



DRUGS: A DEADLY GAME!

CHOOSE TO REFUSE®



Teacher's and Leader's companion guide for the Choose to Refuse student booklet

LEADER GUIDE

Before you start your lesson...

- 1. Take the Test**—Ask your students to take the Pre-Test before teaching this curriculum. The Pre-Test is available online at www.scouting.org/drugquiz and available for your own photocopy reproduction on Page 2.
- 2. Locate materials**—Materials required for each student: *One student booklet, pencil, several pages of unlined paper.*
- 3. Select activities**—Highlight the activities appropriate for the age level of your students. The student booklet is written for middle-school ages; however, some activities are exclusively for an older audience. Please follow the icons next to each activity to determine the age appropriateness.



Younger Students



Older Students



All Ages



Pre-Test

1. *Getting high from cough and cold medicines containing dextromethorphan may make you:*

A. Dizzy and confused	B. Comatose
C. Sick to your stomach	D. Die of overdose
E. All of the above	

2. *Cocaine, crack, Ritalin® and ecstasy are all examples of:*

A. Downers	B. Inhalants
C. Stimulants	D. Anti-depressants

3. *Nearly _____ of middle school kids said that drugs are used, kept or sold at their school.*

A. ½	B. ¾
C. ¼	D. ⅓

4. *Kids say _____ is a major reason they start smoking cigarettes or taking pills:*

A. Boredom	B. Stress
C. Fun	D. Popularity

5. *The ingredients used to make meth include:*

A. Paint thinner, battery acid and lye	B. Toothpaste, aspirin and soda
C. Anthrax, nicotine, lighter fluid	D. Salt, baking soda, glue

6. *You can die from sniffing inhalants.*

True	False
------	-------

7. *Over the counter (or OTC) drugs such as cough medicine can be as dangerous as illegal drugs.*

True	False
------	-------

8. *“Call the police” is the last step in the NICE approach to refusing drugs.*

True	False
------	-------

9. *If you start smoking early, you’re more likely to have problems with alcohol and other drugs later in life.*

True	False
------	-------

10. *Even with occasional use, smoking can cause breathing difficulty, heartburn and addiction.*

True	False
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These tests may be photocopied and distributed to your students if they cannot take them online at: www.scouting.org/drugquiz

Post-Test

1. *Getting high from cough and cold medicines containing dextromethorphan may make you:*

A. Dizzy and confused	B. Comatose
C. Sick to your stomach	D. Die of overdose
E. All of the above	
2. *Cocaine, crack, Ritalin® and ecstasy are all examples of:*

A. Downers	B. Inhalants
C. Stimulants	D. Anti-depressants
3. *Nearly _____ of middle school kids said that drugs are used, kept or sold at their school.*

A. ½	B. ¾
C. ¼	D. ⅓
4. *Kids say _____ is a major reason they start smoking cigarettes or taking pills:*

A. Boredom	B. Stress
C. Fun	D. Popularity
5. *The ingredients used to make meth include:*

A. Paint thinner, battery acid and lye	B. Toothpaste, aspirin and soda
C. Anthrax, nicotine, lighter fluid	D. Salt, baking soda, glue
6. *You can die from sniffing inhalants.*

True	False
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7. *Over the counter (or OTC) drugs such as cough medicine can be as dangerous as illegal drugs.*

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8. *“Call the police” is the last step in the NICE approach to refusing drugs.*

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9. *If you start smoking early, you’re more likely to have problems with alcohol and other drugs later in life.*

True	False
------	-------
10. *Even with occasional use, smoking can cause breathing difficulty, heartburn and addiction.*

True	False
------	-------

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Preparing today's children and youth to avoid tobacco, alcohol and other deadly substances is a daunting task. But no one has to tackle the job alone.

Choose to Refuse provides a comprehensive, structured and upbeat approach to educating young people about the dangers of drugs and helping them master the skills they need to avoid drug use. Resources available include this guide and a 16-page student booklet designed for use in schools, places of worship, community nonprofits, Scout units and other organizations concerned about the threat drugs of all kinds pose to the health and well-being of children and adolescents.

