

Directions: Please complete this form while you are observing each of the EAAA units and report any deviations from the content, positive or negative. You will also be asked to share your overall feedback on the facilitators' delivery of the EAAA training after training day one and training day two. You may share additional notes in the space provided after each checklist.

EAAA Training Day 1 Date:	
Start Time:	
End Time:	
Name:	
Title:	
Facilitator(s):	
# of participants in the room at the time of observation:	

Unit 1: Assess

<i>Check all unit components that were covered as scripted:</i>	<i>Critical content elements:</i>	<i>What content was missed or covered differently? Describe the differences from the script in detail:</i>	<i>Describe any supplemental content added because of participant questions or for other reasons:</i>
<input type="checkbox"/> Introductions and general overview of the program <input type="checkbox"/> Overview of Assess <input type="checkbox"/> Explain the Program Resource Kits <input type="checkbox"/> Ground Rules of Conduct	Facilitators discuss the logic of the program and provide an overview of the unit and program resource kits.		
<input type="checkbox"/> Activity 1 Myths and Facts about Sexual	Activity 1 highlights common sexual assault myths, reveals		

[Type here]

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Assault – Tic Tac Toe Game	their truths, and emphasizes the consequences of these myths.		
<input type="checkbox"/> Sexual Assault as Violence – Facilitator Role-Play	Facilitator role-play illustrates the violent nature of sexual assault (i.e., it is about perceived power/control using sex as a tool/vehicle).		
<input type="checkbox"/> Definitions of Sexual Assault	Unit content (definitions of sexual assault, rape, and sexual coercion) is reviewed.		
<input type="checkbox"/> Activity 2 Prevalence Statistics – Marble Exercise	Activity 2 reviews statistics for sexual assault and personalizes risk to ensure participants understand that all women are at risk of sexual assault, including themselves.		
<input type="checkbox"/> Sexual Assault as a Community Issue	Unit content (acquaintance vs stranger sexual assault) is reviewed.		
<input type="checkbox"/> Preparatory Emotions: Dealing with Fear			
<input type="checkbox"/> What is Risk?	Unit content (social		

[Type here]

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<input type="checkbox"/> Introduction to Social and Environmental Danger Cues	and environmental danger cues) is reviewed.		
<input type="checkbox"/> Activity 3 Large-group Identification of Environmental Danger Cues	Activity 3 allows participants to practice identifying danger cues by reviewing each cue and discussing potential risks for sexual assault.		
<input type="checkbox"/> Activity 4 Small-group Identification of Environmental Danger Cues	Activity 4 allows participants to practice averting or reducing risk in social situations.		
<input type="checkbox"/> Date Rape Drugs	Unit content (personal/behavioral danger cues) is reviewed.		
<input type="checkbox"/> What are Personal/Behavioral Danger Cues?			
<input type="checkbox"/> Activity 5 Practice Detecting Danger Cues	Acquaintance Sexual Assault Risk Cue Video (parts 1 and parts 2) is shown to help participants practice identifying environmental and behavioral cues and coming up with simple ways protection strategies to undermine risk while		
<input type="checkbox"/> Activity 6 Practice Counteracting and Undermining Perpetrator Advantages			

[Type here]

<i>Check all unit components that were covered as scripted:</i>	<i>Critical content elements:</i>	<i>What content was missed or covered differently? Describe the differences from the script in detail:</i>	<i>Describe any supplemental content added because of participant questions or for other reasons:</i>
	still having a good/fun life.		

Unit 1 Notes:

Unit 2: Acknowledge

<i>Check all unit components that were covered as scripted:</i>	<i>Critical content elements:</i>	<i>What content was missed or covered differently? Describe the differences from the script in detail:</i>	<i>Describe any supplemental content added because of participant questions or for other reasons:</i>
<input type="checkbox"/> Opening the Session, Introduction, and Review	Facilitators provide an overview of the unit.		
<input type="checkbox"/> Our Personal Rights	Unit content (rights in personal, romantic, and sexual relationships) is reviewed.		
<input type="checkbox"/> The Effects of Experiencing a Sexual Assault	Unit content (aftereffects of sexual assault) is reviewed.		
<input type="checkbox"/> Activity 1 Getting in Touch With Our Emotions When People Don't Listen to Us – Thought Experiment	Activity 1 allows participants to practice identifying the emotions they feel when someone does		

[Type here]

