

WHY ABSTINENCE
EDUCATION IS THE
best value
FOR YOUR STUDENTS

The inclusion of social background factors such as race, parental education, family income, and family structure had little impact on the findings. Even after inclusion of background factors, teen virginity was found to be a significant and independent predictor of academic success. Abstaining teens did dramatically better academically when compared to sexually active teens from identical socio-economic backgrounds."

Teenage Sexual Abstinence and Academic Achievement.
R. Rector, K. Johnson. 2005.

A&M Abstinence Programs Include:

- Goal Setting
- Character Development
- Decision Making Skills
- Media Awareness
- Dealing with Peer Pressure
- Cultivating Healthy Relationships

Sources

- 1 *National Longitudinal Study of Adolescent Health (Add Health)*
- 2 Zogby International. Survey of Nationwide Parents of Children Age 10-16. March 2007.
- 3 *National Association of State Boards of Education, Policy Update: The role of education in teen pregnancy prevention.* 1998, Policy Information Clearinghouse: Alexandria, VA.
- 4 Hoffman, SD, *By The Numbers: The Public Costs of Adolescent Childbearing 2006*, The National Campaign to Prevent Teen Pregnancy. Washington, DC.
- 5 Robert Lerner, "Can Abstinence Work? An Analysis of the Best Friends Program," *Adolescent and Family Health*, Vol 3, No 4 (2004), pp. 185-192.
- 6 Community Based Abstinence Education Program Announcement, US Department of Health and Human Services, April 2008.
- 7 *Teenage Sexual Abstinence and Academic Achievement.* R. Rector, K. Johnson. 2005.
- 8 Centers for Disease Control and Prevention. *Youth Risk Behavior Surveillance System.* MMWR June 6, 2008; 57 (No. SS-4).

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Advancing a movement that inspires **hope**
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THE BENEFITS OF **abstinence** EDUCATION

Peer Reviewed Research

Academic Achievement

"Teens who abstain from sex during high school years are substantially less likely to be expelled from school; less likely to drop out of high school; and more likely to attend and graduate from college."¹

Parental Attitudes

"84% of parents support emphasizing building healthy relationships, bolstering self-worth and self-control, rather than condom usage skills."²

Teen Pregnancy

"Parenthood is the leading cause of school dropout among teen girls."³
 "Less than 2% of teen mothers have a college degree by age 30."⁴

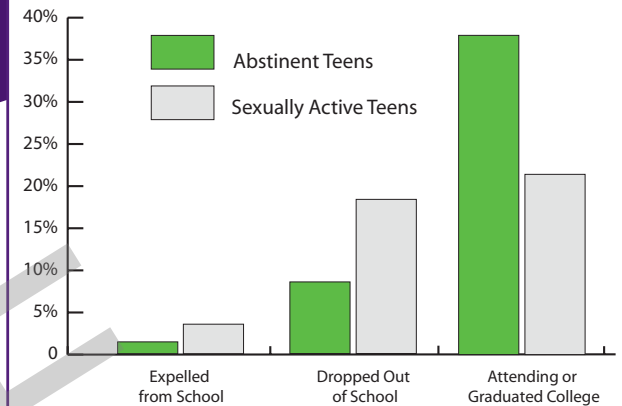
Avoiding Risk Behaviors

Teens who abstain are more likely to have a reduction in other high-risk behaviors, including smoking, alcohol and drug use.⁵

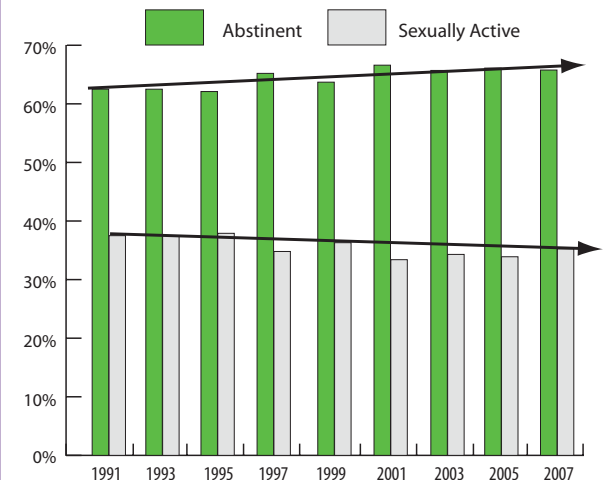
Life Skills/ Future Orientation

Teens who abstain are likely to have greater future orientation, greater impulse control, greater perseverance, greater resistance to peer pressure, and more respect for parental and societal values.¹

Abstinence and Academic Achievement⁷



Sexual Activity Among High School Students in the U.S.⁸



Summary of Findings

The U.S. Department of Health and Human Services Administration for Children and Families define sexual abstinence as voluntarily choosing not to engage in sexual activity until marriage. Sexual activity refers to any type of genital contact or sexual stimulation between two persons including, but not limited to, sexual intercourse.⁶ Demand for Abstinence Education is based on research proving its ability to positively influence not only teen pregnancy, STDs and risk behaviors, but the success of abstinent students in academic achievement and future orientation. Abstinence Education programs enable teenagers to focus on their goals and realize how the decisions they make in their teen years affect their future. The above chart shows the academic success of abstinent students, as well as the much lower rates of students who are sexually active. With most high school students choosing not to be sexually active (chart 2) and parents overwhelmingly supportive of abstinence education, it only makes sense that school administrators, wanting their students to have the **best chance of success** academically and throughout their life, should choose to provide abstinence education in middle and high schools.

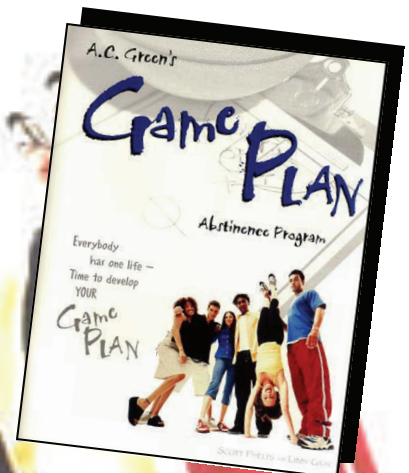
A.C. Green's

Game Plan

Abstinence Program

1. **I Got Game!**
Making a Game Plan for Your Life
2. **TV Time-Out**
What's Up With Sex in the Media?
3. **Rules of the Game**
Why Boundaries Matter
4. **Avoiding the Penalties**
The Risks and Consequences of Sex Before Marriage
5. **Half-Time**
It's Never Too Late To Start Over
6. **Building Your Team**
The Importance of Choosing Your Friends
7. **Winning the Prize**
Looking at Marriage as a Goal
8. **Game Time**
Making it Work

*New Game Plan 5th Edition
Fully Updated for 2009*



An A&M Program for Middle School Students in Public and Private Schools

By Scott Phelps

Game Plan is written for students in grades 6-8 and is specifically designed to fulfill the requirements for federally funded abstinence education programs. *Game Plan* is a positive presentation of the benefits of abstinence until marriage and helps teens understand the decisions they make today affect their dreams for the future. The 8 chapter program may be implemented in 8 or 16 class sessions. The *Game Plan Teacher's Guide* includes classroom activities and a full PowerPoint presentation to accompany each of the eight chapters.

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Game Plan Middle School Program Results

These preliminary results were compiled during the 2006-2007 school year using data from a sample of schools participating in Project Reality's Community Based Abstinence Education grant program pilot study in **Florida, New Mexico** and the **Washington, D.C.** area funded by the U.S. Department of Health and Human Services, Administration for Children and Families. **Game Plan** is an eight-unit sports-themes abstinence curriculum for grades 7 through 9 developed in conjunction with NBA "Ironman" A.C. Green and published and distributed by A&M Resources. **Game Plan** uses a student workbook, teacher's manual, CD Rom, and videos/DVDs to reinforce the message of abstinence until marriage. **Game Plan** presents the abstinence message emphasizing long- and short-term goal setting, character and relationship skills, marriage and secondary virginity. For additional information, please contact A&M Partnership at 877-290-9248 or www.ampartnership.org.

Choosing to be sexually active can have negative physical, emotional, mental and social consequences.

	<u>Pre-Test</u>	<u>Post-Test</u>
Agree/Strongly Agree	67%	81%
Disagree/Strongly Disagree	10%	7%
Not Sure	24%	12%

Abstinence is voluntarily choosing not to engage in sexual activity until marriage.

	<u>Pre-Test</u>	<u>Post-Test</u>
Agree/Strongly Agree	66%	85%
Disagree/Strongly Disagree	10%	4%
Not Sure	24%	11%

Sexual activity refers to any type of genital contact or sexual stimulation including, but not limited to, sexual intercourse.

	<u>Pre-Test</u>	<u>Post-Test</u>
Agree/Strongly Agree	52%	66%
Disagree/Strongly Disagree	12%	7%
Not Sure	36%	27%

Abstinence is the only 100% effective protection from the possible physical, emotional, mental and social consequences of sex before marriage.

	<u>Pre-Test</u>	<u>Post-Test</u>
Agree/Strongly Agree	44%	72%
Disagree/Strongly Disagree	19%	10%
Not Sure	37%	18%

Practicing abstinence is healthy.

	<u>Pre-Test</u>	<u>Post-Test</u>
Agree/Strongly Agree	56%	79%
Disagree/Strongly Disagree	11%	6%
Not Sure	32%	15%

A person who has been sexually active is able to choose abstinence for the future.

	<u>Pre-Test</u>	<u>Post-Test</u>
Agree/Strongly Agree	43%	70%
Disagree/Strongly Disagree	19%	13%
Not Sure	38%	17%

Choosing to avoid the use of drugs and alcohol can help me to save sex for marriage.

	<u>Pre-Test</u>	<u>Post-Test</u>
Agree/Strongly Agree	55%	72%
Disagree/Strongly Disagree	20%	12%
Not Sure	25%	16%

Abstinence from sexual activity until marriage will help me to accomplish my goals in life.

	<u>Pre-Test</u>	<u>Post-Test</u>
Agree/Strongly Agree	63%	80%
Disagree/Strongly Disagree	13%	6%
Not Sure	24%	14%



Game Plan Middle School Program Results 2007-2008

These preliminary results were compiled during the 2007-2008 school year using data from a sample of schools participating in Project Reality's Community Based Abstinence Education grant program pilot study in **Florida, New Mexico** and the **Washington, D.C.** area funded by the U.S. Department of Health and Human Services, Administration for Children and Families. **Game Plan** is an eight-unit sports-themes abstinence curriculum for grades 7 through 9 developed in conjunction with NBA "Ironman" A.C. Green and published and distributed by A&M Resources. **Game Plan** uses a student workbook, teacher's manual, CD Rom, and videos/DVDs to reinforce the message of abstinence until marriage. **Game Plan** presents the abstinence message emphasizing long- and short-term goal setting, character and relationship skills, marriage and secondary virginity. For additional information, please contact A&M Partnership at 877-290-9248 or online at www.ampartnership.org.

Choosing to be sexually active can have negative physical, emotional, mental and social consequences.

	<u>Pre-Test</u>	<u>Post-Test</u>
Agree/Strongly Agree	68%	84%
Disagree/Strongly Disagree	9%	6%
Not Sure	24%	11%

Abstinence is voluntarily choosing not to engage in sexual activity until marriage.

	<u>Pre-Test</u>	<u>Post-Test</u>
Agree/Strongly Agree	69%	88%
Disagree/Strongly Disagree	8%	4%
Not Sure	24%	9%

Sexual activity refers to any type of genital contact or sexual stimulation including, but not limited to, sexual intercourse.

	<u>Pre-Test</u>	<u>Post-Test</u>
Agree/Strongly Agree	51%	69%
Disagree/Strongly Disagree	12%	7%
Not Sure	37%	24%

Abstinence is the only 100% effective protection from the possible physical, emotional, mental and social consequences of sex before marriage.

	<u>Pre-Test</u>	<u>Post-Test</u>
Agree/Strongly Agree	48%	75%
Disagree/Strongly Disagree	17%	9%
Not Sure	35%	17%

Practicing abstinence is healthy.

	<u>Pre-Test</u>	<u>Post-Test</u>
Agree/Strongly Agree	56%	80%
Disagree/Strongly Disagree	11%	6%
Not Sure	34%	14%

A person who has been sexually active is able to choose abstinence for the future.

	<u>Pre-Test</u>	<u>Post-Test</u>
Agree/Strongly Agree	43%	66%
Disagree/Strongly Disagree	18%	13%
Not Sure	39%	21%

Choosing to avoid the use of drugs and alcohol can help me to save sex for marriage.

	<u>Pre-Test</u>	<u>Post-Test</u>
Agree/Strongly Agree	57%	75%
Disagree/Strongly Disagree	21%	9%
Not Sure	22%	16%

Abstinence from sexual activity until marriage will help me to accomplish my goals in life.

	<u>Pre-Test</u>	<u>Post-Test</u>
Agree/Strongly Agree	63%	83%
Disagree/Strongly Disagree	13%	5%
Not Sure	24%	12%



DEPARTMENT OF HEALTH & HUMAN SERVICES

ADMINISTRATION FOR CHILDREN AND FAMILIES
Administration on Children, Youth and Families
1250 Maryland Avenue, S.W.
Washington, D.C. 20024

Dear Grantee:

The Administration for Children and Families (ACF) within the U.S. Department of Health and Human Services (HHS) has completed a thorough and objective review of medical and scientific information in the *Game Plan (2007 edition)* curriculum used by your ACF-funded program. We are pleased to report that based on an extensive assessment conducted by research analysts and healthcare professionals, you may continue using *Game Plan* with the enclosed Curriculum Supplement in your program.

In 2008, Congress directed the Secretary of Health and Human Services to require that each applicant for financial assistance under the abstinence education program certify that all materials proposed in the application and funded during the project period of the grant are medically accurate. In addition, Congress directed that a panel of medical experts review such grant applications and assess whether the materials proposed are medically accurate.

In your grant application, you certified that all materials proposed are medically accurate. In addition, ACF responded to the Appropriations Committee's directive by developing a medical accuracy review process that involved the comparison of information presented in each curriculum to the information cited in source documents. In testimony offered during an April 2008 congressional hearing, Government Accountability Office (GAO) officials said the review process implemented by ACF satisfied their 2006 recommendation that ACF develop procedures to help assure the scientific accuracy of materials used in ACF funded abstinence-until-marriage education programs.

The review process has been a collaborative effort that has included ACF staff, grantees, curriculum publishers, and a panel of medical experts. A summary of the findings are given in the enclosed Report of the Review of Medical and Scientific Information, the Curriculum Supplement and the Reference Supplement.

You may continue using *Game Plan (2007 edition)* as long as you adopt the Curriculum Supplement and ensure that participants receive the information it contains. If you are using a later edition of the curriculum that incorporates the revisions in the supplement or are only using sections of the curriculum for which the Curriculum Supplement is not relevant, providing the information in the Curriculum Supplement may not be necessary. You may also choose an alternate way of modifying the curriculum, or you may opt to use a different curriculum (all curricula reviewed to this point will require the use of a Curriculum Supplement). Within 30 days, please provide a written description of the approach that you plan to adopt.

These efforts will ensure that all program participants are provided with accurate medical and scientific information. By working together, we can develop stronger programs and achieve the best possible outcomes for youth.

Sincerely,

A handwritten signature in black ink, appearing to read 'Stan Koutstaal', with a large, sweeping flourish extending to the right.

Stan Koutstaal, Ph.D.

Director, Division of Abstinence Education



Endorsements from Educators

“We enjoyed this curriculum because of the way it broke down the concepts in concrete ways with visuals. These students have mental health and development disabilities. I would recommend *Aspire* to others!”

Kathy Ortiz, Aurora Public Schools, Colorado

“Scott Phelps has achieved a breakthrough in the creation of *Aspire*. In a time where reliable data and science based strategies are critical for positive youth development, *Aspire* delivers a balanced and fitting resource for abstinence educators. Not only that, but *Aspire* esteems youth while encouraging them to adopt greater standards for living.”

Ayinde Russell, Abstinence Educator, CO

“I just finished the *Aspire* curriculum with my classes for this semester (the first that I had used it). It was awesome! I can honestly say I have never had any kind of discussion starters like your information provided. I am usually pretty good at facilitating discussion with my classes but your curriculum took it to a whole new level. Most importantly the students responded very favorably to it.”

Earl Sadler, Jr., Pamlico County High School, NC

“The material shared and your delivery of the message was received well. Students are still talking about the topic. The impact has students in other classes inquiring about my class and subject matter... Thanks for all you do!”

Lily Gomez, Teacher, Arizona

“The *Aspire* curriculum was very powerful and has the potential to inspire youth to make life-enhancing choices.”

Cori Donaldson, Greenlee County Health Tobacco Education and Prevention Program, AZ

“I enjoyed teaching the lessons, great material. I really like the students to have the book to fill out as well as take home... most of the responses were very positive. Thanks for your help in this important health issue.”

Roberta Seaton, Kingfisher County Health Department, OK

“*Quest* is phenomenal and I want to read more. I think it is great! It is what we educators need for middle school students. The activities and stories will capture their attention, focus their attention on their future and encourage them to make some plans.”

Dori Horstman, Bethany Christian Services, IA

“Love the stories - a great variety that can relate to a lot of kids' situations, whether it's the kids' personal situation or people they know or are living with. It will be fun to incorporate this into what we are currently doing.”

McKenzie Shunko, The Ignition Project, AZ

“The stories in each chapter are an excellent teaching tool. They grab the student's attention and give information to help them think through the issues and draw their own conclusions.”

Jeanne Christian, Abstinence Educator, IL



Abstinence & Marriage
Education Partnership

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Endorsements From Students

I think this program is fantastic because it really shows us how real life is and how serious your actions are. This program changed my life because I know now I know how to think before I act.

Oscar 10th Grade*

This program had a great impact on my personal decisions. At first I expected the program to pretty much force me to choose abstinence. I was wrong. The program taught me that abstinence is a choice and it can change every aspect of my life. Because of this program, I have chosen to stay abstinent and live a healthy life.

Rebecca 11th Grade*

The Presentation had a lot of impact on me. It put a lot of things in perspective for me, and makes things more realistic. It changed my mind, and I now look at things differently. Thank you!

Taylor*

Thank you for coming and speaking to our class. Your talks had a huge impact on me. I have been thinking a lot about my life and choices. You guys have changed my relationship with my girlfriend. I told her I wanted more communication. It was cool to hear about her life and her dreams. We also decided to wait on sex and it feels like a huge weight was lifted. I really do appreciate you both coming in to speak. I now have goals, a better relationship with my girlfriend, and I'm happy. Thank you so much!

Justin*

**Student names have been changed to protect their identity*