



## Session Activity Completion Checklist

### INSTRUCTIONS:

For each session activity, you should write the time when the activity started.

You should also check the box noting if the activity was “missed or skipped,” “partly completed,” or “fully completed” after the facilitator begins the next session. If **ALL** of the listed activities are adequately completed, you should check “fully completed.” If **ONE** or **MORE** of the listed activities are **NOT** adequately completed, you should check “partly completed.” If **NONE** of the listed activities is adequately completed, you should check “skipped or missed.”

If a listed activity is not adequately completed or skipped, the observer should write a brief comment (in the “Comment” box) about which activity was not adequately completed or skipped along with any details to explain the situation.

Session Activities	Activity Completion Checklist	Comments (Effectiveness and/or problems)
<b>Logistics</b>		
Introductions and Participants' Expectations  <b>Start Time:</b>	<input type="checkbox"/> Missed or skipped <input type="checkbox"/> Partly completed  <input type="checkbox"/> Fully completed	
Check-In & check-Out Procedures  <b>Start Time:</b>	<input type="checkbox"/> Missed or skipped <input type="checkbox"/> Partly completed  <input type="checkbox"/> Fully completed	
Filling out Information Cards  <b>Start Time:</b>	<input type="checkbox"/> Missed or skipped <input type="checkbox"/> Partly completed  <input type="checkbox"/> Fully completed	
<b>Activities</b>		
Overview of Program Folder <ul style="list-style-type: none"> <li>• Program materials</li> <li>• Program expectations</li> <li>• Rules of participation</li> <li>• Calendar of activities</li> </ul> <b>Start Time:</b>	<input type="checkbox"/> Missed or skipped <input type="checkbox"/> Partly completed  <input type="checkbox"/> Fully completed	
Roles and Responsibilities for Sons  <b>Start Time:</b>	<input type="checkbox"/> Missed or skipped <input type="checkbox"/> Partly completed  <input type="checkbox"/> Fully completed	

<b>Session Activities</b>	<b>Activity Completion Checklist</b>	<b>Comments</b> (Effectiveness and/or problems)
Affirmation and Meditation  <b>Start Time:</b>	<input type="checkbox"/> Missed or skipped <input type="checkbox"/> Partly completed <input type="checkbox"/> Fully completed	
Father Abraham Song  <b>Start Time:</b>	<input type="checkbox"/> Missed or skipped <input type="checkbox"/> Partly completed <input type="checkbox"/> Fully completed	
Introduction to Journaling  <b>Start Time:</b>	<input type="checkbox"/> Missed or skipped <input type="checkbox"/> Partly completed <input type="checkbox"/> Fully completed	
Introduction to Memory Books  <b>Start Time:</b>	<input type="checkbox"/> Missed or skipped <input type="checkbox"/> Partly completed <input type="checkbox"/> Fully completed	
Instructions for Taking Pictures  <b>Start Time:</b>	<input type="checkbox"/> Missed or skipped <input type="checkbox"/> Partly completed <input type="checkbox"/> Fully completed	
Father-Son Picture  <b>Start Time:</b>	<input type="checkbox"/> Missed or skipped <input type="checkbox"/> Partly completed <input type="checkbox"/> Fully completed	

<b>Open Discussion</b>		
<b>SESSION ACTIVITIES</b>	<b>ACTIVITY COMPLETION</b>	<b>COMMENTS</b>
Historical Overview of African American Families <ul style="list-style-type: none"> <li>• PowerPoint presentation</li> <li>• Record comments on flip chart</li> </ul> <b>Start Time:</b>	<input type="checkbox"/> Missed or skipped <input type="checkbox"/> Partly completed <input type="checkbox"/> Fully completed	
Introduction to Adolescent Development <ul style="list-style-type: none"> <li>• PowerPoint presentation</li> </ul> <b>Start Time:</b>	<input type="checkbox"/> Missed or skipped <input type="checkbox"/> Partly completed <input type="checkbox"/> Fully completed	
Homework Assignment <i>"Let's Get Acquainted"</i> Explanation  <b>Start Time:</b>	<input type="checkbox"/> Missed or skipped <input type="checkbox"/> Partly completed <input type="checkbox"/> Fully completed	
<b>Closing</b>		
Closing Summary <ul style="list-style-type: none"> <li>• Lists all outline headings</li> <li>• Brief preview of next session</li> <li>• Announce date, time, location of next session</li> </ul> <b>Start Time:</b>	<input type="checkbox"/> Missed or skipped <input type="checkbox"/> Partly completed <input type="checkbox"/> Fully completed	<b>COMMENTS</b>
Check-Out <ul style="list-style-type: none"> <li>• Opportunity for participant sharing</li> <li>• Thank-you for coming</li> <li>• End on positive note!</li> </ul> <b>End Time:</b>	<input type="checkbox"/> Missed or skipped <input type="checkbox"/> Partly completed <input type="checkbox"/> Fully completed	

## Participant Engagement Ratings

### INSTRUCTIONS:

You should rate each father and each son on how engaged he was during the entire session. There are five levels of engagement. You should choose one level for each participant. We have defined the levels of engagement as:

- 1 - **Very Low Engagement:** The participant is **uninvolved in over half of the session** because he came late or left early, spent time outside, or was not involved in the directed activities.
- 2 - **Low Engagement:** The participant is **uninvolved in at least one substantial part of the session** because he came late or left early, spent time outside, or was not involved in most of the directed activities.
- 3 - **Expected Level of Engagement:** The participant shows his **involvement in all parts of the session** by being with the group and being involved in the direct activities for the entire session.
- 4 - **High Engagement:** The participant is involved in all parts of the session and demonstrates **a high level of engagement in at least one substantial part of the session**. “High level of engagement” means participating in ways greater than expected for participants including taking on leadership roles, assisting the facilitator, affirming other participants, or other substantial contributions.
- 5 - **Very High Engagement:** The participant demonstrates **a high level of engagement in over half of the session**. “High level of engagement” means participating in ways greater than expected for participants including taking on leadership roles, assisting facilitators, affirming other participants, or other substantial contributions.

In the “Comments” box, you should write a brief note about why the father or son received a high or low engagement rating.

Names / ID#s	How engaged was this participant in this session?					Comments on "high" or "low" ratings
	<i>Circle one answer for each participant.</i>					
	Very Low	Low	Expected Level	High	Very High	
Father #1:	1	2	3	4	5	
Son 1:	1	2	3	4	5	
Son 2:	1	2	3	4	5	
Father #2:	1	2	3	4	5	
Son 1:	1	2	3	4	5	
Son 2:	1	2	3	4	5	
Father #3:	1	2	3	4	5	
Son 1:	1	2	3	4	5	
Son 2:	1	2	3	4	5	
Father #4:	1	2	3	4	5	
Son 1:	1	2	3	4	5	
Son 2:	1	2	3	4	5	
Father #5:	1	2	3	4	5	
Son 1:	1	2	3	4	5	
Son 2:	1	2	3	4	5	
Father #6:	1	2	3	4	5	
Son 1:	1	2	3	4	5	
Son 2:	1	2	3	4	5	

Names / ID#s	How engaged was this participant in this session?					Comments on "high" or "low" ratings
	<i>Circle one answer for each participant.</i>					
	Very Low	Low	Expected Level	High	Very High	
Father #7:	1	2	3	4	5	
Son 1:	1	2	3	4	5	
Son 2:	1	2	3	4	5	
Father #8:	1	2	3	4	5	
Son 1:	1	2	3	4	5	
Son 2:	1	2	3	4	5	
Father #9:	1	2	3	4	5	
Son 1:	1	2	3	4	5	
Son 2:	1	2	3	4	5	
Father #10:	1	2	3	4	5	
Son 1:	1	2	3	4	5	
Son 2:	1	2	3	4	5	











2. As it relates to the session purpose, family interactions or group dynamics did any issues stand out? If yes, what were they?

a.)

b.)

c.)

d.)

3. Please list any concerns that the program staff should address.

a.)

b.)

c.)

d.)