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	not respect their boundaries.		
<input type="checkbox"/> Activity 2 Identifying and Overcoming Emotional Obstacles	Activity 2 reviews emotional and cognitive barriers to resistance (e.g., relationship goals such as maintaining the relationship, being a good girl, and not misjudging or hurting the perpetrator).		
<input type="checkbox"/> Activity 3 Practicing Realistically Identifying Emotional Obstacles to Resistance and Overcoming Them, in the Large Group	Activity 3 scenario allows participants to identify their own emotional obstacles to resistance. Discussion questions (what are you feeling, what are your goals now, what will do) are reviewed.		
<input type="checkbox"/> Activity 4 Practicing Realistically Identifying Emotional Obstacles to Resistance and Overcoming Them, in	Activity 4 allows participants to identify their own emotional obstacles to resistance (in smaller groups). Participants discuss what they may be feeling and thinking, what they can say or		

[Type here]

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Small Groups	do to stay safe and maintain their relationship goals, and how they may feel if they are unable to meet their goals.		
<input type="checkbox"/> Activity 5 Coercive Man Audio Task	Activity 5 allows participants to identify common verbal tactics in coercive men.		
<input type="checkbox"/> “All These Things Mean No” and the Myth of Miscommunication	Unit content (miscommunication is not a cause of sexual assault) is reviewed.		
<input type="checkbox"/> Activity 6 Unpacking the Myth of Miscommunication – Todd and Maxine	Activity 6 allows participants to identify risk cues and emotional obstacles to resistance and emphasizes that sexual coercion and sexual assault are not the result of miscommunication.		

[Type here]

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	Facilitator addresses victim-blaming statements.		
<input type="checkbox"/> How Can We Tell That a Woman Wants to be Touched? – Guide Facilitator Role Play	Role-play activity shows the ways in which women show they are interested		
<input type="checkbox"/> Activity 7 Practice Verbal Resistance in Pairs	Activity 7 allows participants to practice responding to verbal coercion.		
<input type="checkbox"/> Acknowledge Conclusions			
<input type="checkbox"/> Session Wrap-Up			

Unit 2 Notes:

[Type here]

1. Please provide feedback on the following statements about the sessions from Day 1:

	Strongly Agree	Agree	Disagree	Strongly Disagree
The facilitator(s) were well-prepared.				
The facilitator(s) related to the sailors and built rapport.				
The facilitator(s) made an effort to keep the sailors engaged.				
The facilitator(s) had appropriate and helpful off-script comments.				
The facilitator(s) provided Navy-specific examples and context.				
The facilitator(s) cultivated an interactive, collaborative, and safe environment.				
The facilitator(s) effectively responded to participants questions, comments, and concerns.				

2. After training on Day 1, how would you rate each facilitator's effectiveness in delivering the program?

	Facilitator #1 [print initials ____]	Facilitator #2 [print initials ____]
Not effective		
Somewhat effective		
Effective		
Very effective		

3. Use the space below to provide individual facilitator feedback:

[Type here]

EAAA Training Day 2 Date:	
Start time:	
End time:	
Name:	
Title:	
Facilitator(s):	
# of participants in the room at the time of observation:	

Unit 3: Act

<i>Check all unit components that were covered as scripted:</i>	<i>Critical content elements:</i>	<i>What content was missed or covered differently? Describe the differences from the script in detail:</i>	<i>Describe any supplemental content added because of participant questions or for other reasons:</i>
<input type="checkbox"/> Opening the Session	Facilitators provide an overview of the unit.		
<input type="checkbox"/> Activity 1 Effective Sexual Assault Resistance – Brainstorming Sexual Assault Resistance Strategies	Activity 1 allows participants to create 6 categories of verbal and physical resistance strategies, review examples, and identify effective self-defense strategies.		

