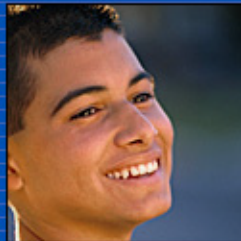


*Choosing  
the Best*

# The Leader in Abstinence Education



Getting Results...Changing Lives

## *Choosing the Best* is the National Leader in Abstinence Sex Education.

- Over 1,500,000 students trained since 1993
- Used in school districts throughout the U.S.

### Distinctives:

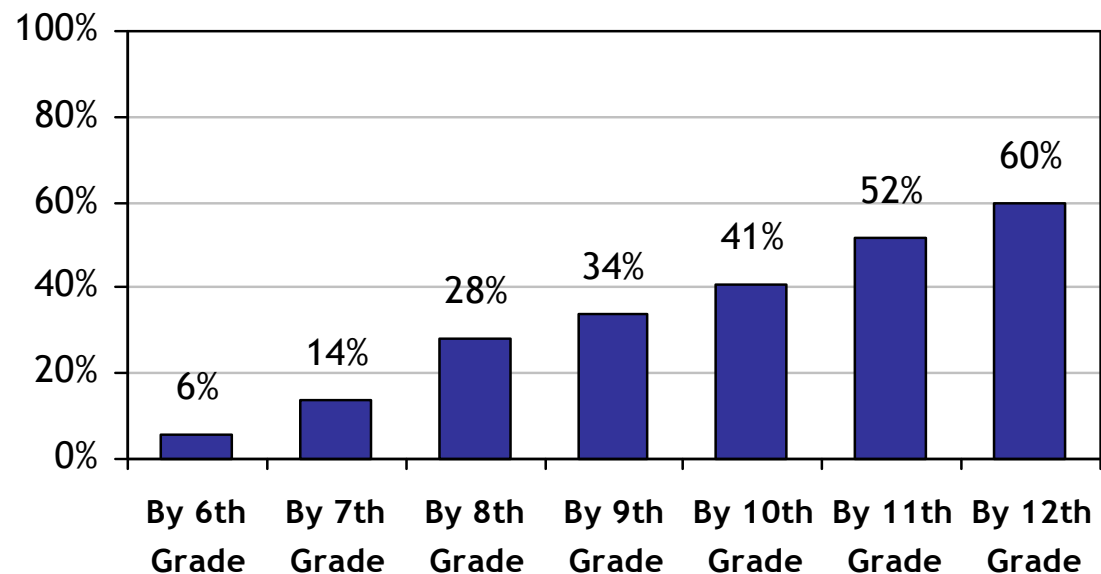
1. Medical Advisory Board to ensure medical accuracy/ current statistics.
2. “User friendly” teacher’s guide.
3. Compelling abstinence message.
4. Parent involvement and education.
5. Proven, research-based results.

## Too Many Teens Continue to Get Pregnant and Contract STDs.

By 12th Grade:

- 60% will have had sexual intercourse:
  - 25% will have contracted a sexually transmitted disease.
  - 20% of girls will have been pregnant.

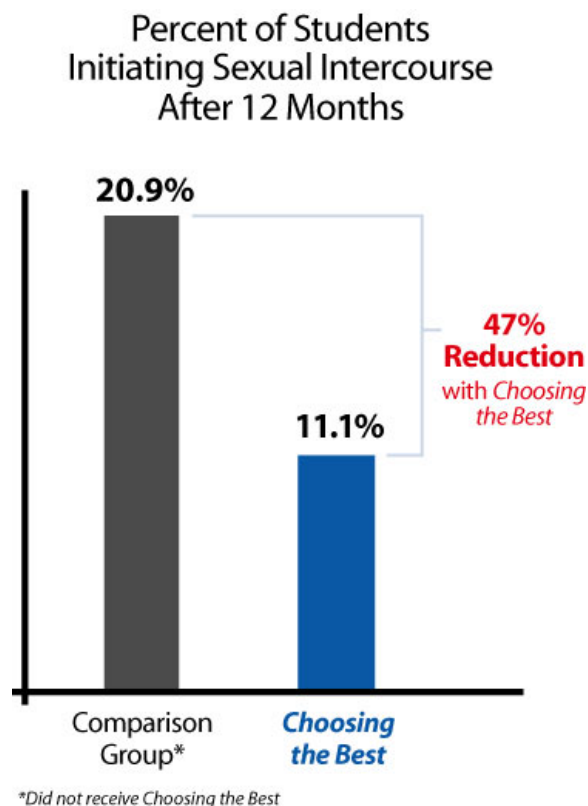
Percentage of Students  
having Sexual Intercourse  
by Grade:



\* Source: Center for Disease Control 2001  
Youth Risk Behavior Surveillance Survey

## Federal Study Shows *Choosing the Best* Significantly Reduces Teen Sex

- **Study Design:** 355 students in study-taught in 7<sup>th</sup>, 8<sup>th</sup>, and 9<sup>th</sup> Grade.
  - 215 Program students received CTB curricula.
  - 140 Students were in control group and did not receive CTB.
- **Study Results:** After 12 months, there was a 47% reduction in the initiation of sexual intercourse among program students compared to control group students ( $p < .03$ )



- These results consistent with earlier research studies conducted by the *Northwestern University School of Medicine* (1994-1996) and the *Georgia Institute of Technology Marketing School* (1997)

## 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*

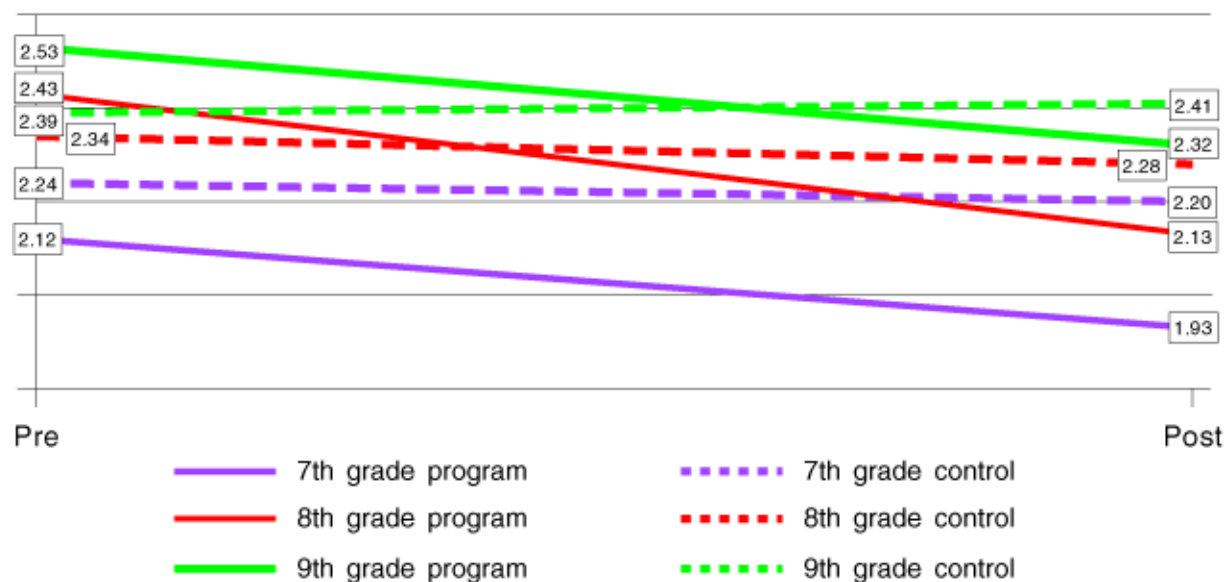


...and Greatly Decreases Students' Belief  
That Love Justifies Sex.





## Love Justifies Sex

Lower is better

Results among  
students receiving  
eight lessons of  
*Choosing the Best*



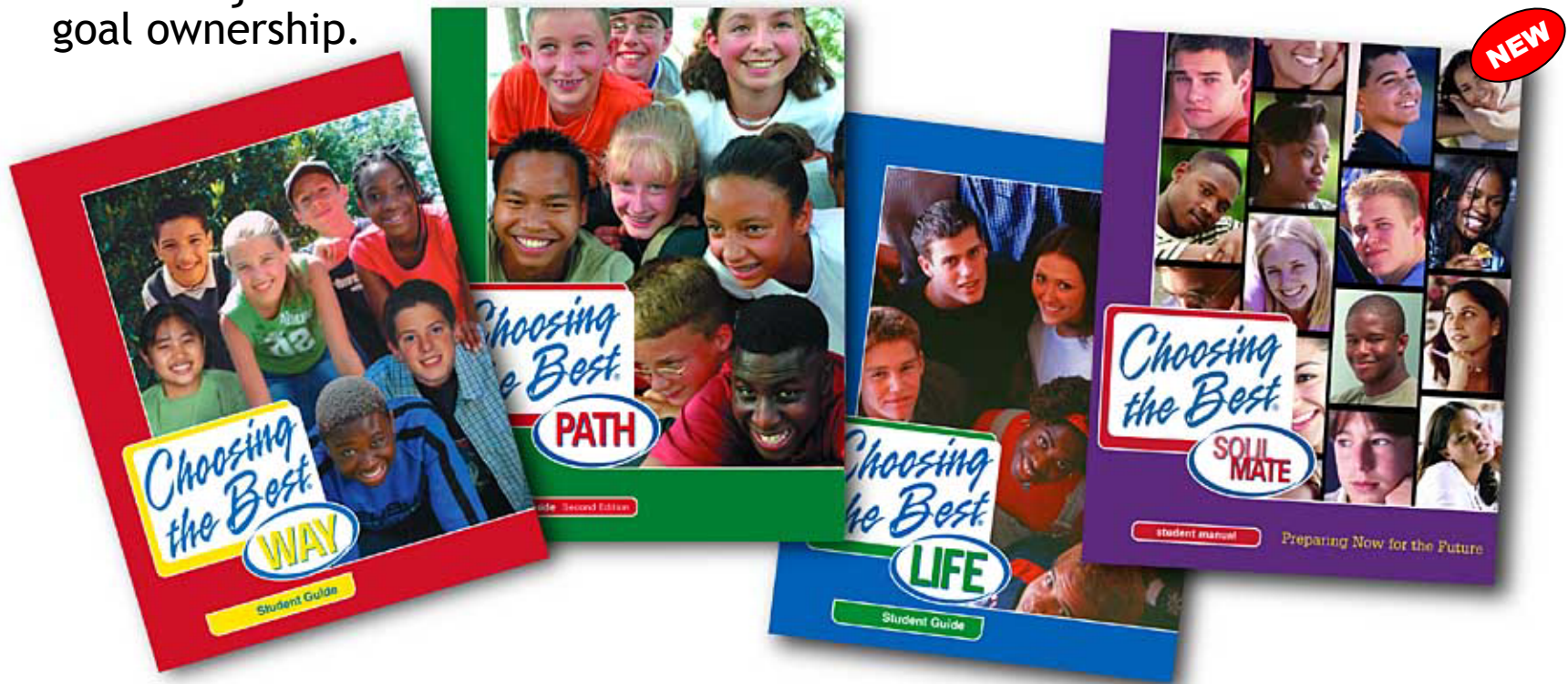
## Nine Learning Areas Are Covered in a Four-Year Scope and Sequence Program

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



## Student Manuals Produce Results.

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

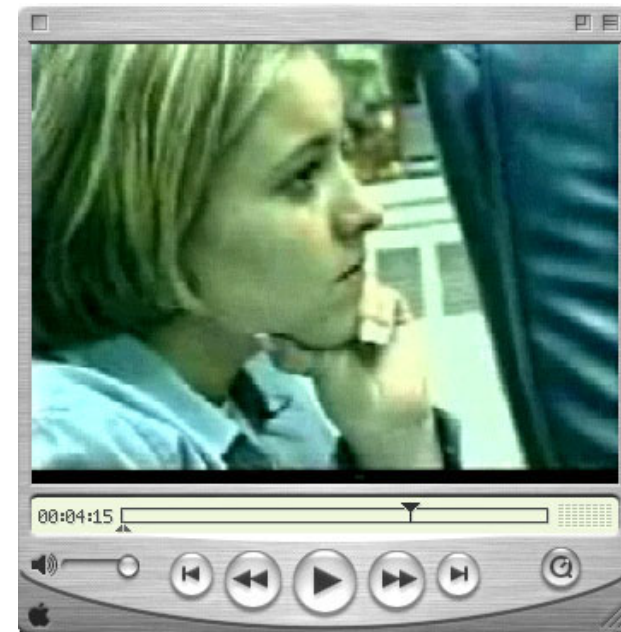




## A Brief Video Vignette Opens Each Lesson to Capture Students' Attention.

To view a sample video clip from  
*Choosing the Best LIFE* — Lesson #5,  
please visit:

[www.choosingthebest.org/curriculum/  
sample\\_video.html](http://www.choosingthebest.org/curriculum/sample_video.html)

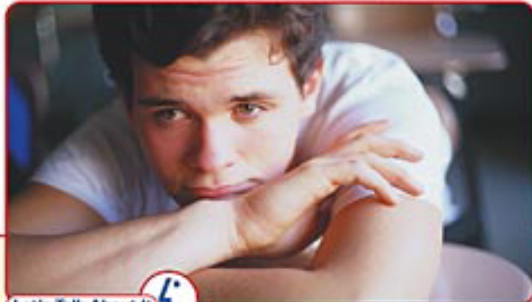


## Lessons Also Include Exercises, Role Plays, and Group Discussions.

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?

< 34 >

Let's Learn From It

### What Happens If You Contract HIV?

Stage	Effect
<p><b>1</b></p> <p>Initial Infection</p>	<p>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.</p>
<p><b>2</b></p> <p>Initial Symptoms</p>	<p>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.</p>
<p><b>3</b></p> <p>Asymptomatic Stage</p>	<p>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.</p>

< 35 >

Student Guide Example, Choosing the Best LIFE – Lesson #5. [Click to enlarge.](#)

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

**TEACHING PLAN**  
2 minutes  
**ES: 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 deals with sex and HIV/AIDS. In the video, you will see a group of teens confronted with HIV/AIDS. Turn to page 34. Ask a student to read about the three questions at the bottom of page 34.

**9 minutes**  
**ES: Video Segment Five: "A Life-Changing Visit to an AIDS Clinic"**

Show Segment Five from the Choosing the Best LIFE video.

**5 minutes**  
**ES: Video Discussion**


Following the video, read each question on page 34. Allow a few students to answer each one. 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 Doctor? (Doctor 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 to**

### "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 Doctor?
3. Do teens need to be concerned about contracting HIV/AIDS?

**Let's Learn From It**

### What Happens If You Contract HIV?

Stage	Icon	Effect
<b>1</b>	<b>Initial Infection</b>	HIV is spread most commonly by _____ contact with an infected partner. The virus can enter the body through the lining of the vagina, rectum, penis, 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.
<b>2</b>	<b>Initial Symptoms</b>	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, muscle and enlarged lymph nodes. These symptoms usually disappear within a week or a month. People are very infectious during this period, and HIV present in large quantities in special secretions.
<b>3</b>	<b>Asymptomatic Stage</b>	More persistent severe symptoms may not surface for _____ years after the first enters the body. However, for some people this period could be as short as a few months. During this asymptomatic stage, HIV is actually multiplying, infecting and killing CD4+ T cells in the immune system. These are the immune system's key infection fighters. The virus actively disables or destroys these cells without causing symptoms.

**12 minutes**  
**ES: HIV/AIDS is a devastating disease that has no cure**

**Ask:** What does AIDS stand for? (Acquired 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 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.

**Ask:** What are some of the ways this student could have contracted HIV? (Through sexual activity such as intercourse, oral sex or anal sex.) Is there another way to contract HIV? (Yes, through contaminated needles or infected blood.) Is it possible to get HIV from someone sneezing or coughing on you? (No, the virus lives inside the body only, and does not leave the body.)

**Ask:** Does this student know he or she has HIV during the initial infection stage? (No.) What happened if this person is infected immediately after contracting HIV? (It does not always show up on a blood test immediately after infection.)

**Say:** We've seen that HIV is spread most often by sexual contact with an infected partner. Ask students to sit in the word **sexual** in the paragraph next to Stage 1 in their Student Manuals.

**Say:** We've also seen that an infected person most likely does not know he or she has the disease. It is also important to remember that, if a person has other STDs, there is a greater chance of acquiring or passing on an HIV infection."

**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.

**Ask:** What are the initial symptoms that this HIV-infected student exhibits? (Flu-like symptoms, fever, headache and enlarged lymph nodes.) Do these symptoms last? (No, only for a few weeks.)

**Say:** Many people do not develop any symptoms when they first become infected with HIV. But some have a flu-like illness within a month or two after exposure that disappears quickly. Ask students to sit in the word **initial** in the paragraph next to Stage 2.

**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.

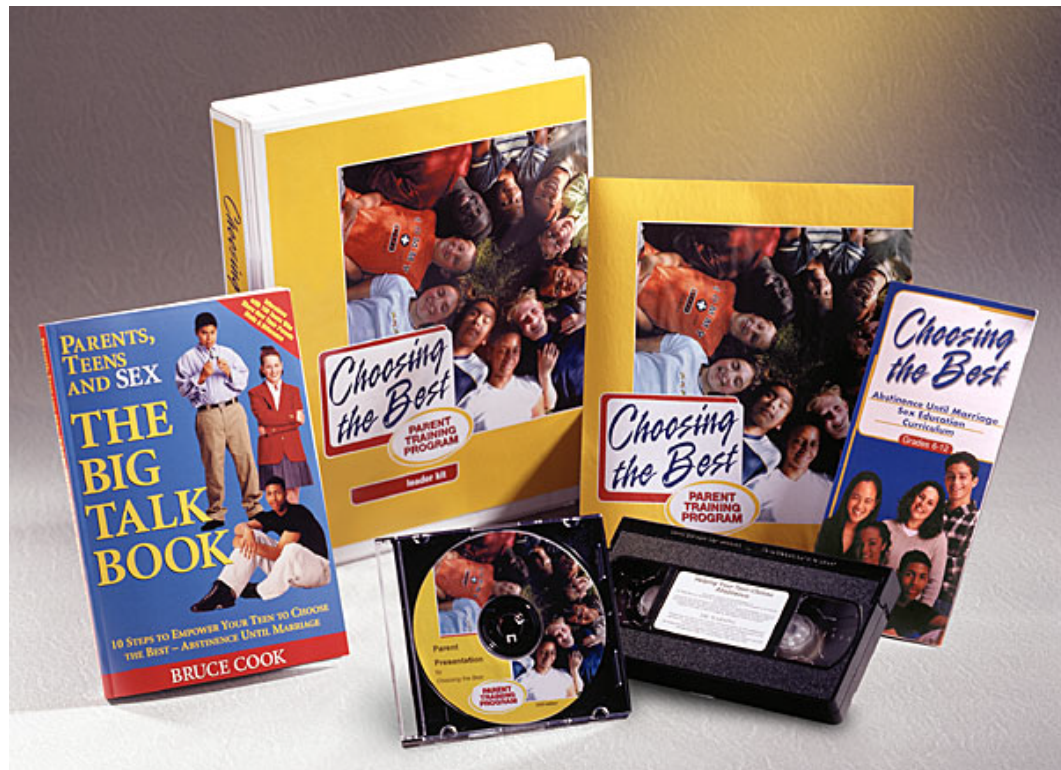
**Ask:** What is happening to an HIV-infected student during this stage? (No symptoms; the disease is multiplying and killing cells in the immune system.) How long will it be until symptoms appear? (10 to 12 years.) Is it possible to pass on the disease during this stage? (Yes.)

**Say:** Persistent or severe symptoms may not surface for 10 to 12 years after HIV first enters the body. Ask students to sit in the words **10 to 12 years** in the paragraph next to Stage 3.

Leader Guide Example, Choosing the Best LIFE – Lesson #5. [Click to enlarge.](#)

## *Choosing the Best* Also Offers Parent Education.

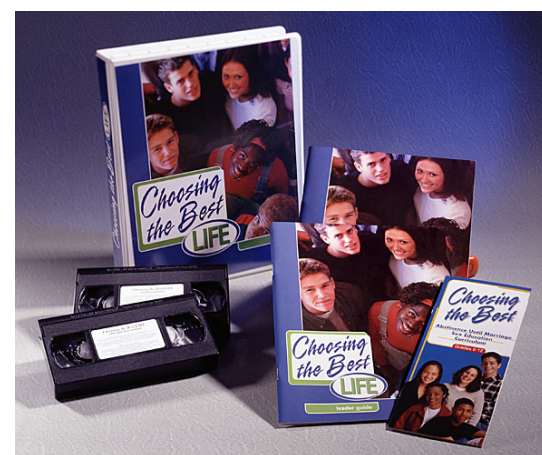
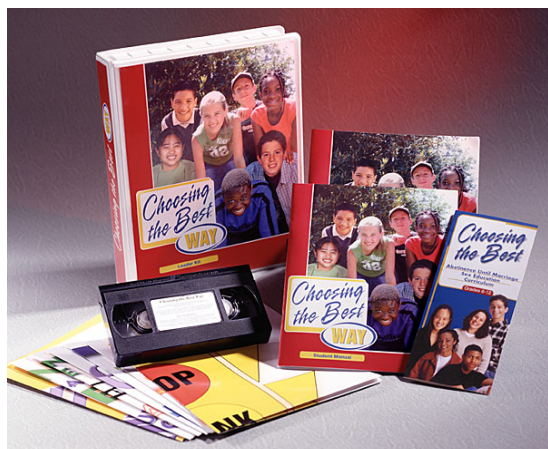
- PARENT PREP:  
Parent Education  
Program.
- Parents, Teens,  
and Sex:  
The BIG TALK Book.
- \$195 per kit.
- Additional parent  
books \$8-\$10 each.





## Quantity Discounts and Teacher Training Are Available.

- \$395 per kit (includes 20 student manuals).
- Volume pricing discounts available for school districts.
  - \$295-\$245 for Leader Kits
  - \$5-\$4 for Student Manuals



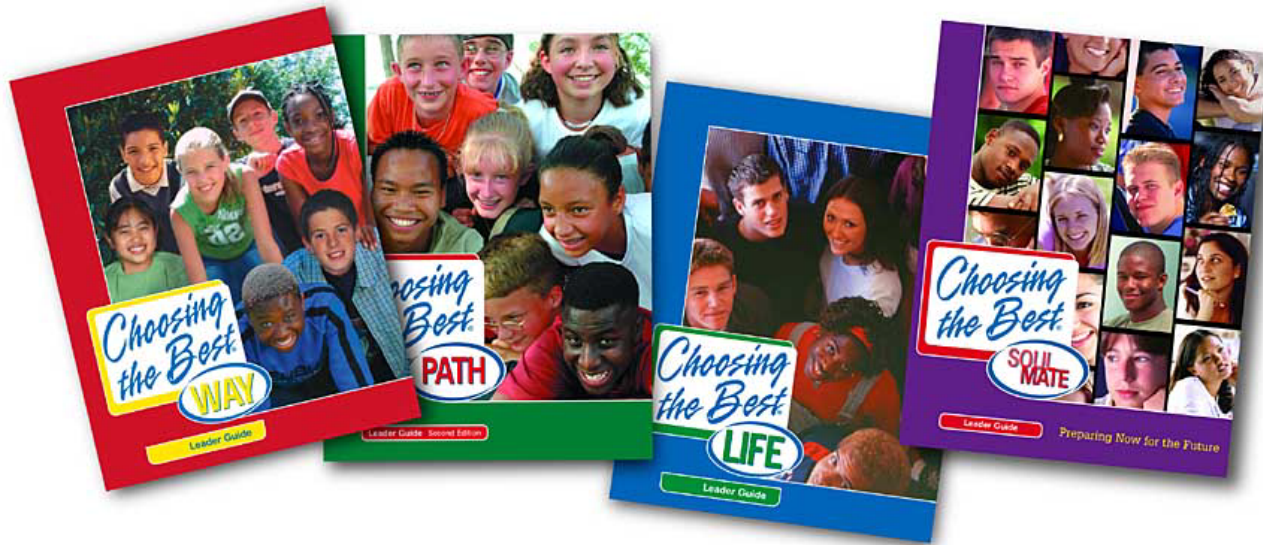
### ▪ Possible Grant Funding Options:

Existing  
Grant  
Options

- Title IV- Safe & Drug Free Schools
- Title I- Child Betterment
- Title VI- Discretionary Funds

Application  
Grants

- Title V- Abstinence Education
- Title XX- Teen Pregnancy Prevention
- SPRANS- Abstinence Education



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