

*Choosing
the Best*

The Leader In
Evidence-Based,
Abstinence-Centered
Sex Education



Evidence-Based...

Getting Results...

Changing Lives.

Choosing the Best is the National Leader in Evidence-Based, Abstinence-Centered Sex Education.

- Over 4 million students taught since 1993.
- Used in 47 states.

Distinctives:

1. Evidence-Based - Peer-reviewed, published study showing significant impact in reducing the initiation of teen sex.
2. Medically Accurate - As certified by U.S. Department of Health and Human Services (2011).
3. Abstinence-Centered - “Risk Avoidance” approach. Strongly promotes abstinence as the best and healthiest choice. Educates about contraception but always in the context of promoting abstinence as the healthiest choice.

Too Many Teens Continue to Get Pregnant and Contract STDs.

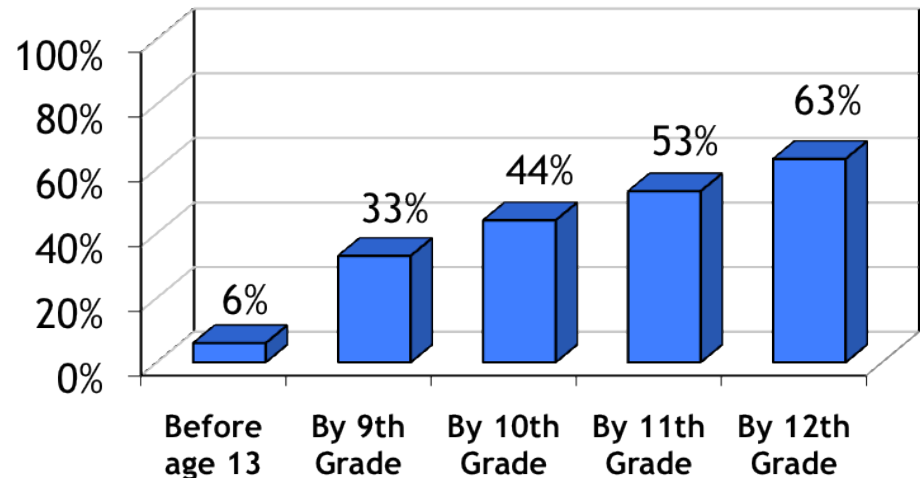
By 12th Grade:

- **63%** will have had sexual intercourse¹.

Among sexually active teens:

- Nearly **one-third (31%)** of teen girls aged 15-19 have been pregnant².
- **40%** of teen girls aged 14-19 have an STD³.

Percentage of Students having Sexual Intercourse by Grade:



¹ CDC, Youth Risk Behavior Surveillance Survey, 2011.

² The National Campaign to Prevent Teen Pregnancy, 2006.

³ CDC, 2008.

Peer-Reviewed, Published Study Shows *Choosing the Best* Significantly Reduces the Initiation of Teen Sex

- Study Design: **Randomized, controlled study** of six high schools into intervention (CTB) and control groups.
- Study Size: 1143 9th grade students.
- Study Results: CTB students who were virgins at pretest were nearly **1.5 times more likely to delay onset of sexual behavior** than control group by end of 9th grade.*
- These findings are consistent with earlier study on a CTB middle school program, which was found to reduce the initiation of teen sex by 47% vs. the control.