[Type here]

<i>Check all unit components that were covered as scripted:</i>	Critical content elements:	What content was missed or covered differently? Describe the differences from the script in detail:	Describe any supplemental content added because of participant questions or for other reasons:
<input type="checkbox"/> Activity 2 Identifying Obstacles to Forceful Resistance	Activity 2 allows participants to overcome emotional barriers to defending themselves physically against men they know, and facilitators teach participants to get in touch with their anger and know that turning fear into anger is a successful strategy.		
<input type="checkbox"/> Physical Self-defense & Media Influences			
<input type="checkbox"/> Activity 3 Role-Play Activity to Demonstrate the Impact of Surprise	Activity 3 highlights how self-defense goes against a perpetrator's preconceived notions and that the element of surprise can work in a woman's favor.		
<input type="checkbox"/> What Does it Mean to Be Prepared?			
<input type="checkbox"/> Learning and Practicing Physical Self-defense Techniques	Unit content (introduction to physical self-defense and safety information) is reviewed.		
<input type="checkbox"/> The Self-defense Yell	Participants practice the self-defense yell to overcome barriers to resistance in		

[Type here]

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	public.		
<input type="checkbox"/> Activity 4 Self-defense Hits and Kicks with Practice	Activity 4 allows participants to practice the hammer fist, the inside and outside knife hand, back and side elbow strikes, and front and back kicks.		
<input type="checkbox"/> Vulnerable Body Parts	Unit content (parts of the body that are good strike points in self-defense) is explained.		
<input type="checkbox"/> Activity 5 How to Release Wrist & Choke Holds & Other Holds	Activity 5 allows participants to practice wrist and chokehold breaks, the bump maneuver, and bear hug breaks as common tactics of acquaintance rapists.		
<input type="checkbox"/> Activity 6 Practicing Self-defense in Different Sexual Assault Scenarios	Activity 6 allows participants to remember and apply their knowledge and skills.		
<input type="checkbox"/> Session Wrap-up			

[Type here]

Unit 3 Notes:

[Type here]

Unit 4: Relationships & Sexuality

<i>Check all unit components that were covered as scripted:</i>	Critical content elements:	What content was missed or covered differently? Describe the differences from the script in detail.	Describe any supplemental content added because of participant questions or for other reasons:
<input type="checkbox"/> Opening the Session	Facilitators provide an overview of the unit.		
<input type="checkbox"/> Activity 1 Becoming Comfortable Talking About Sex – Sharing Slang	Activity 1 allows participants to become familiar and comfortable with different sexuality terms.		
<input type="checkbox"/> Activity 2 Dispelling Myths about Sex and Masturbation – Myths and Facts Game	Activity 2 highlights that masturbation may provide information about women’s sexual desires and wants.		
<input type="checkbox"/> Activity 3 Expanding Notions of What “Sex” is – “Having Sex”	Activity 3 allows participants to expand their repertoire of sexual activities (beyond intercourse) and to identify activities they may enjoy.		
<input type="checkbox"/> Activity 4 Which Acts are Desired and With	Activity 4 allows participants to identify which types of		

[Type here]

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Whom – With Whom Would You Do It?	relationships they would feel comfortable engaging in sexual activities.		
<input type="checkbox"/> Activity 5 Communicating Our Desire for Safer Sex – Negotiating Condom Use with a Sexual Partner	Activity 5 allows participants to practice negotiating sex.		
<input type="checkbox"/> Activity 6 Communicating Our Sexual Desires – Communication Role-Play	Activity 6 allows participants to practice communicating their sexual desires.		
<input type="checkbox"/> Activity 7 What Makes a Good Relationship	Activity 7 allows participants to practice identifying personally relevant characteristics when choosing intimate romantic and/or sexual partners to identify potentially coercive situations.		

[Type here]

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<input type="checkbox"/> Responsibility/Blame and Post-Sexual Assault Support	Unit content (the way knowledge from the program can be used by participants) is reviewed.		
<input type="checkbox"/> Program Wrap-up	Facilitators provide relevant information about how participants can get support locally and within their community.		

Unit 4 Notes:

1. Please provide feedback on the following statements about the sessions from Day 2:

[Type here]

2.
After

	Strongly Agree	Agree	Disagree	Strongly Disagree
The facilitator(s) were well-prepared.				
The facilitator(s) related to the sailors and built rapport.				
The facilitator(s) made an effort to keep the sailors engaged.				
The facilitator(s) had appropriate and helpful off-script comments.				
The facilitator(s) provided Navy-specific examples and context.				
The facilitator(s) cultivated an interactive, collaborative, and safe environment.				
The facilitator(s) effectively responded to participants questions, comments, and concerns.				

training on Day 2, how would you rate each facilitator's effectiveness in delivering the program?

	Facilitator #1 [print initials ____]	Facilitator #2 [print initials ____]
Not effective		
Somewhat effective		
Effective		
Very effective		

3. Use the space below to provide individual facilitator feedback: