

**The following are standards discussed in the
Stuck in the Middle program**

Ohio Revised Code State Laws:

- 3313.60 (A) (5)(b): Tobacco, alcohol and drugs of abuse prevention education
- 3313.60 (A) (5)(e): Dating violence prevention education and healthy relationships (Tina Croucher Law)
- 3313.60 (f) Prescription opioid abuse prevention, with an emphasis on the prescription drug epidemic and the connection between prescription opioid abuse and addiction to other drugs, such as heroin.

Ohio Social and Emotional Learning Standards:

- A1.2.c: Explain that emotions may vary based on the situation, including people and places
- A2.1.c: Describe how personal interests, qualities and strengths may help with decision making to accomplish personal goals
- A4.2.c: Recognize the importance of confidently handling tasks and challenges, while reframing negative thoughts and engaging in positive self-talk
- B1.1.c: Analyze positive and negative consequences of expressing emotions in different settings
- C4.1.c: Generate positive responses to various social situations
- D2.3.c: Utilize strategies to manage social pressures
- E2.1.c: Generate ideas for recognizing when something may be getting in the way of making a responsible decision and ways to possibly reduce or limit its influence
- E2.3.c: Utilize knowledge of outcomes to inform future decisions

National K-12 Standards for Optimal Sexual Development

Session 1: Friendship and Puberty

1. **1.A.1: Define and give examples of positive character strengths, such as honesty, fairness, courage, self-control, kindness, respect, and responsibility.**
2. **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.**
3. **2.B.1: List characteristics of healthy friendships, including empathy, sharing, kindness, honesty, respect, trust, cooperation, patience, and forgiveness.**
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.4: Explain why good friends don't encourage unhealthy choices, exploit each other, socially isolate, gossip, name call, bully, or stigmatize.**

6. **3.A.1:** Define puberty as a stage of human growth that signals the developing ability of an individual to reproduce.
7. **3.A.2:** Describe the physical and emotional changes of puberty for both males and females, and how they can vary for each person.

Session 2: Dating in Middle School

1. **2.B.1:** List characteristics of healthy friendships, including empathy, sharing, kindness, honesty, respect, trust, cooperation, patience, and forgiveness.
2. **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.
3. **2.C.1:** Explain why healthy friendships are the best foundation for romantic relationships.
4. **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).
5. **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.
6. **2.C.4:** Discuss different reasons for dating and how it can positively or negatively influence short and long term life goals.
7. **2.C.7:** Compare and contrast love and infatuation (lasting commitment to the well-being of another person vs. emotional attraction that is usually fleeting, intense, and often irrational).
8. **2.C.8:** List examples of verbally and nonverbally expressing affection in healthy, nonsexual ways.
9. **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.

Session 3: Peer Pressure

1. **1.B.1:** Explain how parents, family members, and members of the community can serve as positive role models and resources for advice and guidance when making decisions.
2. **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.
3. **1.B.8:** Explain how abuse of alcohol, drugs, and other substances negatively impacts healthy decision-making, problem-solving, and refusal skills.
4. **1.D.1:** List the benefits of practicing self-control, such as delaying immediate gratification, resisting negative peer pressure, and avoiding the risks of impulsive behaviors.
5. **1.D.4:** Explain how positive peer pressure can help a person make healthy choices and encourage others to do the same.
6. **1.D.5:** Model resisting negative peer pressure and avoiding dangerous situations, including saying “no” assertively.
7. **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).

8. **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.
9. **2.C.8:** List examples of verbally and nonverbally expressing affection in healthy, nonsexual ways.
10. **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.
11. **3.C.5:** Explain how peer pressure, whether it is negative or positive, can have a significant impact on sexual attitudes and behavior.
12. **4.A.2:** Discuss how avoiding non-marital sexual activity eliminates the associated negative physical, intellectual, emotional, social, spiritual, and financial risks.
13. **4.A.6:** Describe the value of setting, communicating, and respecting boundaries in order to avoid sexual activity.
14. **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: Emotional Steering and Bullying

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.A.8:** Cite examples of how courage and grit/resilience help people develop self-respect when they resist social pressure to do things that may be harmful or unhealthy.
3. **1.B.7:** Give examples of how a person's decisions can be positively or negatively influenced by others, including peers.
4. **1.D.2:** Cite examples of setting and articulating personal boundaries, including avoiding situation, people, places, and things that can negatively influence decisions.
5. **1.D.5:** Model resisting negative peer pressure and avoiding dangerous situations, including saying "no" assertively.
6. **2.B.4:** Explain why good friends don't encourage unhealthy choices, exploit each other, socially isolate, gossip, name call, bully, or stigmatize.
7. **2.B.5:** Define and discuss positive strategies to address bullying, resolve conflict, and provide positive peer support.
8. **3.C.5:** Explain how peer pressure, whether it is negative or positive, can have a significant impact on sexual attitudes and behavior.

Session 5: Leadership

1. **1.A.1:** Define and give examples of positive character strengths, such as honesty, fairness, courage, self-control, kindness, respect, and responsibility.
2. **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.
3. **1.A.6:** Explain how practicing self-control can build confidence, self-respect, and self-esteem.
4. **1.A.7:** Discuss how fulfilling responsibilities and making positive contributions at home, at school, and within the community can build character and self-esteem.

5. **1.B.1: Explain how parents, family members, and members of the community can serve as positive role models and resources for advice and guidance when making decisions.**
6. **1.B.7: Give examples of how a person's decisions can be positively or negatively influenced by others, including peers.**
7. **1.C.3: List character strengths that help individuals achieve goals, including hard work, determination, and grit/resilience.**
8. **1.C.4: Discuss how keeping promises and fulfilling responsibilities help develop the character strength of commitment.**
9. **1.C.7: Analyze how setting and committing to personal boundaries help a person avoid unhealthy behaviors.**
10. **1.D.4: Explain how positive peer pressure can help a person make healthy choices and encourage others to do the same.**
11. **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.**