

**The following are standards discussed in the
9-DAY GO FOR THE GOLD program.**

Ohio Revised Code State Laws:

- 3313.60 (A) (5)(e): Dating violence prevention education and healthy relationships (Tina Croucher Law).
- 3313.6011 (B): Instruction in venereal disease education pursuant to division (A)(5)(c) of section 3313.60 of the Revised Code shall emphasize that abstinence from sexual activity is the only protection that is one hundred per cent effective against unwanted pregnancy, sexually transmitted disease, and the sexual transmission of a virus that causes acquired immunodeficiency syndrome.

Ohio Social and Emotional Learning Standards:

- B1.2.d: Evaluate how emotions expressed in different settings impact the outcome of a situation.
- D3.2.d : Apply conflict management skills and strategies to manage intimidation, avoid, and escape violence and maintain personal safety.
- E3.2.d : Engage in safe practices in my personal behavior choices and habits for self and toward others.

National K-12 Standards for Optimal Sexual Development

Session 1: What is Dating?

1. 1.A.2: Describe the importance of positive character strengths and how they promote healthy behaviors and empower youth to avoid risky and unhealthy behaviors.
2. 1.A.10: Discuss how people progress and mature by learning from mistakes, delaying immediate gratification, and being life-long learners.
3. 1.B.3: Acknowledge that cognitive maturity is not fully reached until the late 20s; therefore, guidance from parents, family members, or other trusted adults is beneficial and should be sought for healthy decision-making.
4. 1.B.4: Discuss how healthy decision-making includes reasoning, problem-solving, self-control, and establishing and adhering to personal boundaries (i.e., self-determined limits or standards for personal behavior).
5. 1.B.5: State that healthy decisions are not based primarily on emotions, but on accurate information, positive intentions, and goals, in addition to advice and guidance from parents, family members, and other trusted adults.
6. 1.B.7: Give examples of how a person's decisions can be positively or negatively influenced by others, including peers.

7. 2.B.1: List characteristics of healthy friendships, including empathy, sharing, kindness, honesty, respect, trust, cooperation, patience, and forgiveness.
8. 2.B.6: Describe how character strengths practiced in friendships, such as honesty and respect, contribute to healthy dating relationships and healthy marriages in the future.

Session 2: Healthy Relationships

1. 2.C.5: Compare and contrast advantages and disadvantages of one-on-one dating and group dating.
2. 2.C.4: Discuss different reasons for dating and how it can positively or negatively influence short-term and long-term life goals.
3. 1.B.7: Give examples of how a person's decisions can be positively or negatively influenced by others, including peers.
4. 1.C.6: Explain how good friends who bring out the best in each other achieve positive goals.
5. 2.B.3: Demonstrate effective communication skills that will help make and sustain healthy friendships, including listening and using respectful language for sharing emotions and opinions.
6. 2.C.6: Outline healthy strategies for dating such as setting boundaries, dating in groups of trusted friends, delaying individual dating until older adolescence, and dating someone of similar age.

Session 3: Healthy Dating

1. 1.B.4: Discuss how healthy decision-making includes reasoning, problem-solving, self-control, and establishing and adhering to personal boundaries (i.e., self-determined limits to standards for personal behavior).
2. 2.C.3: Analyze factors to be considered in preparing for dating and marriage, including setting personal boundaries, respecting family guidelines, sharing values, exploring compatibilities and marriage partner selection strategies.
3. 2.C.9: List specific personal boundaries for healthy, nonsexual physical contact, and strategies for communicating them early in dating relationships to help prevent sexual activity and dating violence.
4. 3.C.5: Explain how peer pressure, whether it's negative or positive, can have a significant impact on sexual attitudes and behaviors.
5. 4.A.6: Describe the value of setting, communicating, and respecting boundaries in order to avoid sexual activity.
6. 1.D.5: Model resisting negative peer pressure and avoiding dangerous situations, including saying "no" assertively.
7. 4.A.7: Discuss refusal skills and behaviors that are required for avoiding non-marital sexual activity, such as mutual respect, communication, and assertiveness skills, impulse control, and the ability to maintain boundaries.

Session 4: Unhealthy Relationships

1. 1.D.5: Model resisting negative peer pressure and avoiding dangerous situations, including saying “no” assertively.
2. 2.C.2: Compare and contrast characteristics of healthy romantic relationships (respect, consideration, kindness, encouragement, giving) with those of unhealthy relationships (disrespect, selfishness, exploitation, control, dishonesty).
3. 2.C.8: List examples of verbally and nonverbally expressing affection in healthy, nonsexual ways.
4. 2.C.10: Identify characteristics of unhealthy relationships which can lead to dating violence, coercion, and abuse, and describe strategies for seeking help and support.
5. 4.E.3: Describe how imbalances of power within sexual relationships due to, for instance, age, position, status, and ability to give consent, could be potentially used in a sexually abusive way.

