

TODAYS **CHOICES.**
TOMORROWS **LIFE.**



EQUIP TEENS FOR
OPTIMAL
LIFE CHOICES

SCHEDULE A
PRESENTATION
TODAY!

LIFE  CHOICES

Youth Group Speakers for Teens

Equipping teens for **biblical** decision-
making, health and life outcomes

"Train children in the way they should go; when they grow old, they won't depart from it."

-Proverbs 22:6 CEB

LIFE CHOICES
EDUCATION DEPARTMENT
SERVING MIDDLE & HIGH SCHOOL STUDENTS

lifematters.org

LOVELAND: 970-461-5050
LONGMONT: 303-651-2050



Education Department

Welcome to **LIFE CHOICES**!

We provide **life-affirming** services that promote optimal sexual health and well-being through free pregnancy testing & ultrasounds, advocacy, **education** and support.

We have been equipping people for **healthy** sexual & relationship **choices** since 1984 - that's over FOUR decades!

We've worked with over 90,000 **students** in the classroom setting! (& this number is growing every year!)

Our youth group **curriculum** is medically-accurate, age-appropriate, and centered around helping teens **eliminate risk** - not simply reduce it.

We teach the importance of healthy **decision-making** to future life outcomes.

Our educators are certified **Sexual Risk Avoidance Specialists (SRAS)** - scan the QR code to learn more!



About Our Department



LIFE CHOICES Education Department is a non-profit **ministry** providing highly-engaging, biblically-based, research-backed **presentations**:

- **FREE** of charge for middle school & high school students
- held in school classrooms, community rooms, church & **youth groups** in Loveland, Longmont, and surrounding areas
- **tailored** content meets your unique messaging goals

We are **passionate** to see teens **thrive** today – and for decades to come!

Topics may include the following:

- Life Choices & **Biblical** Boundaries
- **Relationships**: 5 Love Languages
- Sexual Risk Avoidance
- Youth Risk Behaviors
 - (ex: Underage Drinking **Prevention**)
- & More!

Schedule a **presentation** & see the **impact**!

View our **Curriculum** with Discussion, Student Engagement, Sources, & Scriptures on the following pages.

Additional Topics available upon request.

Reach out to us at education@lifechoices.org

KEY:



Discussion



Student Engagement



Scripture



Scan to meet
Lindsay our
Education Director

Photo courtesy of Life Choices Education Department, Youth Group Healthy Relationships Presentation, Spring 2025

Topic:

Life Choices & Biblical Boundaries

Approximate Time: 90 mins



Testimony: An Unplanned Pregnancy

- Scripture: Jeremiah 29:11 (*For I know the plans*)



Discussion:

Our Choices Impact Our Life: the top 4 big life decisions according to research

- Question: What choices impact our lives the most?



Student Engagement:

***Human Knot Challenge:** solve the sequence

- Question: How can knowing a sequence to success help us achieve goals sooner?



Discussion:

The Success Sequence

- A proven 3-step strategy to success: 97% of young adults who sequenced their lives achieved success
 - Source: <https://ifstudies.org/success-sequence>
- Scripture: Matthew 6:33 (*Seek first the kingdom*)



Discussion:

Youth Risk Behaviors

- Question: What health behaviors contribute to the leading causes of harm (death, disability, disease) among youth in the US?
- The top 6 youth risk behaviors & the **#1 protective factor** according to research
 - Source: [cdc.gov/yrbs/data/national-yros-datasets-documentation.html](https://www.cdc.gov/yrbs/data/national-yros-datasets-documentation.html)
- Scripture: 2 Peter 2:19 (*They promise freedom*)



Student Engagement:

***Chair Illustration:** the power of influence

- Question: Is it easier to pull someone up to a level that is higher, or to get pulled down a level?



Discussion:

Healthy Connections Matter: relationships & red flags

- Source: <https://www.nsvrc.org/blogs/teen-dating-violence-prevention-resources-2025-update>



Student Engagement:

***Boundaries Experiment:** the step back response

- Question: Why are boundaries important - what do they provide for us?

Faith-based Curriculum 2026-27



Photo courtesy of Life Choices Education Department, Whole Person Health Presentation, Fall 2022



Discussion:

Boundaries & Refusal Skills: learning the S.A.F.E. acronym for potentially dangerous situations



Student Engagement:

***Refusal Skills** Scenarios: a real life practice

- Question: Do you feel confident to communicate 'no' in an unsafe or unwanted situation?