The student booklet is filled with useful and engaging information and activities designed for youth in upper elementary through middle school, but its contents can be easily modified for older or younger audiences. This guide includes material to help customize sessions to meet each group's specific needs. It also contains a resource section that lists Web sites and other materials to provide more in-depth information about preventing drug use; national, state and local drug-use trends; and drug refusal skills.

Choose to Refuse Curriculum Summary

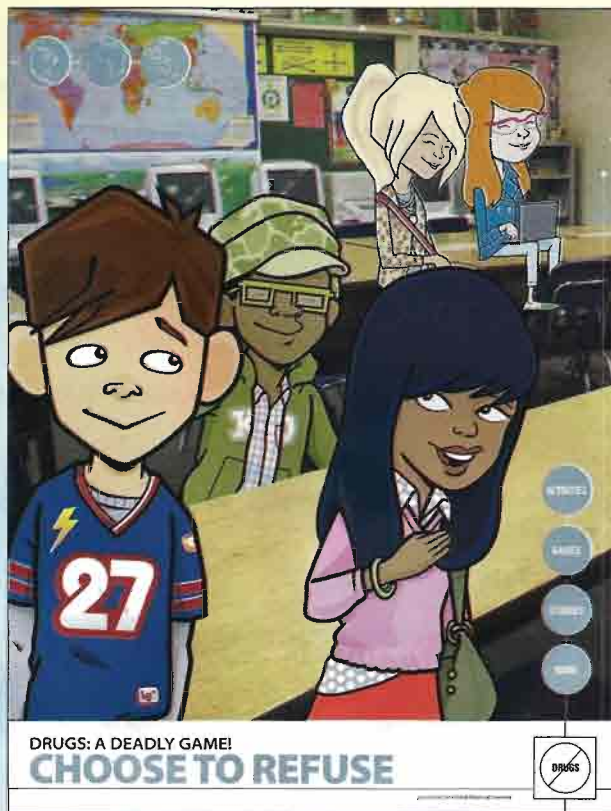
Audience: Children and youth, first grade through high school.

Time Required: Approximately 90 minutes, not including the time to complete pre- and post-testing, are required to complete the entire booklet. You can customize your training by assigning some activities as "homework" before or after the group session(s). The material is flexible and can be presented in sessions of varying length, 15 minutes or more, depending on the setting.

Materials Required: One student booklet, a pencil and at least several sheets of unlined paper for each participant

Space Requirements: A classroom works well, but the curriculum can also be delivered in other settings. Each participant should have a chair and a surface to use for writing or drawing. Open areas where participants can role-play in teams or small groups are recommended.

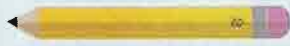
Recommended: A blackboard, whiteboard or easel with appropriate pens for leader and participant use and computers with Internet access or one copy of the pre- and post-test for each participant



First Things First...

Before the first training session, become thoroughly familiar with the *Choose to Refuse* student booklet. Select a series of activities from the booklet that meet the needs of the children and youth you will be working with and are appropriate for the time available.

Training Tip:



You don't have to make use of every page of the student booklet during your session(s) for participants to gain the maximum benefit of this experience. Participants will take their booklets home after the experience is over. Encourage them to share this material with their parents, older or younger siblings and other family members. During the session(s), point out any activities you are not using and recommend they read these pages at home with family members.

It is recommended that all students receive information about the NICE method of refusal provided on page 13 of the student booklet and have an opportunity to practice the four steps of the NICE method. It is also recommended that the training culminate with the completion of a pledge or other commitment to remain drug free, with encouragement to share this commitment with a significant adult. A sample pledge is provided at the back of the student booklet, but older participants may wish to create their own. Finally, in order for us to improve the effectiveness of our materials, please have participants take the pre- and post-test surveys so that we may gauge the impact of the curriculum.

Training Tip:



If information is being delivered in more than a single session, have participants write their names on their student booklets. It may be helpful to collect the booklets after each session except the last to ensure that all participants have a booklet each session.

Drugs: A Deadly Game! Choose to Refuse[®]

Welcome participants to the training. Introduce yourself and explain how many sessions there will be. Inform participants of the purpose of the training: **To help them learn more about the dangers of drugs and how to avoid these dangers.**

Before distributing student booklets or other materials, have each participant complete a pre-test. If Internet access is available, assist students in logging on and accessing the pre-test site. If Internet access is not available, provide a paper version of the test to each participant. Copies of the pre- and post-test are included in this guide. The pre-test should take about 10 minutes to complete. Gather pretests as participants complete them.

