

The Choice Game™ Curriculum

Executive Summary - 2003/04

The project involved student participants in 20 schools. These results are based on the 1184 (983 treatment, 201 control) students that had matched pretest/posttest scores. In this report the treatment students are considered in two groups depending on whether they attended public or Catholic schools. A 37-item questionnaire including three demographic items was administered before and after the treatment to both groups. Pretest/posttest gain scores for each item were compared by group and tested for significant ($p < .05$) differences using analysis of variance. These comparisons were followed up with an analysis by gender, to determine if the treatment was especially effective for young men or young women. Because three groups were compared, there are three pairs of comparisons: TCG – Public vs. Control, TCG – Catholic vs. Control and, TCG – Public vs. TCG – Catholic.

Student Demographics by Group

	TCG-Public		TCG-Catholic		Control	
	N	%	N	%	N	%
<i>Q01: Gender</i>	348	61	143	35	102	51
Female	218	39	272	65	99	49
Male						
<i>Q02: Age</i>	0	0	105	25	24	12
12	2	0	187	45	48	24
13	195	35	95	23	54	27
14	259	46	25	6	50	25
15	103	18	3	1	14	7
16	7	1	1	0	11	5
17						

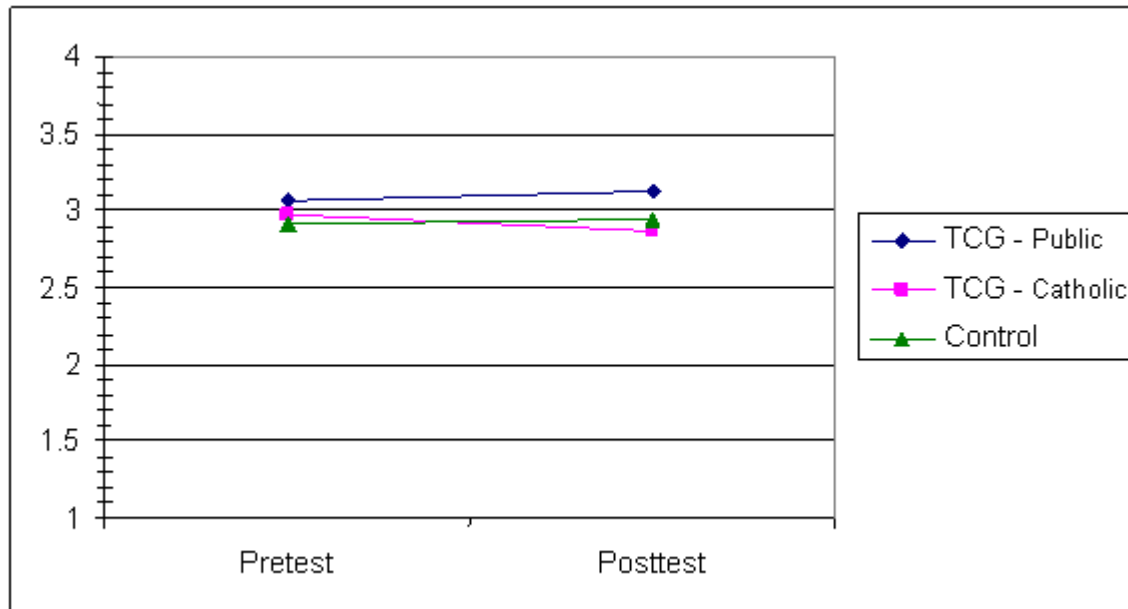
Q03: Ethnicity	33	6	17	4	27	14
White	316	56	286	69	43	22
Black	166	30	40	10	73	37
Hispanic or Latino	7	1	30	7	33	17
Asian	2	0	8	2	2	0
Pacific Islander	3	1	4	1	1	1
American Indian	1	0	2	1	3	1
Arabic	35	6	28	7	16	8
Other						
Total	566	100	417	100	201	100

SIGNIFICANT FINDING

Q06: I make decisions without thinking about the consequences. (reverse scored) (p=.041)

