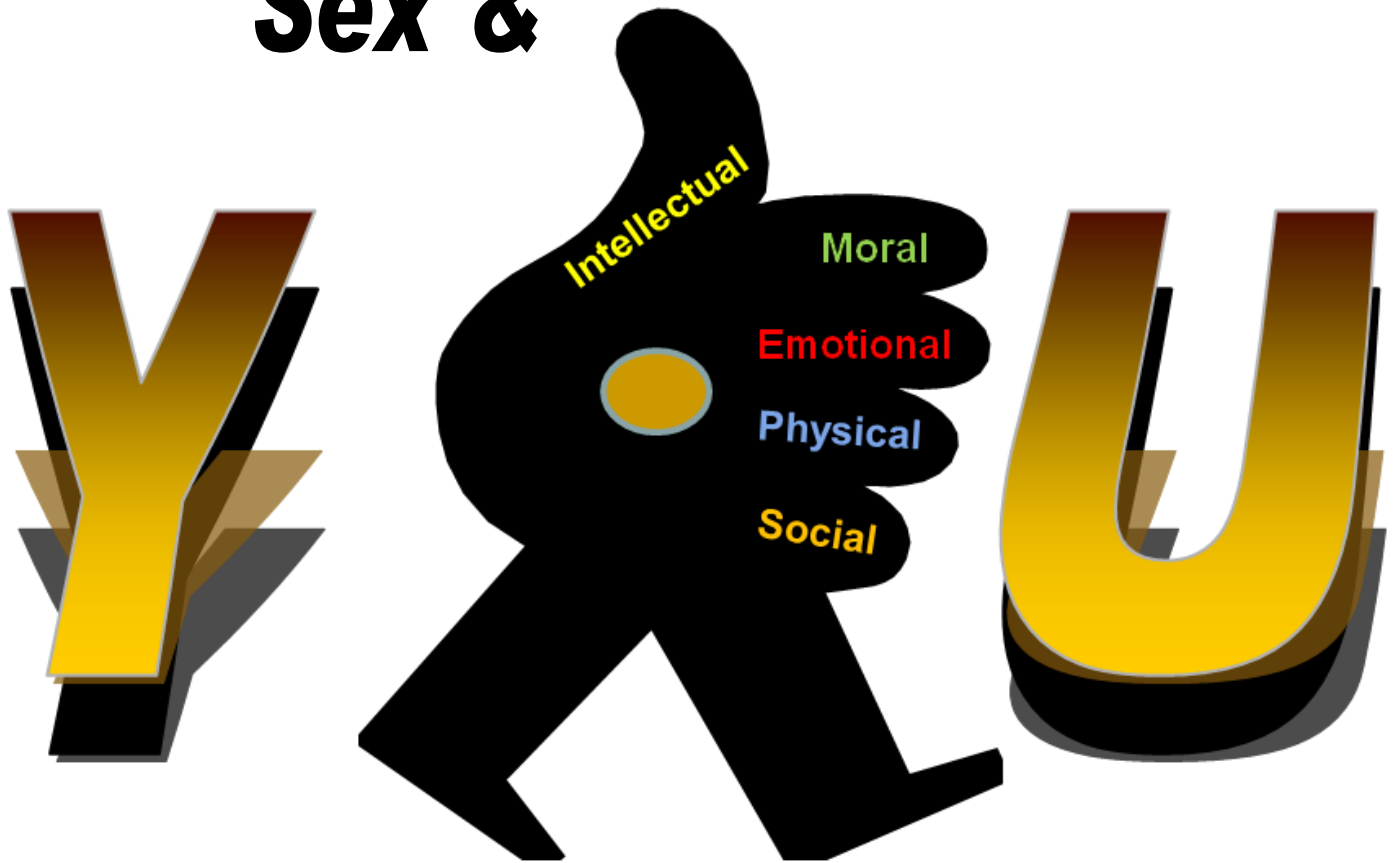


Concepts of Sexual Health

Sex &



This Guide includes the following for your review:

- *Concepts of Sexual Health, Sex & You* Title Page of Curriculum Pg. 2
- *Concepts of Sexual Health, Sex & You* Overview & Rationale Pg. 3
- For The Teacher Lesson Concepts for each of the six sessions
based on 90 minute lessons or 12 sessions for 45 minute lessons. Pg. 4-8
- Sample pages of the Teacher’s Lesson for Lesson 1 Pg. 9, 10
- Sample Student Journal Page & Commitment Card Pg. 11
- Sample Student Evaluation Sheet Pg. 12
- Program Requirements Checklist Pg.13
- Training Questionnaire Pg. 14
- Order Form Pg. 15

Thank you for consideration in ordering the Concepts of Sexual Health, Sex & You Curriculum.