Ice Breaker

5 minutes



While participants are completing the pre-test, write the two purposes of *Choose to Refuse* in large letters on a board or easel:

1. To learn more about the dangers of drugs
2. To learn how to avoid drug use

If participants do not know one another, allow a few minutes for them to introduce themselves in an orderly fashion around the room or circle.

Distribute student booklets, pencils, and blank sheets of paper to participants. Read or have one participant read the booklet title aloud: *Drugs: A Deadly Game! Choose to Refuse[®]*. Point out the two purposes of the training that you have written on the board. For younger participants, explain how the student booklet title relates to these purposes. (One explanation: When participants know more about the dangers of drugs, they will be better prepared to avoid drug use.) For older participants, ask how the title and purposes are related.



Questions for younger students: Who are the kids on the booklet cover? What are they doing? What is happening? Do they look like drug users? How can you tell?

Questions for older students: Do these kids look like people you know? How are they different from you and your friends or others at your school? Do you think they are drug users? How can you tell?



Page 1: Drug-Free Kids, Represent!

5-10 minutes

Have participants volunteer to read the character profiles aloud, one per participant. It works best if boys read male profiles and girls read female profiles. (For younger audiences, the leader may need to read the profiles aloud.)



Questions for younger students: Do you know kids like these? Would you like to know kids like these? What do you like about these characters?



Questions for older students: Ask for two or three volunteers to give a one or two sentence introduction of themselves, in the style used by the drug-free kids.

Or ask students to think of one additional statement that would "fit" with profiles provided on page 1. For example, what else might Leo or Clarity like to do? What would be their favorite movie or book? What is their favorite school subject? How old are they?

LEO
I'm into extreme sports like time tripping ascending to the top to reach my goals last year, my sister and I climbed a mountain! The only thing I'm still interested in exploring is drugs and all that... Perfecting my kickflip skateboard is a very serious hobby!

"IRON" WILL
That's the name my dad gave me. It's because I'm strong and I can't be moved. I'm the go-to person for my school. I'm a leader and I help people who are having trouble. I'm a very strong person!

TISHA
I've been in a lot of trouble with my parents. I've even been kicked out of my house. I'm going to be a scientist one day or maybe just to help people who are having trouble. I'm a very strong person!

CLARITY
I'm a very strong person. I'm a leader and I help people who are having trouble. I'm a very strong person!

AMY
My name is Amy. I'm a very strong person. I'm a leader and I help people who are having trouble. I'm a very strong person!

DRUGS: A DEADLY GAME! CHOOSE TO REFUSE!

GO ONLINE NOW & TEST YOUR KNOWLEDGE
Before reading this booklet, go online and take a pre-test at: www.seouting.org/programs. If you are under 13 years of age, get permission from an adult first.

DRUG-FREE KIDS, REPRESENT!

What do all of these achievements have in common?
 • Winning a Little League championship.
 • Completing a group project for the science fair.
 • Reaching the next level in your favorite MMF online game.

The POWER of TEAMWORK!
 Staying drug-free works the same way — it's a lot easier with the help of good friends, family and other people who don't use tobacco, alcohol or other drugs.
 Working together, we can be a powerful force against drugs. And that way, we all win!

Page 2: Campus Report

10-15 minutes

For students in third grade or below, skip this page and go to page 4.

This page provides some facts about drug use in schools. For about two minutes have participants work in pairs or small groups to read and discuss the key facts provided.



Throw out this question for discussion by participants of all upper-grade levels: What is a drug?

Write participants' responses on the board or easel as participants provide them. Do not make judgments about whether the responses are right or wrong, good or bad. Work to stimulate a free flow of ideas and sharing.

After a few moments or when responses have stopped coming, provide an answer based on your research or understanding of what a drug is. (For example, the World Health Organization's definition is: "A 'drug' is any chemical a person puts in or on their body that is not needed to maintain good health. Drugs always change the way a body works and many can change the body's structure.")

