

Protecting You/Protecting Me

Fidelity Checklist

Initial research has shown the effectiveness of *Protecting You/Protecting Me* for grades 1 through 5. How can your school achieve similar results? Use this checklist to maintain the fidelity of your implementation: that is, to make sure you prepare for and present the curriculum in a way that is true to its design—the way that offers the best results for your classroom.

Implementation question	Needed for fidelity?			Reason
	Yes	No	Maybe	
1. Must all five grade levels of the curriculum be taught?			X	Research shows that outcomes depend on students receiving multiple exposures over time. All five years are required to achieve desired outcomes. However, some schools choose to phase in the curriculum over several years.
2. Is teacher training necessary?	X			Yes. Teacher training is a core component. It's available as self-paced online training, or in a one-day group setting.
3. Must I teach all the lessons? Is their order important?	X			Yes. Teach all eight lessons, and teach them in the order shown in the curriculum (twice a week for grades 1 and 2; once a week for grades 3, 4, and 5). Each lesson builds on earlier concepts.
4. Can I change some of the content of the lessons?			X	The core content should not be changed, but you may adapt it as needed to address the cultural differences or unique life experiences of your students.
5. At the start of each lesson, must I review the previous lesson with the class?	X			Yes. The review takes just a few minutes, and it boosts effectiveness because each lesson builds on earlier ones.
6. Are all the Ownership Activities necessary?	X			Yes. These activities are a key component. In them, children apply the lessons' concepts for deeper learning.

Fidelity Checklist (continued)

Implementation question	Needed for fidelity?			Reason
	Yes	No	Maybe	
7. Some of the words and phrases in the curriculum are unusual: for example, “drinks with alcohol in them” instead of just “alcohol.” Do I need to use this language?	X			Yes. Use the language as it appears here. These words and phrases have been classroom tested, and they help avoid confusion.
8. Each grade level includes a parent/family caregiver letter and take-home activities. Are these necessary?	X			Yes. Both are key to the success of the program. Prevention research shows that parent or caregiver involvement promotes and sustains positive behavior changes.
9. Is it necessary to post the lesson handouts and posters included in the curriculum?	X			Yes. Post all of them, including “Five Rules for Safe Riding,” in classrooms and school hallways to reinforce key concepts.
10. Some grade levels include interactive “Raps/ Rhymes/ Cheers.” Should I use all of them?	X			Yes. Use these whenever they appear. They build positive feelings and a sense of group participation.
11. Must I use the children’s certificate of completion?	X			Yes. Use it at the end of each grade level to build students’ pride and commitment to the message.

Notes:
