

White Edition

How to Protect Your Children from Child Abuse and Drug Abuse: A Parent's Guide

Boy Scouts  of America

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Introduction

For over three quarters of a century, the Boy Scouts of America has worked to develop the character, citizenship, and personal fitness of America's youth. We realize that the future of our society is vested in each successive generation and the values inherited.

Today, as we look toward the 21st century, society is challenged by those who would prey upon America's youth—either by altering their minds with illegal substances or through physically or sexually assaulting their bodies. These scourges—drug abuse and child abuse—must be eliminated.

As a major youth-serving organization, the Boy Scouts of America has a unique opportunity to help protect the youth of our nation. This booklet will help parents teach their children self-protection strategies. In it are basic protection strategies and activities that parents may do with their children. By doing these exercises, parents will also be developing the kind of open communication that will enable their children to feel comfortable discussing sensitive problems or telling them about experiences involving inappropriate adult behavior. Some of the exercises may count toward completion of advancement requirements in Cub Scouting and Boy Scouting.

How to Protect Your Children from Child Abuse and Drug Abuse: A Parent's Guide is designed to provide parents and their children with basic information that will increase awareness of the magnitude of these problems and their manifestations. Through this effort, the youth that are given knowledge and a sense of personal power will be able to assist in their own self-protection. We as adults owe children all the safety we can possibly provide.

Section 1

Youth Protection: Child Abuse

The Boy Scouts of America is deeply concerned about the general welfare of our nation's children. There are many challenges that confront today's youth and child abuse is one of these. Child abuse is a fact in our society and a matter of great concern for most parents. Fortunately, child abuse is preventable and parents can help their children master prevention strategies.

Youth Protection Strategies

There are three underlying principles to effective youth protection strategies:

- The child needs to be able to recognize the situations that may result in abuse.
- The child needs to be able to assert the right to resist the abuser.
- The child needs to be able to tell an adult when he or she has encountered abuse and to feel confident that the adult will take actions to prevent further abuse.

Recognize Situations

Traditionally, children have been told of the risks associated with strangers. As we have come to learn, child abuse is committed most often by a person who is known to the child, often in a position of authority over the child. Therefore, if we teach only to be wary of strangers, we are not protecting our children as completely as we must. The exercises in this booklet will help to prepare your child to identify situations requiring caution.

Resist the Abuser

Interviews with child molesters document that when children resist advances made by the molester, the molester will usually abandon further attempts with that child. A relatively low incidence of child molestation involves the use of physical force. Children need to be trained to "yell" when inappropriately approached by anyone—friend, relative, or stranger.

Tell an Adult

Children need to be taught to tell their parent, teacher, or other adult whenever they encounter questionable situations or attempted abuse. Since adults do not always listen when a child talks to them, the child needs to be told to keep on telling until someone listens.

Sometimes, a child may not be able to talk about what has happened, but will communicate in other ways. For example, the child may go out of the way to avoid being alone with a particular person, such as a babysitter. This is a kind of communication to which parents need to be sensitive as it may be an indicator of abuse.

When a Child Discloses Abuse

If your child becomes a victim of abuse, your initial reaction can be very important in helping him or her through the ordeal. The following guidelines may help you:

- *Don't panic* or overreact to the information disclosed by your child.
- *Don't criticize* your child or claim that your child misunderstood what happened.
- *Do respect* your child's privacy and take your child to a place where the two of you can talk without interruptions or distractions.
- *Do reassure* your child that he or she is not to blame for what happened. Tell the child that you appreciate being told about it and that you will help make sure it will not happen again.
- *Do encourage* your child to tell the proper authorities what happened but try to avoid repeated interviews, which can be very stressful for the child.
- *Do consult* your pediatrician or other child abuse authority about the need for counseling to assist your child.

Finally, if abuse happens to your child, do not blame yourself or your child. Individuals who victimize children are not readily identifiable; they come from all walks of life and all socioeconomic levels. Often, they present a nice image—they go to church and are active in the community. The molester is skilled at manipulating children, often

by giving excessive attention, gifts, and money. Most abuse occurs in situations in which the child knows and trusts the adult.

Teach Your Child to Be Assertive

It is important that your child understands the right to react assertively when faced with a situation he or she perceives as dangerous. When teaching your child self-protection skills, make it clear that although some of the basic strategies involved seem to contradict the sort of behavior you normally expect of your child, these strategies apply to a situation that is *not* normal. When feeling threatened, your child must feel free to exercise the right to trust his or her instincts or feelings.

- * expect privacy.
- * say no to unwanted touching or affection.
- * say no to an adult's inappropriate demands and requests.
- * withhold information that could jeopardize his or her safety.
- * refuse gifts.
- * be rude or unhelpful if the situation warrants.
- * run, scream, and make a scene.
- * physically fight off unwanted advances.
- * ask for help.

It's important to remember these are protective strategies designed to give youth the power to protect themselves.

The following exercises will help to clarify when it is appropriate to apply these strategies.

Exercise 1: What If . . .

In this exercise the parent sets up situations that the child should recognize as potentially dangerous. Once the parent describes a situation, the child tells what he or she would do if ever confronted in such a way. Suggested actions are listed with each situation. (Cub Scouts working toward the Wolf badge may earn credit for Achievement #2, Making Choices.)

Situations and Suggested Actions for Each

1. What if you are home alone and the telephone rings; a voice on the other end asks if your parents are home. What do you do?

- a. Tell the caller your parents are busy and cannot come to the phone.
- b. Take a message and the phone number of the caller.
- c. If the message needs an immediate response, call your parent.
- d. Do not tell the caller you are home alone.

2. What if an older child hangs around your school and tries to give pills to younger students. What do you do?
 - a. Tell your teacher.
 - b. Tell your parent even if you told the teacher.
 - c. Stay away from the person with the pills.

3. What if you are home alone (or with your brother or sister) and someone knocks on the door and asks to read the electric meter. This person is not wearing a uniform. What do you do? (Alternate situation: If the person were wearing a uniform, would the responses be different? Probably not.)

- a. Keep the front door or screen door locked.
- b. Do not open the door to anyone without permission from a parent.
- c. Tell the person to come back later when your parent can come to the door. Do not let the person know your parent is away.
- d. Use the telephone to call a neighbor and ask for assistance.

4. What if someone comes to you and says that your parent is sick and you must go with him or her. What would you do?
 - a. If at school, go to the principal or your teacher for assistance and verification.
 - b. If at home or somewhere else, call the emergency number—parent's employer, neighbor, close relative—for assistance and verification.
 - c. Do not go anywhere without verification from someone in authority whom you have been told to trust.

5. What if you are in a public restroom and someone tries to touch you. What do you do?
 - a. Yell "STOP THAT!" as loudly as you can.
 - b. Run out of the room as quickly as possible.
 - c. Tell your parent, a police officer, security guard, or other adult (such as your teacher) what happened.

6. What if you are walking to school in the rain. A car stops and the driver asks if you want a ride. What do you do?
 - a. Stay away from the car—you do not need to go close to the car to answer.

- b. Unless you have your parent's permission to ride with the person, say "No, thank you." If the driver persists, say "No."
- c. Tell your teacher when you get to school and tell your parent when you get home.
7. What if you are playing on the playground and an adult comes up to you and asks you to help find his or her lost puppy. What do you do?
- If you do not know the person, stay away and go directly home.
 - Even if you know the person, do not help. Adults should ask other adults for help. Before you assist, you must get your parent's permission.
 - Tell your parent what happened.
8. What if you are walking down the street and someone comes up to you and wants to take your picture. The person asks you to come to his or her house. What do you do?
- Stay away from the person and say in a loud voice, "No, I don't want my picture taken!"
 - Do not ever go into anyone else's house without your parent's permission.
 - Tell your parent about the person.
9. What if an older child you know invites you to play a game, and to pretend that he or she is the doctor and you are the patient. This child tells you to take off your clothes so that the "doctor" can examine the "patient." What do you do?
- Keep your clothes on.
 - If he or she persists, yell and get away.
 - Tell your parent.
- a. Tell the customer, "I don't like that. Take your arm off me."
- b. Tell your parent when you get home.
3. What if a friend of your cousin offers you a ride home and, instead of taking you home, drives down a dead-end street, parks, and starts rubbing your leg.
- Tell the person "No!" in a firm, loud voice.
 - Get out of the car, go to the nearest telephone (if you are too far away to walk home), and call your parent. Always carry enough money to make a phone call.
 - Tell your parent what happened.
4. What if you are babysitting for a couple who got your name from the grocery store bulletin board, and the couple returns home late at night. While driving you home, your employer makes suggestions that make you feel uncomfortable. What do you do?
- Refuse to comply. Ignore the driver.
 - If the driver stops the car and makes inappropriate advances, get out, go to the nearest phone, and call your parent or the police department. Again, always carry enough money to make a phone call.
 - Do not babysit for these people again. Remember, it's dangerous to advertise on bulletin boards and in newspapers. It is much safer to babysit for people you know.
 - Tell your parent what happened.

What-If Exercises for Older Children

1. What if you get on a bus by yourself and a person sits down next to you and puts a hand on your thigh. What do you do?
- State in a clear, loud, firm voice, "No. Take your hand off."
 - Move to the front of the bus near the driver.
 - Tell the driver and tell your parent when you get home.
2. What if, while collecting on your paper route, a customer offers you a beer, puts his or her arm around you, and says you have a fine body. What do you do?

Exercise 2: My Safety Notebook

This exercise will help your child be prepared to avoid situations that could lead to abuse or molestation. The safety notebook can be a loose-leaf notebook or pages fastened together with staples for which your child has made an original cover. (Eagleve 9: Art, Bear Cub Scout requirements; Artist activity badge, Webelos Scout requirements.)

The safety notebook provides a place where your child can list emergency telephone numbers, including parents' work numbers and a neighbor or friend's number to be contacted when parents are unavailable. (Achievement 4: Know Your Home and Community, Wolf Cub Scout requirements) In addition, your child can list the safety rules that you have discussed together. Encourage your child to decorate each page with pictures and drawings that illustrate some of the rules.

He or she may also want to list other kinds of safety guidelines, such as rules for bicycle safety. (Achievement 9: Be Safe at Home and on the Street, Wolf Cub Scout requirements; Achievement 14: Ride Right, Bear Cub Scout

requirements; Readymail activity badge, Webelos Scout requirements.)

"My Safety Notebook" is intended to be a fun activity for getting across some serious concerns. It is a personalized reference that can reassure your child in how to respond when confronted by a potentially dangerous situation.

Exercise 3: Child Abuse and Being a Good Scout

When a boy joins the Scouting program, he assumes an obligation to be faithful to the principles of Scouting as embodied in the Cub Scout Promise, Law of the Pack, Cub Scout motto, Scout Oath, Scout Law, Scout motto, and Scout slogan.

The principles of Scouting do not require that a Scout place himself in potentially perilous situations—quite the contrary, we want Scouts to "be prepared" and to "do their best" to avoid these situations.

We hope that you will discuss these with your Scout and be sure that he understands the limitations to the requirements in consideration of the rules of safety.

Cub Scouts

The Cub Scout Promise includes the phrase, "To help other people." This means that a Cub Scout should be willing to do things for others that would please them, but only when his parent has given permission and knows where he is and who he is with.

The Law of the Pack includes the phrase, "The Cub Scout follows Akela." Akela is a good leader and should never ask the Cub Scout to do something that the Cub Scout feels bad about. If Akela, who might be a teacher, coach, or other youth leader, ever asks the Cub Scout to do something he thinks is bad, the Cub Scout has the right to say "No!" and tell his parent.

Boy Scouts

The Scout Oath includes the phrase, "To help other people at all times."

The Scout Law says that a Scout is helpful, and the Scout slogan is "Do a Good Turn Daily." There are many people who need help and a Boy Scout should be willing to lend a hand when needed. Sometimes people who really do not need help will ask for it in order to create an opportunity for abuse. Boy Scouts should be very familiar with

the rules of safety so that they can recognize situations to be wary of, for example:

- * It is one thing to stand on the sidewalk away from a car to give directions, and something else to get in the car and go with the person to show the way to go. A Scout should never get into a car without his parent's permission.
- * It may be okay for a Scout to help carry groceries to a person's house, but he should never go into the house unless he has permission from his parents.

The Scout Law also states that a Scout is obedient—but a Scout does not have to obey an adult when that person tells him to do something that the Scout feels is wrong or that makes the Scout feel uncomfortable. In these situations, the Scout should talk with his parent about his concerns.

Exercise 4: Plays and Skits

Sometimes children enjoy creating a script for a play or skit that will dramatize their understanding of the safety rules. These may then be presented to other children as a service project (Boy Scout advancement requirements: Service projects for Star or Life ranks; Webelos Scout Showman activity badge; Wolf Cub Scout Elective 2: Be an Actor). As a parent, you can guide the creation of the script so that the situations are based on reality and demonstrate successful avoidance of abuse. It is important that children feel they can protect themselves.

Exercise 5: Family Meeting

The most important step a parent can take to protect his or her child from abuse is to establish an atmosphere of open communication in the home. A child must feel comfortable in bringing to his or her parent any sensitive problems or relating experiences in which someone approached the child in an inappropriate manner or in a way that made the child feel uncomfortable. Studies have demonstrated that more than half of all incidents of child abuse are never reported because the victims are too afraid or too confused to report their experiences.

It is important that your children be allowed to talk freely about their likes and dislikes, their friends, and their true feelings. One way to create open communication is through family meetings at which safety issues can be addressed by the entire family. (Webelos Scout: Family Member activity badge) "Exercise 1: What if . . ." could be done in the context of a family meeting, as could the development of the safety rules for "My Safety Notebook."

Basic Rules of Safety for Children

As we address the basic rules for child safety, it is important to stress that traditional cautions about "strangers" are not sufficient to protect our children. Child abusers are usually known to the child. Therefore, a more appropriate protection strategy is based upon teaching children to recognize situations or actions to be wary of. Discuss the following safety rules with your child:

- * If you are in a public place and get separated from your parent (or authorized guardian), do not wander around looking for him or her. Go to a police officer, a check-out counter, the security office, or the lost-and-found area and quickly tell that you have been separated from your parent and need help.
- * You should not get into a car or go anywhere with any person unless you have your parent's permission.
- * If someone follows you on foot or in a car stay away from him or her. You do not need to go near the car to talk to the person inside.
- * Adults and older youth who are not in your family and who need help (such as finding an address or locating

a lost pet) should not ask children for help; they should ask other adults.

- * You should use the buddy system and never go anywhere alone.
- * Always ask your parent's permission to go somewhere, especially into someone else's home.
- * Never hitchhike.
- * Never ride with anyone unless you have your parent's permission.
- * No one should ask you to keep a special secret. If this happens, tell your parent or teacher.
- * If someone wants to take your picture, tell your parent or teacher.
- * No one should touch you on the parts of your body covered by the bathing suit (unless it is your doctor while treating you or doing a physical examination), nor should you touch anyone else in those areas. Your body is special and private.
- * You have the right to say "No!" to someone who tries to take you somewhere, touches you, or makes you feel uncomfortable in any way.

These are some simple safety rules that can be approached in the same non-threatening manner in which you tell your child not to play with fire. They emphasize situations common to many child molestation cases.

Section 2

Youth Protection: Drug Abuse

Our country is in the grip of a drug abuse crisis. Here's the way BSA's booklet *Drugs: A Deadly Game* puts it:

We are seeing kids—only 9, 10, or 11 years old—playing a deadly game of Russian roulette with their hearts, their livers, and in particular, with that most marvelous and delicate organ, their brains.

Our brains are better by far than any computer man can invent. Let's say you have a computer with 64K memory, and you blow out half the circuits. That computer may still be able to perform some simple functions, but it's never going to be able to do the complex, sophisticated tasks it was designed to do. That's true of your brain, too.

We all know there's a problem, but how big is the problem, really? Do we have any statistics, any figures? According to recent surveys by the National Institute on Drug Abuse (NIDA):

- About 60 percent of high school seniors have tried an illegal drug. About 40 percent have tried an illegal substance other than marijuana.
- By the senior year of high school, 17 percent of our nation's youth have tried cocaine. One in 20 seniors (in a 1985 study) smoked marijuana *daily*.
- One in 20 seniors drinks alcohol, and 37 percent have had five or more drinks in a row at least once in the prior 2 weeks.
- Thirty percent of seniors have smoked cigarettes, and 20 percent are daily smokers.
- By the twelfth grade only about 10 percent of youth have never used an illegal substance.

No question there's a problem—a problem so vast we may feel helpless. But there are things we can do, things that can affect those closest to us—our families, our Scouting friends, our neighbors and neighborhoods. Things that, as prevention, could make more difference than we would ever know.

Why Children Use Drugs

Most youth want to do things that are "in." If drugs and alcohol are the "in" things to do, they will want to try them. A 1983 survey showed that:

- For all children who smoke marijuana, the most important reason is "to fit in with others."
- For fourth and fifth graders, the second most important reason is "to feel older."
- For those in grades 6 through 12, it's "to have a good time."

Fourth-graders are greatly influenced by television shows and movies that glamorize alcohol and drugs—even though only the "bad guys" use them. From fifth grade on, peer pressure is the primary influence on children who try alcohol and drugs.

Based on these facts, we know that in order to stop drug abuse, we should start with children in elementary school.

The Signs of Drug Abuse

A child under the influence of alcohol or other drugs may have various symptoms, depending on the substance. But for all drugs, you are likely to observe slurred or incoherent speech, memory lapses, and indifference to hygiene and grooming.

Most people recognize alcohol abuse because of the pronounced odor. For other common drugs, look for the following signs:

- **Marijuana.** Bloodshot eyes, dry mouth, increased appetite. Comprehension and short-term memory may be impaired. Coordination may be reduced.
- **Cocaine and Crack.** Dilated pupils and stuffy or runny nose. Respiratory and heart rates speed up. Crack users may suffer insomnia, loss of appetite, paranoia, and seizures.
- **Inhalants** (laughing gas, aerosol sprays, solvents, others). Inhaling them causes nausea, sneezing, coughing, nosebleeds, and loss of appetite and coordination. Some inhalants also cause headaches and involuntary passing of urine and feces.
- **LSD and PCP (phencyclidine).** Dilated pupils, hallucinations, higher heart rate and blood pressure, loss of appetite, sleeplessness. PCP users have incoherent speech, dulled senses, and poor coordination.
- **Heroin and Other Narcotics.** Feeling of euphoria often followed by drowsiness, nausea, and vomiting. Users may have constricted pupils, watery eyes, and itching.

Things Parents Can Do About Drug Abuse

1. Squelch the notion that drugs can only happen to "other people's kids." The truth is that drugs can happen to anybody's kids.
2. Teach your children that using drugs is wrong, harmful to growing bodies, and illegal. You can set the example by not using drugs yourself.
3. Supervise their activities outside the home as much as possible. Know who their friends are and what they're doing.
4. Talk with your children about their interests and problems. Listen to them. If they can open up to you, they are much less likely to turn to alcohol and drugs for relief from problems.
5. Learn the signs of drug use and respond promptly if you observe any in your children. The earlier a drug problem is spotted and faced, the easier it is to overcome.
6. Ask your local council service center (see Boy Scouts of America in your telephone book) for a copy of the booklet *Drugs: A Deadly Game*. It contains practical ideas for family- and Scouting-related projects and discussions. Sample these, for instance:

TRUE OR FALSE? Heroin is addictive, but cocaine is not.

FALSE! Cocaine becomes an addiction in many of the people who try it. When people are addicted to heroin, alcohol, or amphetamines, they go a little crazy when they can't get it; it's the same with cocaine addicts. They'll do just about anything to get drugs—things they wouldn't dream of doing if they weren't addicted—like lying and stealing.

TRUE OR FALSE? The effects of marijuana wear off in a few hours.

FALSE! The feeling of being high may last for only a few hours. But we now know that a person's ability to do complicated tasks can be affected for as long as 24 hours. Even if someone is smoking only after school, he or she may eventually find it harder to concentrate during regular school hours.

7. Ask your local council service center if you may borrow the 16-minute video "Drugs: A Deadly Game," featuring six sports and entertainment superstars saying "No" to drugs. Show this to your family and then discuss it.
8. Be alert for press, television, and radio features on drugs. Watch, read, and listen together, then discuss

what you learn. Consider taping television and radio programs for further use.

9. Discuss with your children how the use of drugs, including alcohol and tobacco, can seriously handicap their physical and mental capacities. For example, in Scouting, attempts to pass advancement requirements such as physical fitness, hiking, swimming, Personal Fitness merit badge, etc., would be greatly hindered.
10. Is there a drug abuse "hotline" in your community? Ask a representative to explain how the hotline deals with callers who need help.

Family Discussions

It's important to keep the lines of communication open within the family. An environment that is supportive of adolescents is crucial. Oftentimes things that have nothing to do with drugs—like someone to talk to—may be the real deterrent to drug abuse.

Discussing the different myths about drug use is a good way to get children to open up. Listed below are several myths that parents can discuss with their children:

Myth No. 1: You won't become addicted to cocaine with casual use.

Fact: The two million cocaine addicts will tell you differently. The up-and-down cycle of the cocaine user who always needs more to get a kick is often started with casual use and often continued without the user knowing he or she is becoming addicted.

Myth No. 2: One time can't hurt you.

Fact: More potent, more available, and more lethal than ever, cocaine, heroin, and a rapidly increasing list of synthetic drugs can threaten the life of even a first-time user. Cocaine, once thought to be less dangerous than other drugs, in 1986 accounted for over 350 deaths. Today's marijuana has three times the amount of THC (the main mind-altering ingredient in marijuana) than marijuana that was available in the 1960s and early 1970s.

Myth No. 3: The most dangerous drugs have been outlawed.

Fact: New synthetic "designer" drugs are being marketed amazingly fast so that, as one drug expert noted in *U.S. News and World Report* (July 28, 1986), "These drugs haven't been tested. No one is even sure about the toxic effects. But people are still lining up to buy them.... The public is taking the role of guinea pigs."

Additional family discussions can focus on the following:

1. Discuss what someone would look like if he or she were on cocaine, marijuana, alcohol or smoking cigarettes.
2. Discuss different ways of saying "no" diplomatically but firmly without feeling embarrassed.
3. Discuss peer pressure and how peers affect decision making. Ask your children to think of some examples in which friends influenced their decision about something.

If You Suspect Drug Abuse

If you have reason to believe your child is using drugs or alcohol, face the problem. Don't ignore the signs. Your child needs help.

Experts recommend that a parent who observes signs of drug abuse should:

- Discuss the problem with the child in a calm, objective manner. Do not confront the child while he or she is under the influence of drugs.
- Impose disciplinary rules that remove the child from the circumstances where drug abuse might occur (perhaps a curfew, closer supervision, or forbidding the child from seeing certain friends).
- Seek advice and assistance from a drug treatment professional and from a parent group.

Section 3

How to Communicate with Kids

Communicating with kids—yours or someone else—isn't all that easy. Particularly when the subject is something like drugs or child abuse. It's not easy, but neither is it impossible—especially if you keep these tips in mind:

- Establish rapport. Rapport comes from a record of friendly, honest, face-to-face adult/kid relations. Welcome their suggestions. Laugh at their jokes. Downplay the lectures. Stay flexible—but stay firm.
- Don't wait till there's a problem. Play and work and talk together as part of the normal, day-to-day routine. Then, when a problem hits, you can communicate.
- Whenever possible, join the group your kid joins—or at least work closely with it. Sign up as a leader in your boy's Cub Scout pack or Boy Scout troop, for example. This not only gives you chances to have fun together, but also puts you in a position to help choose the other leaders, stress the values important to you, and influence the program.
- Use peer pressure—the influence of kids on other kids—to help get your message across. A street gang, school group, ball team, Cub Scout pack, Boy Scout troop, or Explorer post can turn a youth on—or off. Guide the majority—or the influential minority—toward the right attitudes and actions. And they, perhaps without conscious design, will begin working on the rest.

Section 4

Scouting's Weapons for Youth Protection

"It is time," writes Chief Scout Executive Ben Love, "to take an active role in the betterment of our world. We must wholeheartedly accept our responsibility to protect the weak, the needy, and the destitute."

Has Scouting a weapon for such an active role? Indeed, it has two weapons, in fact.

The first is a weapon we call service. In Scouting it's also known as goodwill, the Good Turn, and helping others.

The second weapon packs a different kind of punch, but its power can be impressive. We're talking about the

power Scouting seems to have to get inside the heads and hearts of the young and produce certain miracles; for example, a discernible movement toward responsibility, a tendency to care more about others and more about themselves, too—the way they think, act, and talk.

In a word, we're talking about growth. A growth stimulated by Scouting, that moves young people closer to becoming productive adults. Perhaps someday we can live in a world that is free from the scourge of child abuse and the devastation of drug abuse.

National Resources

For additional information, contacts:

National Center on Child Abuse and Neglect
U.S. Department of Health and Human Services
P.O. Box 0182
Washington, DC 20013
703-321-2086

National Committee for the Prevention of Child Abuse
332 South Michigan Avenue, Suite 950
Chicago, IL 60604-1457
312-663-1520

National Center for Missing and Exploited Children
1235 K Street NW, Suite 600
Washington, DC 20005
800-843-5678 (604-free)

National Network of Runaway and Youth Services
905 Sixth Street SW, No. 411B
Washington, DC 20036
202-488-0739

PRIDE (Parent's Resource Institute for Drug Education): PRIDE refers concerned parents to parent groups in their state or local area and tells how to form such a group. It also provides telephone consulting and referrals to emergency health centers. Call toll-free 1-800-241-9746.

National Federation of Parents for Drug-Free Youth (NFP): This is a national information and referral service that focuses primarily on prevention of drug abuse by youths. It also assists anyone concerned about a child already using alcohol or drugs by referring the caller to a state or local group. Call toll-free 1-800-554-KIDS between 9 a.m. and 5 p.m. eastern standard time.

National Institute on Drug Abuse (NIDA): A national information service that provides technical assistance for anyone wishing to start a drug prevention program. NIDA is beginning the establishment of "Just Say No to Drugs" clubs. Call 301-435-2403.

NIDA Hotline: A confidential information and referral line that directs callers to local cocaine abuse treatment centers. It also offers free materials on drug abuse. Call toll-free 1-800-662-HELP.

Cocaine Helpline: Reformed cocaine addicts offer guidance and refer drug abusers and parents to local treatment centers and family learning centers. Call toll-free 1-800-COCAINE.

Local Scout Service Center: (See Boy Scouts of America in your telephone book.)

BSA's "Drugs: A Deadly Game" Materials

- *Drugs: A Deadly Game*—pamphlet for parents and Scout leaders, No. 3945
- *Drugs: A Deadly Game*—18-page, full-color booklet
- *Drugs: A Deadly Game*—videocassette (VHS)
- *Drugs: A Deadly Game Teacher's Guide*
- *Drugs: A Deadly Game Full-Color Poster* (23" x 21")—The poster features a body chart that explains, in graphic form, the impact of drugs on different parts of the body.

Note: These items may be ordered through your local BSA council or by contacting the Drug Abuse Task Force, Boy Scouts of America, 1325 Walnut Hill Lane, P.O. Box 152079, Irving, TX 75015-2079.