Session 5: Unhealthy Dating

1. 4.E.1: State that all individuals have the right to not have another person look at, photograph, or touch the intimate/private areas of their bodies, and should not be forced to look at (in person or digitally) or touch another person’s intimate/private areas.
2. 4.E.2: Define sexual abuse as (1) any adult contact with a minor below the legal ages of consent, or (2) sexual contact between adults or minors involving coercion, threat, or force, or (3) taking advantage of an individual’s ability or ignoring their unwillingness to give consent.
3. 4.E.3: Describe how imbalances of power within sexual relationships due to, for instance, age, position, status, and ability to give consent, could be potentially used in a sexually abusive way.
4. 4.E.4: List ways that different forms of sexual abuse (e.g., coercion, exploitation, sexual grooming, sex trafficking, transactions, oppression, harassment, and violence) can physically, mentally, or emotionally harm a person.
5. 4.E.6: Affirm that anyone who has experienced sexual abuse is not at fault and is not to be blamed or shamed.
6. 4.E.7: Explain the importance of reporting actual or suspected sexual abuse of self or others to a parent, trusted adult, or local authority.
7. 4.E.8: Discuss situations and behaviors that increase one’s vulnerability to sexual assault and abuse, such as alcohol and illegal drug use, unsafe environments, and not communicating or respecting boundaries.

Session 6: Serious Dating

1. 3.C.4: Discuss how there are many influences that positively or negatively impact sexual behavior, including biological, psychological social, economic, cultural, political, ethical, legal, religious, and spiritual factors.
2. 3.C.5: Explain how peer pressure, whether it is negative or positive, can have a significant impact on sexual attitudes and behavior.
3. 4.A.1: Explain that sexual activity includes physical contact between individuals involving intimate/private areas of the body (such as outer course, mutual masturbation, oral sex, anal sex, and vaginal intercourse) that can potentially result in pregnancy, STDs/STIs and/or emotional risks.

4. 4.A.2: Discuss how avoiding non-marital sexual activity eliminates the associated negative physical, intellectual, emotional, social, spiritual, and financial risks.
5. 4.B.1: Explain how avoiding sexual activity is the only 100% effective way to avoid teen pregnancy.
6. 4.B.2: Discuss the emotional, social, educational, and financial impact of teen pregnancy on teen parents and their children.
7. 4.D.1: Explain the emotional benefits of avoiding non-marital sexual activity.
8. 4.D.2: Articulate how the breakup of romantic relationships is frequently accompanied by strong feelings that can be amplified when sexual activity is involved.
9. 4.D.3: Explain how teen sexual activity can lead to significant emotional health consequences, such as disappointment, regret, depression, suicidal ideation, and suicide.
10. 4.D.5: Identify other key relationships that can be negatively impacted when teens are involved in sexual activity, such as family, school, and faith community connectedness.

Session 7: Relationships and Finances

1. 4.A.4: Describe the concept of the “Success Sequence” and how avoiding early sexual activity has the potential to protect against negative life outcomes, including maternal and child poverty.
2. 1.B.6: Compare and contrast the positive and negative consequences, both short- and long-term for self and others of common choices.
3. 1.C.8: Discuss the sequential steps necessary to accomplish future life goals, in areas such as education, work, marriage, and family.

Session 8: Relationships and Conflict

1. 1.A.4: Acknowledge that all people deserve respect regardless of whether their views agree with or differ from the student’s own.
2. 1.B.4: Discuss how healthy decision-making includes reasoning, problem-solving, self-control, and establishing and adhering to personal boundaries (i.e., self-determined limits to standards for personal behavior).
3. 1.B.5: State that healthy decisions are not based primarily on emotions, but on accurate information, positive intentions, and goals, in addition to advice and guidance from parents, family members, and other trusted adults.
4. 2.B.3: Demonstrate effective communication skills that will help make and sustain healthy friendships, including listening and using respectful language for sharing emotions and opinions.
5. 2.B.5: Define and discuss positive strategies to address bullying resolve conflict and provide positive peer support.
6. 2.D.2: Name qualities of a healthy marriage, such as mutual commitment, fidelity, respect, trust, compatibility, giving, service, effective communication, ability to resolve conflict, and sharing of values and goals.
7. 2.D.3: Identify the characters needed to sustain a marriage relationship through difficult times, including commitment, compromise, forgiveness, effective communication, perseverance, and seeking counseling when needed.

Session 9: Marriage

1. 2.D.1: Define a healthy marriage as the mutually committed, monogamous union of a couple, intended to be lifelong, that is granted rights and responsibilities by law.
2. 2.D.2: Name qualities of a healthy marriage, such as mutual commitment, fidelity, respect, trust, compatibility, giving, service, effective communication, ability to resolve conflict, and sharing of values and goals.
3. 2.D.3: Identify the characteristics needed to sustain a marriage relationship through difficult times, including commitment, compromise, forgiveness, effective communication, perseverance, and seeking counseling when needed.
4. 2.D.4: Specify the benefits of a healthy marriage, including a lifelong, committed caring relationship for the couple; increased financial stability; personal happiness and life satisfaction; and a safe and stable environment for raising children and building healthy communities.
5. 2.D.6: State that a healthy marriage is supportive of a person's physical, intellectual, emotional, social, spiritual, and financial health and well-being; and, therefore, is the optimal context for sex.
6. 2.D.10: Explore research that suggests that healthy marriage is a better predictor of long-term commitment and stability than cohabitation.