“Our staff and volunteers at Concepts of Truth are passionate about teaching sexual health and wellness. 93% of students we have taught say they will recommend our curriculum to others and 75% committed to sexual purity.”

For Children & Families,
Millie Lacey, MSE, LPC
Founder/Director
Concepts of Truth, Inc.

School References:

Wynne High School, Wynne, Ar – 870-238-5001 Keith Watson, Principal
(Start Date January, 2009 taught 326 students original Sexual Integrity curriculum. Invited back to teach new Sexual Health curriculum for 2010-11 school year, approximately 220 students)

“The Concepts of Truth’s Sexual Health program is a very positive and informative educational program. As a health teacher it has been a great addition to my health class. The students have been very attentive and receptive to the information presented. I would definitely recommend it as an addition to any health or character education curriculum.”

Ashley Kennon,
Wynne High School

Palestine/Wheatley High School, Palestine, AR – 870-581-2425 John Estes, Principal
(Start date October 2010, approximately 80 students for the 2010-11 school year)

Concepts of Sexual Health
Sex & You

School Program

Leader's Manual
with Journal Questions

Integrating Videos

Preview of A Birth & Are You Dying to Have Sex? ©1991
Revised 2002

Human Development Resource Council (HDRC) ©2005

Love & Life Classic Films: Growing in Love with the Film Classics
Roman Holiday Love and Responsibility
Educational Guidance Institute, ©2008

Sex Still Has A Price Tag, Public School Edition, 2006, Pam Stenzel
The Core-Alliance Group, Inc.

Concepts of Truth, Inc.

PO Box 1438

Wynne, Arkansas

info@conceptsoftruth.org

870.238.4329

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Concepts of Sexual Health, Sex & You

Overview & Rationale

The purpose of the curriculum is to teach that the human person exists as a multidimensional being and that one's sexuality is integrated in all the dimensions. As human beings, we have the capacity to reason, make choices, seek what is true and to ask questions of ultimate significance. The lessons in the curriculum stress that one's sexual health depends on the choice to save sex for marriage and by making healthy choices in relationships, love and responsibility. These choices affect the whole person's present and future well being and the heritage passed on to future generations.

Arkansas ranks 13th in the 2008 profile from the CDC in Syphilis and Gonorrhea in the United States. Since sex involves one's sexuality; is more than an isolated act; is more than a bodily function; is not just a commodity to buy or sell; and since contraceptives do not always provide protection against STDs, sexual health education must appeal to the dispositions of the mind, heart, will, and conscience of the learner. Young people can be reached through their hearts and challenged to become persons of character, capable of contributing not only to their own well-being but also to their communities and society.

The Whole Person Learning Theory by Onalee McGraw, Ph.D, founder of the Educational Guidance Institute, Inc and author of *Teaching the Whole Person about Love, Sex, and Marriage Educating for Character in the Common World of our Homes, Schools, and Communities* explains the philosophical and psychological concepts of the whole person approach to learning: the philosophy that one's sexuality is an integral part of the whole person. "As whole persons, men and women possess a sexuality that is integrated in body, mind, heart, will and conscience. The sexual domain is permeated by the intellectual, moral, emotional, physical and social domains. The psychological guiding principle is that cognitive powers of memory, thought, judgment, imagination, and learning related to sexuality permeate the body, mind, heart, will and conscience; thinking, feeling and acting in the sexual domain reflect the whole person." The premise of the whole person learning theory is foundational for *Concepts of Sexual Health, Sex and You*.

Arkansas State Department of Education approved during 2007-2013, HDRC's (Human Development Resource Council) video titled *Preview of A Birth* and interactive CD *Are You Dying to Have Sex*. These resources are based on medical facts and align with Arkansas Frameworks Content Standards for Health & Wellness in the Human Growth & Development Strand Code HGD.1.HW.5 and Content Standards for Health & Wellness in the Disease Prevention, Healthy Life Skills and Relationship, and Personal Health and Safety Strands Codes DP.2.HW.1 - DP.2.HW.8, HLSR.4.HW.1, HLSR.4.HW.3, HLSR.4.HW.5 - HLSR.4.HW.10, PHS.6.HW.4, PHS.6.HW.9 These resources are incorporated in *Concepts of Sexual Health, Sex and You* and are developmentally appropriate for 9-12th grades.

In six 90 minute lessons (or twelve 45 min. lessons) using video, power point, lecture and discussion, *Concepts of Sexual Health, Sex and You* presents students with the concepts of the whole person approach and a definition for sexual health that integrates the five dimensions of the whole person; human dignity and development; classic film lesson plans from *Love & Life at the Movies: Growing in Love with the Film Classics Roman Holiday Love & Responsibility* curriculum to promote virtue and character in love and marriage; medically based facts about STDs, contraception and prevention of disease; and practical helps from *Sex Still Has a Price Tag*, Pam Stenzel to guide young people in the present and future when seeking answers to life's most difficult questions. Acquiring this knowledge and life skills will give students the opportunity to pass on sexual health and a heritage for life to future generations.

For the Teacher Lesson I Concepts

Sexual Health - Sex & You

The lesson begins with building rapport with students. Josh McDowell says, "Rules without relationships = rebellion." Building relationships with students will produce more positive outcomes with the curriculum. Students don't care how much you know until they know how much you care. Show your passion for the subject matter! Mutual respect opens the door to hearts and lives. The lesson gives the student a glance at their preferred future and also the kind of heritage they may want to pass down to future generations. Applying the five interactive dimensions of the whole person - physical, social, emotional, intellectual and moral, students will gain knowledge and understanding of their sexual health lived out in true freedom with purity, integrity and unconditional love. The lesson also helps students to consider long term academic, vocational and social goals which are a critical factor in helping teens avoid negative pressures toward sexual activity outside one monogamous partner. Sexual Health - *Sex & You* lesson helps students consider their life's purpose, goals and to consider their complex whole being by making healthy choices in relationships, love and responsibility.

Lesson I Objectives:

- 1) Teachers and students will develop a rapport by getting acquainted allowing each one to tell a few interests of sports, hobbies, etc with at least 90% participation from class.
- 2) Participants will be able to define sexual health and describe the purpose of sex in relation to the five interactive dimensions of the whole person, i.e., physical, emotional, intellectual, social and moral with 75% participation.
- 3) By comparing risky sexual behaviors outside of one monogamous partner, students will be able to list benefits of integrity, purity and unconditional love within the five interactive dimensions of the whole person. During lecture, ppt presentation, discussion and writing in journals, students will give an acceptable range of answers that are allowable as correct.
- 4) Students will be given the opportunity to evaluate their own sexual health in relation to the whole person concept with at least 50% of class participation.

Lesson Plan:

Activities: Sonic Coupon Activity, 2 Paper Hearts; Duct Tape/Bonding

Distribution of Journals (*Concepts of Sexual Health - Sex & You Student Journals may be ordered from Concepts of Truth, Inc., 870-238-4329*)

Handouts: Planning The Future Checklist (Appendix Lesson 1), Brochure: *Is Virginity Missing in Your Life*, Heritage House '76, Inc. 2007

Lecture & Discussion

Power Points (Ppt): (1) Choices, Choices (2) Integrity, Identity & Intimacy Capability (3) WHO Sexual Health Definition (4) COT's Sexual Health Definition (5) Words of Sexual Health Definition (6) The Five Aspects of the Whole Person (7) Sex & You (8) Whole Purpose of Sex (9) Science of Sex (10) Duct Tape Activity (11) Planning The Future (12) Planning Your Children's Future (13) Uniquely Different

For the Teacher Lesson 2 Concepts

Development & Dignity

In this lesson, students will explore fertility, prenatal development and the dignity of all human persons. All human life has value and our fertility gives us the power to create human life. The more teens understand the development and unique dignity of a human person, the intrinsic value of life and the gift of fertility, the more they will be empowered in relationships to make healthy reproductive choices.