Q06: I make decisions without thinking about the consequences. (reverse scored) (1 = Strongly Agree / 4 = Strongly Disagree)					
All Students	N	Pretest Mean	Posttest Mean	Significance	Increase/Decrease
TCG – Public	562	3.06	3.13	<i>p</i> = .041 Pub > Cath	2.3% increase
TCG – Catholic	413	2.98	2.87		4% decrease
Control	200	2.91	2.95		1.4% increase
Young women					
TCG – Public	345	3.10	3.19	<i>p</i> = .08	3% increase
TCG – Catholic	141	3.09	2.96		4% decrease
Control	101	2.88	2.97		3.1% increase
Young men					

TCG – Public	217	3.01	3.02	<i>p</i> = .59	.3% increase
TCG – Catholic	270	2.92	2.83		3% decrease
Control	99	2.94	2.93		.5% decrease

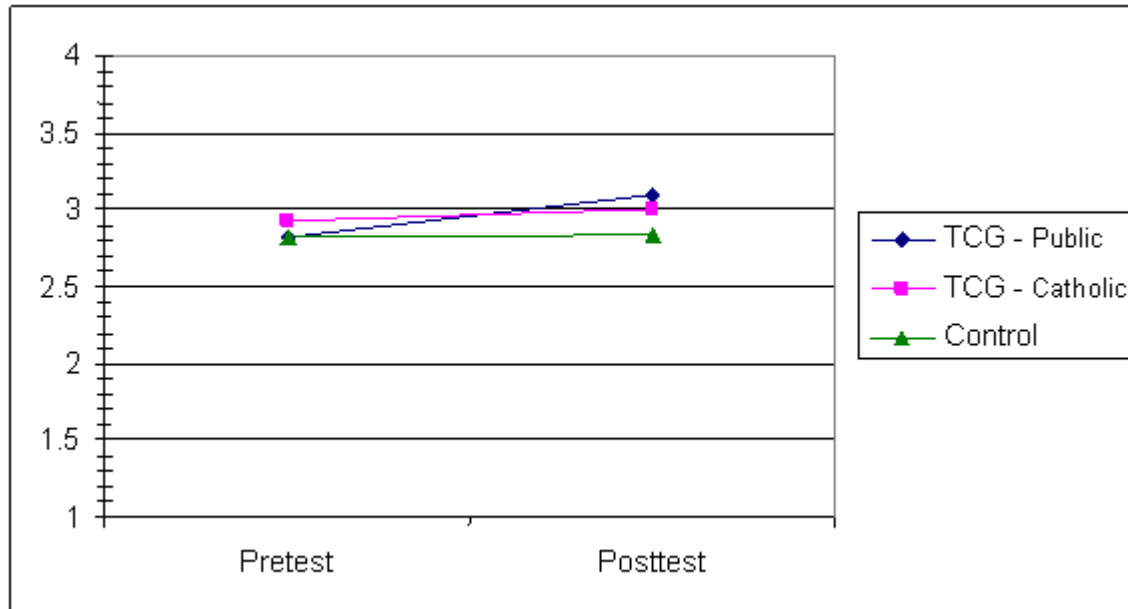


SIGNIFICANT FINDING

- **Q19: It is not a good idea for teenagers to have sex. (*p*<.001)**

Q19: It is not a good idea for teenagers to have sex. (1 = Strongly Disagree / 4 = Strongly Agree)					
<i>All Students</i>	<i>N</i>	<i>Pretest Mean</i>	<i>Posttest Mean</i>	<i>Significance</i>	<i>Increase/Decrease</i>
TCG – Public	556	2.82	3.09	<i>p</i> < .001 Pub > Cath Pub > Ctrl	9.6% increase
TCG – Catholic	409	2.93	3.00		2.4% increase
Control	200	2.82	2.83		.4% increase
Young women					
TCG – Public	339	2.99	3.26	<i>p</i> = .007 Pub > Ctrl	9% increase
TCG – Catholic	141	3.15	3.25		3.2% increase

Control	102	2.94	2.94		no change
Young men					
TCG – Public	217	2.54	2.82	$p = .008$	11% increase
TCG – Catholic	266	2.82	2.88	Pub > Cath	2% increase
Control	98	2.69	2.71	Pub > Ctrl	.7% increase

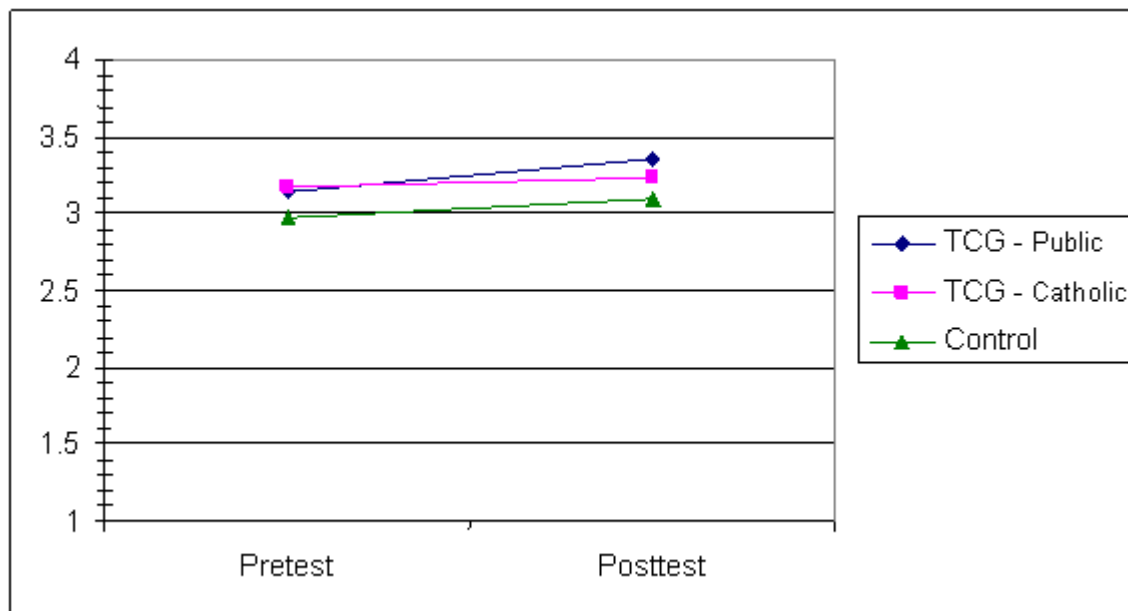


SIGNIFICANT FINDING

- **Q21: Having sexual intercourse can cause a lot of emotional stress for people my age. ($p=.018$)**

Q21: Having sexual intercourse can cause a lot of emotional stress for people my age. (1 = Strongly Disagree / 4 = Strongly Agree)					
<i>All Students</i>	<i>N</i>	<i>Pretest Mean</i>	<i>Posttest Mean</i>	<i>Significance</i>	<i>Increase/Decrease</i>
TCG – Public	559	3.14	3.35	$p = .018$ Pub > Cath	6.7% increase
TCG – Catholic	412	3.18	3.23		1.6% increase
Control	199	2.98	3.10		4% increase
Young women					

TCG – Public	345	3.29	3.48	$p = .28$	5.8% increase
TCG – Catholic	140	3.32	3.39		2.1% increase
Control	102	3.16	3.23		2.2% increase
Young men					
TCG – Public	214	2.89	3.13	$p = .034$ Pub > Cath	8.3% increase
TCG – Catholic	270	3.11	3.15		1.3% increase
Control	97	2.80	2.97		6% increase