Discuss whether this definition is a good one or not. Can participants improve on it?



Questions for older elementary students: Do students in your school use drugs? How do you know whether they use them? Do you think students at the middle school you will attend use drugs? How can you find out whether drugs are a problem there?



Questions for middle and high school students: How accurate do you think the facts on page 2 are? What is the drug use situation at your school? How is drug use handled at your school? How are students informed of drug-related incidents at your school? Is this system a good one? How does your school help students avoid drug use?

Page 3: Speak Up

20–30 minutes



For students in third grade or below, skip this page and go to page 4.



For upper elementary, middle and high school participants, divide the group into three smaller groups. Assign each group one of the questions and its two answers to read and discuss among themselves. Their assignment is to make an oral presentation as a group (one or more spokespersons can be selected) that gives the

rest of the participants information about the question and the answers provided, as well as one other GOOD response to the question. Participants in each group should be encouraged to report whether the questions would actually be asked by someone at their school and whether the answers would actually be provided by themselves or students they know.

Provide about 10 minutes for them to work as a group, and about 5 minutes for each group to report its results.

Training Tip:



It is common for adolescents to be very critical of questions and answers such as these initially but when encouraged to express their feelings, thoughts and beliefs after a period of reflection, they often arrive at a more positive conclusion. Remain in a facilitative role rather than in the role of evaluating their contributions. Younger students may need more adult guidance and structure.

Write participant responses on the board or easel as they are given. After everyone has had a chance to name one stressor, make a statement that summarizes what they have listed. (For example, "There are a lot of things stressful in our lives today" or "We all have different things that cause us stress.")

Direct students to the blank face at the bottom right-hand corner of the page. Have them complete the drawing by showing how they look when they are stressed. Encourage students to show their work to others in the sessions.

Ask participants some of the good ways to handle the stressors that have been named. What works for them? What doesn't work? How do people they know handle stress? How do people on television and in movies or cartoons handle stress? Do these ways work?

Discuss drugs as a BAD way to handle stress. Have they ever heard of someone drinking, smoking or using other drugs when they are stressed? Why aren't these good methods? Ask them to find the answer to this question expressed in one sentence on page 4.

Training Tip:



Some participants may share information about how family members handle stresses with alcohol, smoking or other drugs. Do not encourage elaboration. Turn the question back to how the participant handles stress and what works for them in managing it.

Page 5 and 6: Bad Fads & Cough! Hack! Gag!

15–20 minutes



Page 4: Stress? What Stress?

10–15 minutes



Even very young children experience stress. Initiate the activity by asking participants to name some of the things that are stressful in their lives. It may help to frame the question in terms of: What is the last thing that happened that made you feel anxious or caused you stress?



Start the session by making sure younger students understand what a fad is: An activity that becomes so popular that large groups of people do it at approximately the same time, such as wearing certain kinds of clothing (ponchos or hip hugging jeans) or jewelry (like LiveStrong bracelets) or watching certain kinds of television shows (like "reality" programs).

Have one participant read Will's statement in the middle of page 5. What does it mean? (You may need to have a participant explain what a lemming is if some are not familiar with the animal, or you may need to do so yourself. Be prepared.)



Move to Page 13: Refusal Skills

30 minutes



Questions for younger students: Why shouldn't you do something if a lot of other people are doing it? Should you always do things your friends want you to do? Should you try to encourage your friends to do what you want them to do?



Questions for older students: Why would someone try to encourage you to do something that was bad for you? What is wrong with just trying something you've never tried even one time?

Focus participants' attention on the information about inhalants and cough medicine on pages 5 and 6.

For younger participants, explain the dangers of inhalant use and prescription drug misuse in simple terms. Describe some of the effects of their use on an individual's physical health.

For older participants, have members of the group read aloud the specific health effects of these practices listed on pages 5 and 6.



More questions for older students: Have you ever experienced any of the physical reactions associated with huffing or cough medicine abuse – muscle spasms, hearing loss, confusion, double vision, nausea, numbness in your fingers, racing heart? How did these make you feel (or How do you think these symptoms would make you feel?) Were they pleasant? What makes drugs that cause these symptoms attractive to kids? What is fun about being dizzy, nauseated, numb or high?