Students will also explore the universal declaration of human rights in the context of love, sexuality and relationships. They will examine the premise that our bodies and our sexuality are an integral part of our unique and personal inner core. In this inner core is the natural human desire to give and receive unconditional love. Using video and models, they will view prenatal development and analyze the human life cycle from fertilization to infancy and their ability to create human life.

Objectives:

- 1) Students will compare and contrast male and female reproductive organs exploring the power of fertility and be able to describe that responsibility in sexual decisions with 75% of students participating in discussion.
- 2) Students will view the video *Preview of a Birth* and a set of pre-natal models representing human development from 7- 30 weeks gestation. Students will be able to identify the stages of human development and describe the characteristics of each stage using the *Preview of a Birth* pre and post test with at least 75% accuracy.
- 3) By discussing the handout *S.L.E.D.*, students will be able to compare and contrast the four differences between the preborn and born human person and apply the concepts in future situations when defending the true value and dignity of the human person with 50% participation from the class.
- 4) Students will be able to define intrinsic and extrinsic value and apply the definition to love and responsibility in relationships sexuality with 75% participation and accuracy.

Lesson Plan

Activity: \$20 Bill (Giving Value & Dignity To A Human Person)

Handouts: Preview of a Birth Pre/Post Questions (with answer key in Appendix Lesson 2)

Journal Pages

Lecture & Discussion

Power Points (Ppt): (1) Male & Female Fertility (2-8) S.L.E.D. (9) Universal Declaration of Human Rights (10) The Dignity of A Human Person (11) Outward & Inward Dignity (12) Applying Extrinsic Value to Relationships (14) Applying Intrinsic Value to Relationships (15) Whole Person

Video: HDRC's Preview of a Birth (17min.)

This entire video analyzes fertilization to infancy. It is approved by the Arkansas State Department of Education and aligns with the Arkansas Frameworks Content Standards for Health & Wellness in the Human Growth & Development Strand Code HGD.1.HW.5

For The Teacher Lesson 3 Concepts

Love & Responsibility

This lesson will teach that true love requires sacrifice. We have chosen to use the *Love & Life at the Movies: Growing in Love with the Film Classics, Roman Holiday Love and Responsibility*

Lesson plans, ppt, DVD, discussion questions and handouts

©Educational Guidance Institute, Inc., 2008

To order Lesson Plans, Ppt, DVD, Discussion Questions and Handouts Contact:

Educational Guidance Institute

P.O. Box 1127

Front Royal, VA 22630

Ph 540-635-4420

Note: *Each teacher may choose to present the film segments within a different time schedule.*

In order to show Roman Holiday Part One and Two during Lesson 3 and Part Three and Four during Lesson 4 class times must be based on a 90 minute schedule.

For The Teacher Lesson 4 Concepts

Love & Responsibility cont.

This lesson will teach that true love requires sacrifice using the *Love & Life at the Movies Growing in Love with the Film Classics Roman Holiday Love and Responsibility*

Lesson plans, ppt, DVD, discussion questions and handouts

©Educational Guidance Institute, Inc., 2008

To order Lesson Plans, Ppt, DVD, Discussion Questions and Handouts Contact:

Contact:

Educational Guidance Institute

P.O. Box 1127

Front Royal, VA 22630

Ph 540-635-4420

For The Teacher Lesson 5 Concepts

Are You Dying to Have Sex or Saving Sex For Marriage?

