	L5	L6	L7	L8	L9
Topic 1 - 40 texts									
Topic 2 - what to wear									
Topic 3 - staying in									
Pupils created their own topic									

Other Activities

	L1	L2	L3	L4	L5	L6	L7	L8	L9
Research on getting help									
Presentation									
Role-play									
Formative assessment									
Questions embedded in the software									
Mix of small and large group discussions									
An outside speaker visited									

In the space below, please provide feedback regarding each lesson. Please comment, where relevant, on:

- Why you did/didn't use lesson plans?
- Why activities were not covered?
- What worked well/less well?
- What you would do differently if you did this again?

Lesson 1

Lesson 2

Lesson 3

Lesson 4

Lesson 5

Lesson 6

Lesson 7

Lesson 8

Others:

Teacher:
Name of school:

Lesson	Date	Prep time in min.	Lesson time in min.	Rate how well objective of lessons were met? 1 – Not at all 2 – To some extent 3 – Moderately well 4 – Well 5 – Very well	Did you use the lesson plans? Were they helpful?	Did you cover all activities? If not, why not?	What worked well? What worked less well?	What would you do differently if you did this again?	Did you conduct the assessment suggested on the lesson plan? How was it helpful?
L1									
L2									
L3									
L4									
L5									
L6									
L7									
L8									

Lesson	Activity	Time in min.	Underline the resources that were used, please give reasons why handouts were not used.	Did you have enough guidance for the activity? What additional material could have been helpful?	Rate pupils' interest in the activity	How well were you able to facilitate this activity?
					1 – Not at all (none or few students pay attention/participated) 2 – Somewhat interested 3 – Moderately (a little more than half of pupils) 4 – Quite interested 5 – Very interested (all or nearly all of pupils)	1 – Not at all 2 – To some extent 3 – Moderately well 4 – Well 5 – Very well
L1	Starter		Handout 1.1: ACADV Wheel			
L1	Introduction		Video: 'You Can't Wear That'			
L1	Development		Video: Text Control Handout 1.2: Word List			
L2	Starter					
L2	Introduction		Handout 2.1: Blank network			
L2	Development		Handout 2.2: Body language and phrases Handout 2.3: Blank storyboard			
L3	Starter					
L3	Introduction		Handout 3.1: Body language and phrases			

L3	Development					
L3	Plenary					
L4	Starter					
L4	Introduction		Video: 'It's OK Sis'			
L4	Development					
L4	Plenary		Handout 4.1: Research questions			
L5	Starter					
L5	Introduction		Video: 'Teenage Kicks'			
L5	Development		Handout 5.1: Word list			
L5	Plenary					
L6	Starter					
L6	Introduction		Video: There she goes Handout 6.1: Questions for bystander intervention			
L6	Plenary					
L6	Development		Handout 6.2: Sentence-building activity			
L7	Starter					
L7	Development		Handout 7.1: Questions to support storyboard Handout 7.2: Blank storyboard			
L7	Plenary					
L8	Introduction		'Ask Emma' interactive resource			
L8	Development		Handout 8.1: 'Ask Emma'			
L8	Plenary					

Optional Activity	Was the activity done? If not, why not?	Did you have enough guidance for the activity? What additional material could have been helpful?	Rate pupils' interest in the activity	How well were you able to facilitate this activity?
Handout 1.3 Sentence completion activity				
Lesson 3: Role play focusing on peer-pressure				
Lesson 4: Inviting speakers from local agencies				
Lesson 7: Role play of storyboard				
Handout 8.2: 'Ask Emma' (creating own scenario of dating violence)				