Training Tip:



Model and encourage thoughtful consideration of these questions. Provide time for youth to move through all the superficial answers they will give at first, so that more deeply considered information can emerge. Facilitating responses from the leader such as "What else might make these drugs attractive?" can help promote the emergence of additional answers.



Refusal skills training is at the heart of the most successful contemporary approaches to equipping youth to avoid drug use. Research shows that helping young people learn and master a process for refusing drugs is a lot better than simply telling them to say no.

Write the letters N, I, C, E on the board or easel. Explain that the word "NICE" is a mnemonic device. Each letter of the word stands for one step in the drug refusal process. Have four participants read what each letter in NICE represents. Focus on communicating that the four elements of NICE provide a tried-and-true way that kids can refuse a friend's offer of drug use and still maintain the relationship.

After thoroughly discussing each of the examples provided, encourage participants to provide other example statements, starting with N and progressing through the refusal process:

- N—(No) No, my parents test me for drugs.
- I—("I" statement) I can't stand the way that stuff smells.
- C—(Change something) I have to make a phone call.
- E—(Exit) It's late, I have to meet my mom outside.



For upper elementary, middle and high school youth:

Divide the group into pairs and provide each pair with one of the role-play situations you have written on index cards. One member of the pair plays the role of someone encouraging the other to try a drug. The other goes through the NICE process to refuse. After each member of the pair has played both roles, cards are traded and the pair role-plays another situation. All pairs should have the opportunity to role-play at least three scenarios.

Roll-playing Scenarios

1. You are at a friend's house overnight. The friend's parents are not home. The friend tries to get you to use some "feel good" pills from the parent's medicine cabinet.
2. You are walking home with a friend after school. The friend pulls a bottle of cough medicine out of his backpack, takes a big gulp, then offers it to you.
3. You are helping your friend mow the grass. The friend turns the corner behind the garage and reaches over to retrieve a pack of cigarettes and matches. After lighting the cigarette and puffing it a couple of times, your friend offers the lighted cigarette to you.
4. On a camping trip with a group of people you don't know very well, you're feeling kind of lonely. Someone you've been wanting to talk to all day smiles, gets you alone and asks you if you want a beer.
5. It's the biggest party of the year and you're there with a person you really like. The person reaches into a pocket and holds out a tiny, white pill for you, while gulping down a couple of them with a soda.
6. You need help with your science project, so the smartest kid in the class comes over to give you some tips. The two of you have just started working on the wiring when the kid asks if you want to smoke some pot because it can help calm you down.
7. After six weeks in a new school, someone finally asks you join him at lunch. As you sit down, he asks if anybody would like some of his Ritalin®. Two or three of the other kids at the table eagerly accept the offer.
8. You're hanging around playing drums on a Saturday in a friend's garage. The friend asks if you're down with huffing and brings out a couple of paper bags and two cans of hair spray and holds one out to you.

As participants role-play, move around the room, listening to responses and encouraging participants to stick to the NICE method. Coach them to make very firm, assertive NO responses and to follow up with I, C and E statements that help move them out of situations where they are offered drugs. As an additional activity, ask the group if these are situations that can actually happen. Ask what other situations might arise where this process would help (e.g., cheating on tests, etc.).

Page 11: Fight the Good Fight

15-20 minutes



Use this activity to ensure that participants know the names and effects of the major substances they need to refuse. Have participants take turns reading each drug and its description aloud. For younger groups, name each drug and briefly summarize the information provided.



Questions for younger students: What reason can you give for NOT using _____? What "I statement" could you make as the second step of NICE if someone offered this drug to you?



Questions for older students: Are any of these drugs a problem in your school? How do people act when they are on these drugs? Why do you think kids who use _____ do it? What "I statements" would you make if someone offered you this drug?



Page 7-10: Gross Out! Choose to Refuse — or You're Sure to Lose.

15-20 minutes



For younger groups, review each body part on the illustration and summarize how drugs can affect each part, using the information provided.





Questions for younger students: How do you think you would feel if you were using drugs? How would things that you like to do be affected by taking drugs? What could happen if you were on drugs while doing these things?