A Human person has the ability to reason and make choices. Our bodies can be trained to live with sexual health. In this lesson the difference between love and lust is explored along with the medical facts of sexually transmitted diseases. This majority of this lesson is based on students viewing HDRC's interactive CD *Are You Dying to Have Sex* that is approved by the Arkansas Department of Education as a supplemental sexual health curriculum for 9-12th grade Health classes. Since contraceptives do not always provide protection against STDs, have negative physical consequences of artificial hormones on the body and the negative emotional consequences on relationships, this curriculum explains but does not promote their use. However, it will be explained that there are other medical reasons for their use. Students will be presented information concerning family planning that has healthier results than artificial contraceptives. Students will understand the current epidemic of STDs/STIs in the United States today. Students are encouraged to examine the data and to consider the long term outcomes of the potential risks of multiple sexual partners as compared to a monogamous relationship in the bonds of marriage as the safest way to avoid STDs/STIs.

Objectives:

- 1) Students will be able to identify the increase in premarital sex and the negative habits in relationships through the use of contraceptives reducing love to lust with at least 75% participation from the class.
- 2) With at least 90% participation and through discussion of the STD activity, students will be able to compare and contrast the risks of contracting multiple STDs and the negative consequences of multiple sexual partners to the benefits of one monogamous relationship with unconditional love.
- 3) After viewing HDRC's interactive CD, students will be able to describe the difference between bacterial and viral STDs and the negative physical and emotional consequences to their sexual health. Students will complete HDRC's pre/post test with 90% accuracy and participation.
- 4) Practical Ways to Handle Sexual Temptation can be learned

Lesson Plan

Activity: STD Pass It On

Journal Pages

Handouts: Pre & Post *Are You Dying to Have Sex?* Opinion Scale & Overview Test (may be printed from the *Are You Dying To Have Sex?* CD); Brochure: *The Game of Chance* (Onpoint, Hixon, Tn www.onpoint.org)

Lecture & Discussion

Power Points (Ppts): (1) Concepts of Truth's Definition of Sexual Health (2) Choices, Choices (3) Planning My Future (4) Actions Do Speak Louder Than Words (5) Don't Advertise What You Don't Want To Sell (6) Love vs. Lust (7) Female Fertility Cycle

CD: HDRC's Interactive CD *ARE YOU DYING TO HAVE SEX?* (approx. 30 min. played on computer, not DVD player) The CD includes video & power point slides for Bacterial & Viral STDs. This interactive CD is approved by the Arkansas State Department of Education and aligns with the Arkansas Frameworks Content Standards for Health & Wellness in the Disease Prevention, Healthy Life Skills and Relationship, and Personal Health and Safety Strands Codes DP.2.HW.1 - DP.2.HW.8, HLSR.4.HW.1, HLSR.4.HW.3, HLSR.4.HW.5 - HLSR.4.HW.10, PHS.6.HW.4, PHS.6.HW.9

For the Teacher Lesson 6 Concepts Future Sexual Health Plans - Sex & You

Reviewing the physical and emotional cost of sex outside of the bonds of a permanent, monogamous relationship will help students understand the significance of living with sexual health in true freedom, integrity, purity and unconditional love. When students begin to grasp the value of sexual health, their lives can change positively impacting their future choices, relationships and academic goals. In the video, *Sex Still Has A Price Tag*, Pam Stenzel stresses the importance and value of sexual health in an uplifting, dramatic way. Also, allowing students to evaluate this program is important. The evaluation gives them a voice to agree or disagree to remain pure until marriage and also gives them the opportunity to recommend the program to others. Students receive a business size commitment card that can serve them in the future as a contract to live out the values and concepts of sexual health. Teachers have the opportunity to reward those who learn the definition of sexual health and also remind the students about the services of the local pregnancy center.

Objectives

- 1) Students will apply the knowledge they have learned by writing the definition of sexual health with 100% accuracy with at least 90% of students participating. Those who are successful will be rewarded by their name going into a drawing for free movie tickets.
- 2) Students will be able to describe how the Concepts of Sexual Health Sex & You program has helped them understand the definition of sexual health with 75% of students participating.
- 3) Students will give feedback through evaluating the program concerning their plans to apply the benefits of living out the definition of sexual health and recommending the program to others with 90% student participation.

Lesson Plan

Activity: Drawing for Movie Tickets

Handouts: Student's Evaluation of the Program (Appendix, Lesson 6), SI Commitment Cards (may be ordered from Concepts of Truth, Inc.)

Journal Pages

Lecture & Discussion

Power Point (Ppt): (1) Sexual Health Is

Video: *Sex Still Has A Price Tag DVD by Pam Stenzel*

Sample - Teacher's Lesson Pg 1 Lsn 1

Lesson I Classroom Sexual Health - Sex & You

Get Acquainted

Hello, my name is..... from (local organization.) I'm excited to be here and I look forward to getting to know you better. There is only one rule....I will respect you and I expect you to respect me.

No matter what you say in here, I won't treat you any differently. Now, here's a little bit about me and what I do. And, I want to learn who you are and something you are involved in or what you like to do. *(Tell a little about yourself and get to know the students/clients briefly. Have them say their names and what grade they are in, if they play sports, band, etc. Building a relationship with them is very important!)*

Introduction

This class will meet once a week for six weeks. It will help you to live out your sexuality in true freedom with integrity, purity and unconditional love. The lessons are a plan for individuals and families to live sexually healthy and whole without regret and to pass on a wonderful heritage to future generations.

This class will help you consider the five interactive dimensions or aspects of a whole person while making healthy choices in relationships, love and responsibility. It will give you tools that will last for a lifetime, a way to discover and keep, not only your true love, but a purpose for your life. This class is called *Concepts of Sexual Health, Sex and You*. You'll find this curriculum is not an abstinence program. But it is about your sexuality being interconnected to your whole person. Finding sexual health through purity and choosing to save sex until marriage is **not merely about saying "no" to sexual activity but about saying "yes" to love and responsibility**. Sexual Health is about **YOU** - your whole self.

We will have lots of videos and power points. But let's first start with a checklist that will help you plan for your future and for your children's future. There is no right or wrong answer and this will not be graded.

Handout: *Planning The Future Checklist* *(Ask for a few students to share their answers – several will probably have checked all items. Talk about how we all desire good, whole, pure things for our future and how we all want to leave behind a good example/heritage for our children.)*

Sonic Coupon Activity:

Basically, we all want good things. How many of you would like a good thing like a free sonic coupon? Remember when you were in elementary school wanting to be chosen for a certain team game or sport? *(As hands are raised, leader will take some time in choosing a recipient. Walk around, scratch your head, maybe have a couple to stand up and compare shirts, shoes etc. Tell them you like or dislike something about them and finally choose one or more to receive a coupon and tell the others you are sorry they were not included in your choice.)*

Sample - Teacher's Lesson Pg 17 Lsn 1

Lesson 1 Classroom Continued

Question:

Think about your recent your choices. How have your choices affected your whole person?

Ppt 13, Lesson 1

As a
WHOLE
Person



Uniquely Different!

There is no one in the world just like you! Your DNA, fingerprints, your hand clap, the pitch of your voice are all unique. Remember, men and women are uniquely different not only as male and female but as our individual self. Male and female are unique individuals with different roles that complement the other.

In the book *Men Are Like Waffles, Women Are Like Spaghetti* by Bill and Pam Farrel, we find that most women can multi task and be everywhere at the same time, like spaghetti. Most women can talk on the phone and plan their grocery list while painting their nails; whereas men usually focus on one item at a time.

Most men are innately protective and secure like a box in the waffle. Women usually talk more, share feelings more easily, and typically are more nurturing and emotional than men. Men are innately protectors and usually take more time in making decisions so the analogy of staying in one box, completing the task before moving on to another. So, men and women complement each other. Understanding these concepts will help your relationships now and in the future.

Question: Do you agree with the phrase *Men are like Waffles and Women are like Spaghetti*? Among your friends and family, how have you seen this phrase demonstrated?

Resources

Book: *Men Are Like Waffles, Women Are Like Spaghetti*
Bill and Pam Farrel

Website for Parents: www.concernedparents.com

Sample - Student Journal Page - Lsn 1

Lesson 1 Sexual Health - Sex & You

“The gift of self makes each self to the other self what no other self can be.”

(Source: J. Budziszewski, “What We Lose When We Forget What Sex is For” Fellowship of St. James, 2005 Touchstonemag.com/archives/print.php)

J

Question: Explain the **WHOLE** Purpose of Sex:

J

Question: Are you living out your sexuality with sexual health or secondary virginity? Explain.

J

Question: Think about your recent choices. How have your choices affected your whole person?

SAMPLE Commitment Card Front & Back

Concepts of Sexual Health

Sex & YOU

Intellectual
Moral
Emotional
Physical
Social

870.238.4329
info@conceptsoftruth.org
www.conceptsoftruth.org

My Commitment

I commit to following the standards of Sexual Health set forth in the SH school program. I believe my commitment will help me make healthy choices in relationships, love & responsibility that will affect my whole person present and future and the heritage passed on to future generations.

Sexual Health is.....

...living out one's sexuality in true freedom with integrity, purity and unconditional love. It is making healthy choices in relationships, love and responsibility that will affect the whole person present and future and the heritage passed on to future generations.

Date _____

Please circle M for male or F for female M F

Name of School _____ Class Period _____

Concepts of Sexual Health - Sex & You Evaluation Sheet

(Please write the definition of Sexual Health as presented in the program)

Sexual Health is

SAMPLE

Rate the Sex & You Program- Please rate how the program was or was not beneficial to you. Please take the time to give us your rating on the following questions. Put an X in the box under your choices. Thanks and have a healthy life.

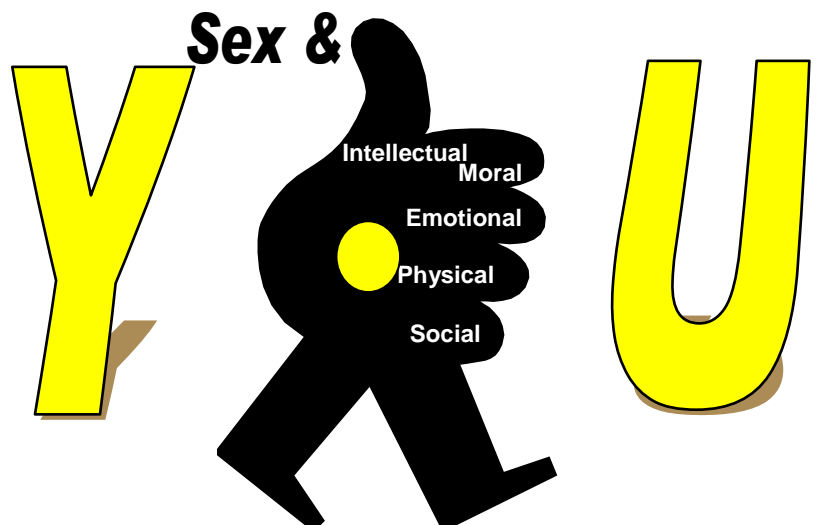
Place an X under 1 item only for each statement.	Agree	Disagree	Neutral
1. I plan to stay pure, save sex until marriage or practice secondary virginity based on what I learned from <i>Sex & You</i> .			
2. After completing <i>Sex & You</i> , I would recommend the program to others.			
3. I understand more about my sexual health as a whole person because of the <i>Sex & You</i> program.			

Please tell us something that you learned from Sex & You:

Rate the Presenters

Rate the Presenters - Put an X under your choice for each comment.	Fair	Good	Excellent
1. Presenters were knowledgeable about the Sexual Health information shared.			
2. Presenters shared the information in an understandable manner.			
3. Presenters had a caring attitude toward the students.			

Concepts of Sexual Health



Concepts of Truth, Inc.

Concepts of Sexual Health Program Requirements Checklist

In order to teach the Concepts of Sexual Health - Sex & You curriculum in the school setting, the leader must do the following:

- Become certified by HDRC to teach *Preview of A Birth & Are You Dying to Have Sex?* The following link is provided for your convenience. <http://www.hdrc.org/library.aspx?categoryid=13&languageid=1>
- Complete Concepts of Truth's Leadership Training. (View training video or observe in classroom session, then complete Training Questionnaire on following page.)
- Purchase SH Leader's Manual. (includes Ppt. CD from Concepts of Truth, Inc.)
Total for training, manual and ongoing support \$75.00 each
- Purchase SH Student Journals. (customized for your pregnancy center) \$5.00 each
- Purchase additional teaching resources required for the program listed on the order form.
- Agree _____(initial here) to teach curriculum according to the classroom model presented by Concepts of Truth's trained facilitators. Select one below:
_____In class observation (contact us for date to attend) **OR** _____Video presentation
- Agree _____(initial here) to report statistics to Concepts of Truth from the class you teach using the evaluations and totals page included in the manual. Turn in no later than two weeks after you finish the group. Mail a copy of the Individual evaluations and the signed totals page to:

Concepts of Truth, Inc.
P. O. Box 1438
Wynne, AR 72396
Phone: 870-238-4329

Signature of Leader

Printed Name

Date

Phone _____

Email _____

**Concepts of Truth, Inc.
Training Questionnaire**

Name of Organization _____

Date _____

Name of Leader _____

Phone _____

Email _____

1. Do you foresee any problems teaching the *Concepts of Sexual Health, Sex & You* curriculum as a tag team? Y N If so, please explain.

2. Do you agree to dress and teach in a professional manner while teaching in the school setting? Y N If not, please explain.

3. Do you commit to teaching the *Concepts of Sexual Health, Sex & You* objectives and lesson plans as modeled by Concepts of Truth's training video or in class observation? Y N
Do you think it would ever be necessary to modify or adjust the curriculum content? Y N
Explain:

4. Do you commit to always have and show a caring attitude toward each student and address all potential problems with the teacher after class? Y N If not, please explain.

5. As a facilitator of *Concepts of Sexual Health, Sex & You*, how would you respond if a person became negative or argumentative about the school program?

6. While teaching *Concepts of Sexual Health, Sex & You*, is it ever appropriate to share the Gospel of Jesus Christ? Why or Why not?

7. Explain the following statement, "*There is only one rule....I will respect you and I expect you to respect me. No matter what you say in here, I won't treat you any differently.*"

8. As a facilitator, do you commit to going the "extra mile" in providing rewards or incentives for the students?
Y N How do incentives build trust between the facilitator and the students?

9. Will you make an effort to get a follow up question on the school's annual student survey? Y N

10. Do you commit to seeking teacher references for the school program and sending a copy to Concepts of Truth? Y N

Signature of Leader

Printed Name

Date

Order Form

Concepts of Truth, Inc., P. O. Box 1438, Wynne, AR 72396 Phone: 870.238.4329

	Qty	Total
<p>Concepts of Sexual Health, Sex & You Leader's Manual with power point CD. Manual includes training and ongoing support, lesson plans for six 90 min. lessons or twelve 45 min. lessons & reproducible Appendix sheets. Manual is 8 ½ x 11, coil bound with full color cover same as front of this guide. \$75.00 ea</p>		
<p>Student Journals customized for your local pregnancy center, sample on Pg. 11 of this guide. Journal is 8 ½ x 5", coil bound, full color cover - same as front of this guide. \$5.00 ea</p>		
<p>Commitment Cards customized for your local pregnancy center. See sample on Pg. 11 of this guide. \$2.25 per 25 business cards</p>		
Shipping & Handling		
Total		

Additional teaching resources required for the program. Order from individual suppliers listed:

Brochures

Is Virginity Missing In Your Life Brochure - <http://www.heritagehouse76.com> (Abstinence Lit 9842IV)
The Game of Chance (Formerly called How At Risk Are You?)- <http://www.liveonpoint.org/>

DVD's

Sex Still Has a Price Tag (School Version) Pam Stenzel - <http://www.sexstillhasapricetag.com>

Love & Life at the Movies: Growing in Love with the Film Classics, Roman Holiday Love and Responsibility Lesson plans, ppt, DVD ©Educational Guidance Institute, Inc., 2008
 Educational Guidance Institute
 P.O. Box 1127
 Front Royal, VA 22630
 Ph 540-635-4420

Customer Name _____

Address _____

City _____ **State** _____ **Zip** _____

Phone _____ **Email** _____

Method of Payment: **Check#** _____ **Cash** _____ **Credit Card** _____

Credit Card Type **Visa** _____ **MC** _____ **Other** _____ **Expiration Date** _____