Discussion:

Consent: how healthy boundaries are communicated

- The 4 C's of consent: clear, continuous, coercion-free, conscious

Presentation RECAP:

- What are the top 6 **Youth Risk Behaviors**?
 - Violence/Injury, Sexual Behaviors, Alcohol/Drug Use, Tobacco, Dietary Behaviors, Physical Inactivity
- Which #1 protective factor decreases youth risk?
 - **Connectedness**
- What are the top 4 most common big **life decisions**?
 - Career, Relationship, Education, Family
- What is the **Success Sequence**?
 - 1-Graduate, 2-Work full-time, 3-Marry before children
- What is the **S.A.F.E.** acronym?
 - Say it, Again, Final, Exit
- Healthy **boundaries** are communicated through something called:
 - **Consent**
- Saying no is a skill called:
 - **Refusal Skills**

Topic:

Relationships: 5 Love Languages

Approximate Time: 90 mins



Discussion:

Abundant Life



Scripture: John 10:10 (*life to the full*)



Student Engagement:

*Water Illustration

Question: Have you encountered abundant life in Him?



Discussion:

Relationships



Question: Relationships are a dynamic partnership that involves which components?

Scripture: Galatians 5:22-23 (*the fruit of the Spirit*) & 1 Corinthians 13:4-7 (*Love is patient, love is kind*)



Student Engagement:

*Research Film: The Study of Human **Happiness**

Question: What are some things that people *think* will bring them happiness?

- money, fame, romance
- Source: "Brain, Heart, World" Documentary by Fight The New Drug



Discussion:

***5 Love Languages**: Quiz

Question: How can knowing love languages help us to communicate love with our loved ones?

Source: 5lovelanguages.com/quizzes/love-language



Student Engagement:

***Love Tank**: Balloon Activity

Question: Actions don't always speak louder than words, when is this the case?



Photo courtesy of Life Choices Education Department, "Love Tank" Balloon Activity, Spring 2025

Presentation RECAP:

- What is the secret to human **happiness**?
 - Quality Relationships
- **Relationships** are a dynamic partnership that involves which components? (hint: P.I.E.S.)
 - Physical, Intellectual, Emotional, Spiritual
- What are the 5 **Love Languages**?
 - Quality Time
 - Physical Touch
 - Receiving Gifts
 - Acts of Service
 - Words of Affirmation
- How do we ensure someone receives **love**?
 - Communicate love in *their* love language (rather than our own)



Photo courtesy of Life Choices Education Department, "Love Tank" Balloon Activity, 2023



Photo courtesy of Life Choices Education Department, "Love Tank" Balloon Activity, Spring 2023

Topic: Sexual Risk Avoidance

Approximate Time: 90 mins



Discussion: Sexual Behaviors

Youth Risks:

1. Unintentional Injury (includes mental health)
2. **Sexual Behaviors**
3. Alcohol and other Drug Use
4. Tobacco Use
5. Unhealthy Dietary Behaviors
6. Physical Inactivity

Focus: Sexual Behaviors are categorized as a **health risk** among youth due to potential health consequences, including:

- transmission of sexually transmitted infections (STIs),
- unintended pregnancy, and
- the development of emotional and physiological distress.

Goal: Regardless of which degree of sexual behaviors a student identifies, the goal is to move away from risk and towards **optimal health** outcomes

- Source: [cdc.gov/youth-behavior/risk-behaviors/sexual-risk-behaviors.html](https://www.cdc.gov/youth-behavior/risk-behaviors/sexual-risk-behaviors.html)



Student Engagement:

*Teen **Sex Trivia**: when we know better, we do better!

Question: Which statistic surprises you the most about teen sexual behaviors in the United States?



Discussion:

Sexually Transmitted Infections (STIs): prevalence, prevention, and a reliable protective factor

- Bacterial STIs: Chlamydia, Gonorrhea, Syphilis
- Viral/Incurable STIs: Herpes, HPV
- Source: <https://www.cdc.gov/sti/prevention/>



Student Engagement:

***STI Activity** "Swapping Juices": testing the spread of an infection with real life results

Question: How can someone ensure their cup does not become infected?



Scriptures:

- 1 Corinthians 6:18 (*flee from sexual immorality*)
- 1 Corinthians 6:14-16 (*bodies are members of Christ*)
- Galatians 5:1 (*it is for freedom that Christ has set us free*)



Photo courtesy of Life Choices Education Department, STI Activity "Swapping Juices" Activity, Fall 2024



Photo courtesy of Life Choices Education Department, "Come Ons & Come Backs" Activity, Spring 2023



Student Engagement:

***Iron sharpens iron** Yoke Activity

Scripture: Matthew 11:28-3:30 (*My yoke is easy and My burden is light*)



Discussion: **Two become one** flesh

Question: according to research, which category of relationship experience the best **sexual intimacy**: singles, cohabiting, or married?

- Research consistently shows a strong link between sexual satisfaction and marital satisfaction, with highest rates among **married** couples of faith.
- Sources:
 - ifstudies.org/blog/do-church-ladies-really-have-better-sex-lives
 - imom.com/poll-shows-sex-within-marriage-is-more-fulfilling/
 - akosbalogh.com/blog/the-surprising-research-on-religious-people-and-sex

Presentation RECAP:

- Which **sexual behaviors** are categorized as "high-risk"?
 - Nonmarital: early onset (by choice), multiple partners, no condom use, substance use
- What age group has the highest **rates of STIs**?
 - 15-24yr olds (high school & college age)
- What is the most common **symptom** of an STI?
 - Asymptomatic (no symptom)
- Which **type of STI** is incurable / with a person for life?
 - Viral STIs (herpes, HPV, HIV, hepatitis)
- According to the US department of health and human services, what is a reliable **protective factor** to prevent STIs?
 - Sexual postponement
- Which STI was declared an **epidemic** in Colorado last year?
 - Syphilis
- According to the CDC, what is the only 100% effective sexual **risk avoidance** method?
 - Long-term mutual monogamy between uninfected partners (i.e. 1 lifetime partner)
- According to research, which category of relationship experiences the best **sexual intimacy**: singles, cohabiting, or married?
 - Married

Topic:

Alcohol Prevention

Approximate Time: 60 mins

Youth Group Curriculum

2026-27



Discussion: Alcohol and other Drug Use

Youth Risks:

1. Unintentional Injury (includes mental health)
2. Sexual Behaviors
3. **Alcohol and other Drug Use**
4. Tobacco Use
5. Unhealthy Dietary Behaviors
6. Physical Inactivity

Focus: **Alcohol** is the most common drug that young people use in the United States.

Underage Drinking is categorized as a health risk among youth due to potential negative **health outcomes**, including but not limited to:

- increased risk of unintentional injuries,
- increased prevalence of physical violence, sexual violence and assault,
- decreased mental health outcomes,
- decreased academic outcomes,
- increased risk of serious health implications,
- and increased risk of legal implications, imprisonment, loss of drivers license, impacts on current and future career opportunities.



Visual Impairment Goggles & the Field Sobriety Test Activity for Underage Drinking Prevention



Goal: underage drinking **awareness** with an emphasis on **risk avoidance** for optimal health outcomes for youth

- Source: <https://www.cdc.gov/alcohol/underage-drinking/index.html>
- Scripture: 1 Peter 5:8 (*Be alert and of **sober** mind*)



Student Engagement:

***Field Sobriety Test:** visual impairment goggles
Question: Which statistic surprises you the most about **underage drinking** in the United States?



Discussion:

Underage Drinking: prevalence, prevention, and reliable **protective factors**

- Source: <https://www.cdc.gov/alcohol/underage-drinking/index.html>



Student Engagement:

***Guess the Servings:** students see the importance of serving size
Question: How many servings of alcohol could be in one 'red solo' cup?

Presentation RECAP:

- What is the **legal** age to consume alcohol?
 - Age 21
- What is **one** serving of alcohol?
 - 1.5 oz hard alcohol, 5 oz wine, 12 oz beer
- What is the definition of "**binge**" drinking?
 - 4 servings of alcohol (female), 5 servings of alcohol (male)
- What percentage of alcohol consumed by **underage** drinkers is through **binge drinking**?
 - 91% (9 in 10 teens who consume alcohol binge drink)
- What is the leading cause of death in **teens** in the US?
 - Unintentional injuries (including **alcohol-related motor vehicle accidents** and overdoses)
- Which **protective factors** decrease someones risk for underage drinking?
 - Strong **family** bonds (parental/guardian engagement in teens life, clear **expectations** and consequences)
 - Academic **success**
 - **Connectedness** with pro-social institutions (school, community, church, etc.)

1: POSITIVE CHARACTER	2: HEALTHY RELATIONSHIPS	3: OPTIMAL SEXUAL DEVELOPMENT	4: SEXUAL RISKS
A. POSITIVE CHARACTER STRENGTHS Identifying and developing positive character strengths enable youth to make healthy decisions and set and commit to short- and long-term goals. Students will be able to: - Recognize that all people have inherent value and dignity and can contribute much in life, regardless of differences, disabilities or medical conditions. - Explain how practicing self-control can build confidence, self-respect and self-esteem.	A. FAMILY Members of a family can be the most important sources of love, support and guidance to promote personal health and well-being and create healthy communities. Students will be able to: - Explain the importance of relationships with parents, family members and trusted adults for guidance and support in discussing sexual topics. - Describe ways in which media, social media, and technology can both strengthen and threaten family relationships. - Discuss how those from difficult family backgrounds can make healthy decisions and achieve healthy marriages and families of their own in the future. - Report on research regarding family structure and how it contributes to optimal health and well-being of children, adults and communities. - Describe the concept of the “Success Sequence” and how avoiding early sexual activity has the potential to protect against negative life outcomes, including maternal and child poverty. - Compile research on the negative effects of adverse childhood experiences (ACEs), such as emotional and physical abuse, and how they can be overcome.	A. PUBERTY Puberty is a natural biological process that produces important physical and emotional changes and is influenced by various factors, such as each individual’s genetic profile and the environment. Students will be able to: - Describe the physical and emotional changes of puberty for both males and females, and how they can vary for each person. - Explain the importance of respecting individual variations in development, including body size and shape. - Identify key relationships that provide support and guidance throughout puberty, including those with parents, family members, and trusted adults.	A. AVOIDING SEXUAL RISKS Sexual activity outside of marriage can have harmful physical and emotional consequences. Students will be able to: - Explain that sexual activity can potentially result in pregnancy, STDs/STIs and/or emotional risks. - Discuss how avoiding nonmarital sexual activity eliminates the associated negative physical, intellectual, emotional, social, spiritual, and financial risks. - Compare and contrast sexual risk avoidance versus sexual risk reduction as they relate to pregnancy, STDs/STIs and other risks. - Analyze why many sexually active adolescents wish they had waited to have sex and how they can choose to avoid nonmarital sexual activity going forward. - Describe the value of setting, communicating and respecting boundaries in order to avoid sexual activity. - Discuss refusal skills and behaviors that are required for avoiding nonmarital sexual activity, such as mutual respect, communication and assertiveness skills, impulse control, and the ability to maintain boundaries. - Explain how adolescent alcohol and illegal drug use increases vulnerability toward early sexual activity. - Review applicable state laws governing the age of sexual consent and how violating such laws can lead to serious legal consequences.
B. DECISION-MAKING Healthy decision-making involves choosing the course of action that leads to optimal health and positive life outcomes. Students will be able to: - Discuss how healthy decision-making includes reasoning, problem-solving, self-control, and establishing and adhering to personal boundaries (i.e., self-determined limits or standards for personal behavior). - 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. - Give examples of how a person’s decisions can be positively or negatively influenced by others, including peers.	B. FRIENDSHIPS Healthy friendships play an important role in human development and healthy decision-making. Students will be able to: - Identify benefits of healthy friendships and social supports for physical, intellectual, emotional, social and spiritual well-being, including encouragement to make healthy choices and achieve one’s full potential. - Explain why good friends don’t encourage unhealthy choices, exploit each other, socially isolate, gossip, name call, bully or stigmatize.	B. HUMAN REPRODUCTION Reproduction is the biological process by which a sperm and an egg are joined to form a unique human life. Students will be able to: - Define reproduction as the biological process by which a unique human life begins and grows. - Define fertilization as the initiation of reproduction by the joining of a sperm and an egg, which results in the complete and distinct genetic profile of a unique individual. - Describe the physical changes that occur in fetal development from fertilization through birth, e.g., heartbeat, brain development, and fingerprints.	B. TEEN PREGNANCY Teens who face a pregnancy before they are married encounter a number of physical, emotional, social, educational and financial challenges. Students will be able to: - State why contraception, when used consistently and correctly, can reduce but not completely eliminate the risk of pregnancy or STDs/STIs. - Describe different methods of contraception comparing their effectiveness, limitations, and potential side effects with typical human use. - Explain what is needed to help teens who face a pregnancy overcome challenges, plan for a positive future and accomplish personal goals.

1: POSITIVE CHARACTER	2: HEALTHY RELATIONSHIPS	3: OPTIMAL SEXUAL DEVELOPMENT	4: SEXUAL RISKS
C. COMMITMENT AND GOAL-SETTING Character is essential for committing to and achieving healthy goals. Every student should be encouraged to plan for a positive future and accomplish personal goals. Students will be able to: Outcomes: Discuss the sequential steps necessary to accomplish future life goals, in areas such as education, work, marriage and family.	C. DATING Healthy and safe dating/romantic relationships, delayed until older adolescence, benefit from maturity, guidance and support. Students will be able to: - Compare and contrast characteristics of healthy romantic relationships (respect, consideration, kindness, encouragement, giving) with those of unhealthy relationships (disrespect, selfishness, exploitation, control, dishonesty). - Identify characteristics of unhealthy relationships which can lead to dating violence, coercion and abuse, and describe strategies for seeking help and support.	C. OPTIMAL SEXUAL ATTITUDES AND BEHAVIORS Optimal sexual development is achieved by cultivating healthy attitudes and behaviors focused on the benefits of avoiding nonmarital sexual activity. Students will be able to: - Discuss how a healthy self-image and strong sense of self-worth can promote optimal sexual development and empower youth to make healthy decisions about sexual behavior. - Explain how peer pressure, whether it is negative or positive, can have a significant impact on sexual attitudes and behavior. - Cite examples of how media, social media and technology can positively or negatively influence sexual attitudes and behavior.	C. STDS/STIS Sexually Transmitted Infections can have harmful physical, emotional and social consequences and can be prevented by avoiding nonmarital sexual activity. Students will be able to: - List the major STDs/STIs, including HIV/AIDS, and describe their mode of transmission, symptoms, testing, and treatment. - Discuss how most STDs/STIs, when first contracted, are asymptomatic and can be spread unknowingly through sexual activity, and describe the associated health implications. - Discuss reasons why rates of risk reduction, even with consistent and correct condom usage, vary for certain STDs/STIs, including whether they are transmitted by skin-to-skin contact or bodily fluid. - Identify the potential negative health impact of STDs/STIs, including infertility, STD/STI-related cancer, mother-to-infant transmission, and emotional or relational distress. - List other factors that may increase risk of contracting STDs/STIs, such as multiple partners, pre-existing STDs/STIs, alcohol or drug use, sexual abuse or violence. - Explain the importance for sexually active teens of (1) regular STD/STI screening for sexually active teens, (2) understanding diagnostic and treatment limitations, (3) communicating with their partners regarding their STD/STI status, and (4) avoiding future sexual activity.
D. REFUSAL AND CESSATION SKILLS Developing and using skills to refuse or cease unhealthy behaviors will promote optimal health, self-esteem, and goal achievement. Students will be able to: - List the benefits of practicing self-control, such as delaying immediate gratification, resisting negative peer pressure and avoiding the risks of impulsive behaviors. - Cite examples of setting and articulating personal boundaries, including avoiding situations, people, places and things that can negatively influence decisions. - Model resisting negative peer pressure and avoiding dangerous situations, including saying “no” assertively. - Elaborate on how connectedness to family, friends, and other supportive people can be helpful in making healthy decisions and stopping unhealthy behaviors.	D. MARRIAGE Healthy, strong marriages contribute to healthy families and communities. Students will be able to: - State that a healthy marriage is supportive of a person’s physical, intellectual, emotional, social, spiritual, and financial health and well-being; and, therefore, is the optimal context for sex. - Discuss research that shows healthy marriage can be a protective factor against poverty, violence and abuse. - Explore research that suggests that healthy marriage is a better predictor of long-term commitment and stability than cohabitation.		D. EMOTIONAL RISKS Nonmarital sexual activity can have negative emotional consequences. Students will be able to: - State that condom and contraceptive use will not prevent the emotional consequences that can be associated with sexual activity. - Explain that a person who has had nonmarital sexual activity can decide at anytime to avoid it, receive the physical and emotional benefits of that choice, and should not be shamed by others.



- ◆ Our Education Department is also available for **pastors**, leaders, women's groups, parents, and mentors of 6-12th grade students for presentations, workshops and speaking engagements!



- ◆ Additional **topics** & activities are available! Reach out for more information & to submit a request.

Questions? Contact us at education@lifechoices.org