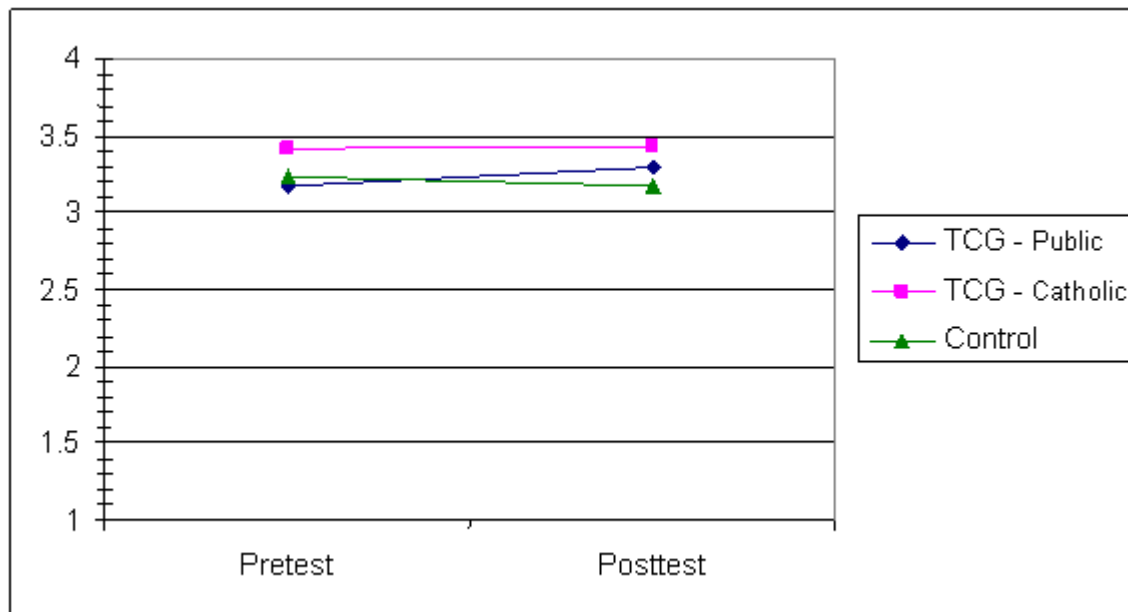


SIGNIFICANT FINDING

- **Q27: I plan to avoid drugs and alcohol use because of the STD risk.**

Q27: I plan to avoid drugs and alcohol use because of STD risk. (1 = Strongly Disagree / 4 = Strongly Agree)					
<i>All Students</i>	<i>N</i>	<i>Pretest Mean</i>	<i>Posttest Mean</i>	<i>Significance</i>	<i>Increase/Decrease</i>
TCG – Public	558	3.17	3.30	$p = .044$	4.1% increase
TCG – Catholic	410	3.42	3.43		.3% increase

Control	201	3.24	3.18		2% decrease
Young women					
TCG – Public	341	3.14	3.35	$p = .08$	6.7% increase
TCG – Catholic	142	3.37	3.45		2.4% increase
Control	102	3.18	3.16		.6% decrease
Young men					
TCG – Public	2.17	3.22	3.20	$p = .73$.6% decrease
TCG – Catholic	2.66	3.45	3.42		.9% decrease
Control	99	3.31	3.20		3% decrease



Conclusion

As demonstrated through the highlights of some of our 2003-2004 findings in this, The Choice Game™ curriculum study produced significant gains in the treatment group in attitudes that having sex is not a good idea for teenagers, and in knowledge about the risks of sexually transmitted diseases. In addition, the results regarding intention to avoid drug and alcohol use may reflect an acquisition of new information regarding how substances increase risky behaviors and their inevitable consequences.

These results are promising for the future Character Development education via new computer modalities. The interactive nature of this curriculum on CD-ROM and also on DVD makes it highly attractive and accessible to youth in a variety of environments –

one of the greatest challenges that any educational/ behavioral change program faces is reaching a large and diverse population of students. Positive results were gained in student populations in both public and parochial schools, which indicates that abstinence education based on values and decision making skills can serve all students. In addition, the game format allows for privacy and individualization, two important factors when dealing with either classroom environment or individual student session in possibly a guidance office or library setting.

The methodology in which this study was conducted and evaluated increases the significance of the findings. By matching students from pretest to posttest increases the confidence that changes over time are directly attributable to students participating in this curricular intervention. Through utilizing randomly selected treatment and control groups, differences attributed to this group possess great validity. These differences signify that changes in the program outcomes were directly due to the intervention itself and suggest that results should generalize to similar populations.

*The Choice Game*TM curriculum can be implemented from 7th to 12th grades. Booster classes have also been designed with the goal reinforcing the previous lessons and acquiring better decision making skills. Moreover, a DVD version are available for use in situations where computers are not accessible.