

## **Owning Up**

### **Reviewer Comments**

#### **Reviewer 1 Comments:**

- Good curriculum for mainstream audience. Not enough of diverse communities addressed. Current research on curriculum indicates limited behavioral change

#### **Reviewer 2 Comments:**

- Guideline 1 (a) – somewhat vague, discussion not enough in my opinion
- Guideline 1 (c) – good!
- The curriculum has great information but some activities/discussion could get lengthy.
- Guideline 3 could be challenging with limited timeframe
- Guideline 7 – Only somewhat addresses the range of cultural beliefs, practices, and norms within a given set of participants. I like the LGBTQ focus
- Guideline 8 – Offers pre and post tests
- Guideline 9 – Seems to me that a teacher may struggle with time and content delivery, better suited for a community educator to deliver.
- Overall the concept and content was great. I can see how programs can be effective with both male and female curriculums. However, doing some sessions/activities with both boys and girls present could be helpful to begin a dialogue with both genders.

#### **Reviewer 3 Comments:**

- I was very impressed with the Owning Up curriculum and depth of information provided to work with students about various underlying topics that contribute to dating violence.
- The evaluation piece was referenced in the book, but indicated that to find out extensive information you would need to go to their website.
- While the manual indicates it can be used for students in grades 6 to 12, the pre and post-tests appear to be almost exactly the same even though there is a separate pre/post-test included for grades 6-8 and 9-12.
- There is also not separate curriculum or suggestions to use a piece of the curriculum for grades 6-8 or 9-12. It would have to be up to the facilitator to change the materials or pick and choose what activities are used depending upon the age of the students being instructed.
- There is definitely a plethora of methods to reach students, from questions to role playing to illustrations and video options.

- I understand why they suggest separating boys and girls to conduct the materials but not sure how realistic it will be to use this in a classroom setting if boys and girls must be separated for the multiple sessions.
- The materials and reference materials to back up the information are extensive. I liked the SEAL approach and the fact that they are empowering students to really evaluate situations and relationships and determine if the relationship should be continued and what their response and role in the situation should be.
- They don't spend as much time about race as they do discussing alternative lifestyles – lesbian, gay, transgender and questioning.
- It also seems to be very focused on the individual and relationship sociological levels, with letters included at the end to give to parents with a specific child issue.
- Again, I was very impressed with the materials and could see much benefit in it being utilized for junior high and high school youth, just not sure of the logistics of getting it completely used in a school setting. It might be a curriculum that could be more easily utilized in an after school program, youth group or organization primarily focused on girls or primarily focused on boys.