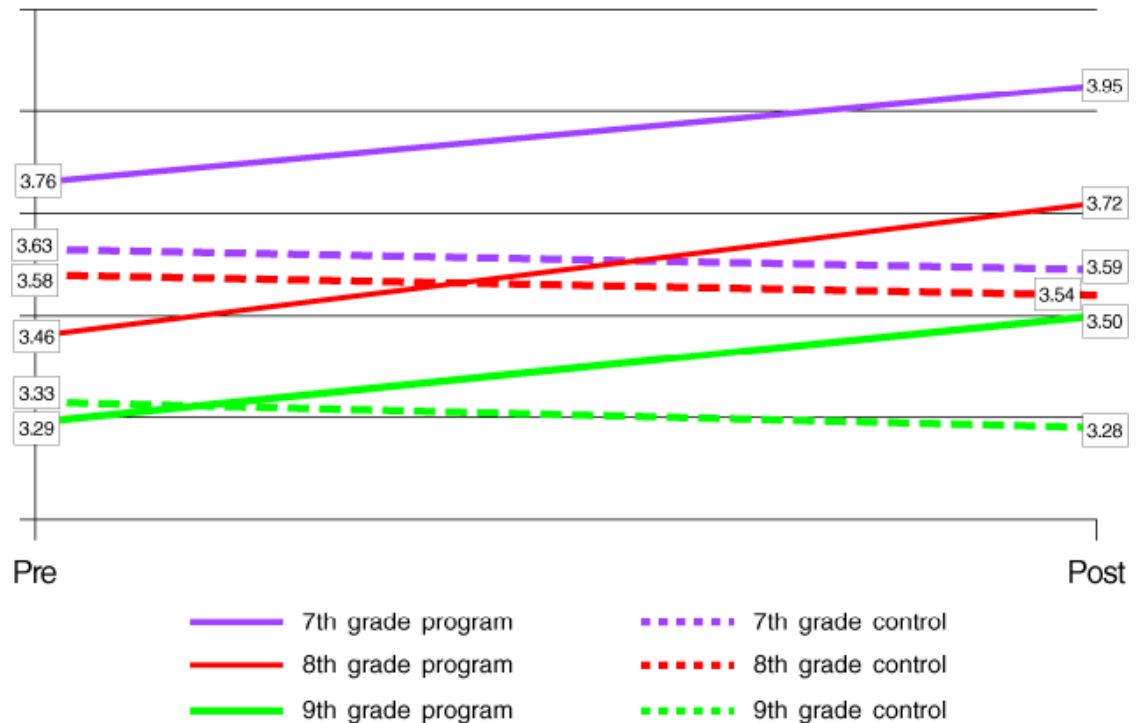
*For every 1,000 students, there would be 60 more virgins in the CTB group vs. the control.

Choosing the Best Dramatically Increases Students' Affirmation of Abstinence...

Affirmation of Abstinence

Higher is better

Results among
students receiving
eight lessons of
Choosing the Best

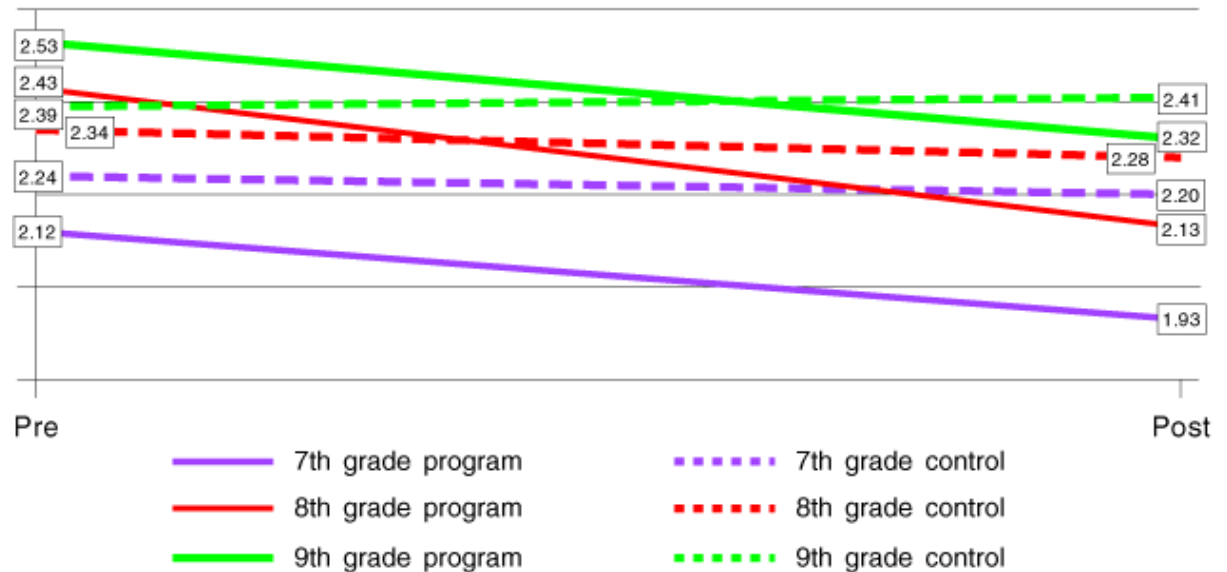


...and Greatly Decreases Students' Belief
That Love Justifies Sex.

Love Justifies Sex

Lower is better

Results among
students receiving
eight lessons of
Choosing the Best



Nine Learning Areas Are Covered in a Five-Year Scope and Sequence Program

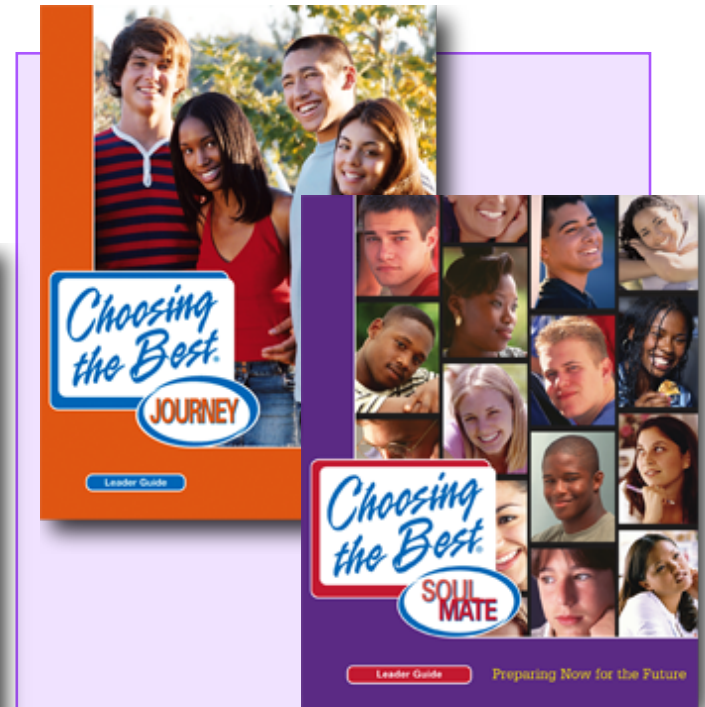
Learning Area	WAY 6 th Grade	PATH 7 th Grade	LIFE 8 th Grade	JOURNEY 9 th /10 th Grades	SOUL MATE 11 th /12 th Grades
					
	Lesson Number				
1. Risks of Teen Sexual Behavior	4	1, 2, 3	1, 3, 4, 5	2, 3, 4, 5, 6	1
2. Rewards of Abstinence	1, 5	5	6	3, 4, 5, 6	1, 4, 5
3. Relationship Education	2, 3	6	1, 6	5, 6, 7, 8	1, 2, 3, 4, 5
4. Alcohol and Sex	6	4	2	2	4
5. Peer Pressure and Refusal Skills	6	6, 7, 8	7, 8	7, 8	5
6. Abstinence Pledge	5	5	6	6	5
7. Character Application	1-6	1-8	1-8	1-8	4
8. Building Self-Esteem	3	4,8	8	5	2
9. Parent Interviews	1-6	1-8	1-8	1-8	--

Student Manuals Produce Results.

- Experiential learning.
- Knowledge reinforcement.
- Personal journal/goal ownership.



Middle School Programs



High School Programs


A Brief Video Vignette Opens Each Lesson to Capture Students' Attention.

[Please click here to view a sample
Choosing the Best video from one
of our programs](#)

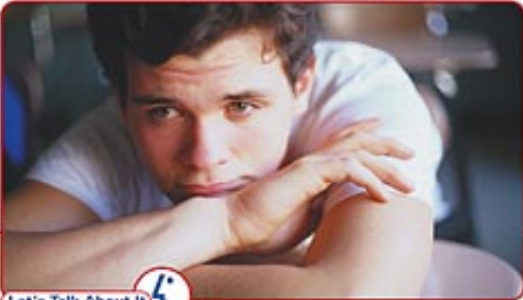



Lessons Also Include Exercises, Role Plays, and Group Discussions.

Lesson five

Let's Listen In 


"A Life-Changing Visit to an AIDS Clinic"



Let's Talk About It 

1. What did you learn about HIV/AIDS from the interview with Lisa? What did Lisa mean when she encouraged the teens to "just hold off"?
2. What did you learn about HIV/AIDS from Dottie?
3. Do teens need to be concerned about contracting HIV/AIDS?

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Let's Learn From It 

What Happens If You Contract HIV?

Stage	Effect
1 Initial Infection	HIV is spread most commonly by _____ contact with an infected partner. The virus can enter the body through the lining of the vagina, vulva, penis, rectum or mouth during sex. HIV can also be transmitted through contact with infected blood, by sharing contaminated needles or syringes with someone infected with the virus, and from mother to fetus during pregnancy or birth.
2 Initial Symptoms	Many people do _____ develop any symptoms when they first become infected with HIV. Some people, however, do have a flu-like illness within a month or two after exposure to the virus. They may have fever, headache, malaise and enlarged lymph nodes. These symptoms usually disappear within a week of a month. People are very infectious during this period, and HIV is present in large quantities in genital secretions.
3 Asymptomatic Stage	More persistent or severe symptoms may not surface for _____ years after HIV first enters the body. However, for some people this period could be as short as a few months. During this asymptomatic stage, HIV is actively multiplying, infecting and killing CD4+ (T4) cells in the immune system. These are the immune system's key infection fighters. The virus initially disables or destroys these cells without causing symptoms.

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Student Guide Example, Choosing the Best LIFE – Lesson #5.

The Leader's Guide Contains Detailed Lesson Plans in a "Wrap Around" Format.

TEACHING PLAN
2 minutes
EE: Introduction

Review the Optional Activities (if used) from Lesson Four. If you assigned the homework, actively ask for volunteers to report on their research. If you assigned the parent interview, invite students to share briefly any interesting discussions they had with their parents.

Say: Today's lesson starts with sex and HIV/AIDS. In the video, you will see a group of teens, confirmed with HIV/AIDS. Turn to **page 34**. Ask a student to read about the three questions at the bottom of **page 34**.

3 minutes
EE: Video Segment Five: "A Life-Changing Visit to an AIDS Clinic"

Show Segment Five from the *Choosing the Best LIFE* video.


3 minutes
EE: Video Discussion

Following the video, read each question on **page 34**. Allow a few students to answer each time. Emphasize these points:

- Ask:** What did you learn about HIV/AIDS from the interview with Lisa? (She contracted the HIV virus when she was engaged; she has almost died many times; the medicine does not cure the disease; she will die eventually.) What did Lisa mean when she encouraged the teens to "just hold off"? (To remain abstinent to eliminate the risk of contracting the disease.)
- Ask:** What did you learn about HIV/AIDS from Dr. Ellis? (Dr. Ellis contracted HIV at 16 from a boy she hardly knew. She didn't realize she had AIDS until several years later.) How long is the incubation period for HIV – the time between infection and onset of symptoms? (As long as 10 years.)

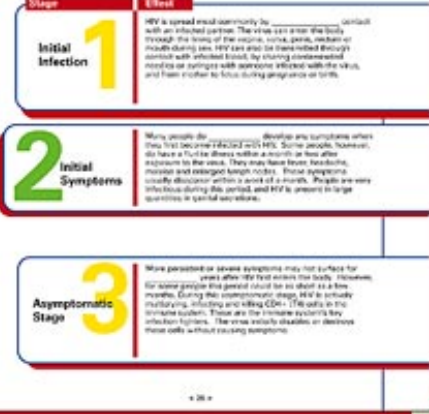
Lesson Five

Let's Listen In



Let's Talk About It

Let's Learn From It



"A Life-Changing Visit to an AIDS Clinic"

- What did you learn about HIV/AIDS from the interview with Lisa? What did Lisa mean when she encouraged the teens to "just hold off"?
- What did you learn about HIV/AIDS from Dr. Ellis?
- Do teens need to be concerned about contracting HIV/AIDS?

Say: The fastest growing segment of the population contracting HIV is people younger than 24 years old. Because there are so few early symptoms, most who are infected don't even know they have HIV/AIDS.

Ask: If the incubation period is 10 years, and the fastest growing population segment getting HIV is young adults, when were most of them infected? (As teens.)

Ask: Do teens need to be concerned about contracting HIV/AIDS? (Yes.)

Say: Now we're going to look at HIV/AIDS more closely in *Choosing the Best*. Let's turn to **page 38** and **39** in your Student Manual.

Stage 1: Initial Infection
Call for a volunteer to stand at the front of the class, and give him or her the sign with "Initial Infection" written on it. Ask students to look at Stage 1 in their Student Manuals.

13 minutes
EE: HIV/AIDS is a devastating disease that has no cure

Ask: What does HIV stand for? (Human Immunodeficiency Virus.) What do you know about viruses and how they operate in the body? (You can't see viruses; they take over individual cells; they are different from bacterial infections; there is no cure.)

Say: Now we're going to make sure we understand the five stages of HIV/AIDS. Turn to **pages 38** and **39** in your Student Manual.

Stage 2: Initial Symptoms
Call for another volunteer to stand at the front of the class, and give him or her the sign with "Initial Symptoms" written on it. Ask students to look at Stage 2 in their Student Manuals.

Stage 3: Asymptomatic Stage
Call for another volunteer to stand at the front of the class, and give him or her the sign with "Asymptomatic Stage" written on it. Ask students to look at Stage 3 in their Student Manuals.

Leader Guide Example, Choosing the Best LIFE – Lesson #5.

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Choosing the Best Also Offers Parent Education.

- PARENT PREP:
Parent Education
Program.
- Parents, Teens,
and Sex:
The BIG TALK Book.
- \$195 per kit.
- Additional parent
books \$8-\$10 each.



Quantity Discounts and Teacher Training Are Available.

- \$395 per kit (includes 20 student manuals).
- Volume pricing discounts available for school districts.
 - \$245-\$295 for Leader Kits
 - \$4.25-\$5 for Student Manuals

Federal Funding Grants may be available for Choosing the Best materials.





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