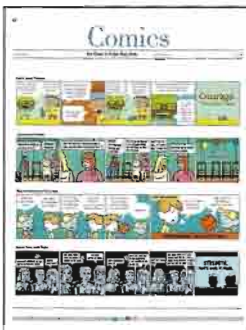
For older groups, have participants read silently through the effects of drugs or read the material aloud quietly, working in pairs. Ask students to match the drug effects on this page with the specific drugs on pages 11 and 12, determining which drug is possibly responsible for each awful consequence.



Questions for younger students: What other information do you know about these specific drugs and their effects? Are you aware of any drugs that haven't been discussed yet? How can you protect yourself from new drugs that might come on the scene in the future? How can you know whether something brand new that others are using is bad for you? (Refer to the definition of drug.) What criteria or reasoning can you use to decide when there is danger?

Page 15 & 16: Comic Strips & Word Search Puzzle

10-15 minutes



This activity can be used in several ways. Older participants can choose roles, reading the panel in which their character appears and discussing whether the responses seem adequate for the circumstances. The Scramble and Word Search Puzzle can be worked at home.

Or older participants can read the comic strips to themselves, then "race" to see who can correctly complete the scramble and the word puzzles the quickest.

Page 16: Who's On Your Team?

15 minutes

Lead participants in responding to the questions in the middle of page 16, including writing down the responses in the spaces provided. Encourage participants to share the information they write on this page with their parents and other trusted adults.

Page 16: Design Your Own T-shirt

20-30 minutes

In pairs or teams of four to five individuals, participants create a design for a drug-use prevention T-shirt that will influence kids their age not to use drugs. The shirt can use *Choose to Refuse* or another theme that participant groups create. Provide each group with several pieces of paper and have them draw their best or favorite design on a clean sheet near the end of the period.

One member of each design team explains the team's theme and shirt design to the group.

Activities

Who's on Your Team?

Take a moment to think about the people in your life who can help you stay drug-free. Who are they? What are their strengths? List their names here, and let them know you're glad they're on your team.

Family Members: How can they help you?

Friends: How can they help you?

Teachers, Counselors & Coaches: How can they help you?

Religious Leaders: How can they help you?

SCRAMBLE: I have some words for you!

Unscramble the words below to find the qualities you need to choose to refuse and stay drug-free.

- 1. MIBUJCN
- 2. WELA AHNWVTC
- 3. DNEAFYFETDNE
- 4. FQWCHER
- 5. SEVEMHDA

BONUS BOLDING: Write the words from the scramble on a piece of paper and bold the letters that form the words.

WEAR YOUR HEART ON YOUR SLEEVE!

WHAT WILL YOURS SAY?

Word Search Puzzle

QUESTION: What do you always have when offered drugs?

ANSWER: A _____ E

Remember to find the answers, start at the end "A." Move through the letters up, down, sideways or diagonally, ending with the end "E." The correct one will show you the spaces.

Special challenge: Can you find another answer to the question? How do you know it is the good try one letter answer?

What is the answer to the question?

J	T	F	O	Y	R	G	O
E	X	R	E	M	K	L	R
M	L	C	D	T	I	A	S
D	I	O	A	Z	O	W	G
H	O	V	Y	S	R	G	R
C	H	X	N	S	O	E	B
A	O	K	R	O	Z	U	F
R	T	L	I	K	I	S	K
A	Z	L	W	D	E	S	E

Page 14: Radical Facts

15–20 minutes



Back Cover: Choose to Refuse Family Pledge

Younger participants should skip this page and go to the back of the student booklet.



Upper elementary, middle and high school participants: Participants read the list of eight radical facts silently. They are instructed to circle the random fact that they personally find most interesting.

After all participants have made a selection of the most interesting fact, tally the results by listing the numbers 1 through 8 on the board or easel. Ask for a show of hands to indicate how many participants found fact #1 the most interesting, and so on. Once the results are tallied, participants can speculate on why certain facts were of greater interest than others.



For Myths and Misconceptions, ask five pairs of participants to bring their booklets to the front of the room. Members of each pair stand back to back. One member of the first pair reads Myth #1; the other member of the pair reads Reality #1. And so on until all five pairs have read their myth and reality aloud.

Then pair members turn to face one another and repeat the experience.

All participants in the session discuss whether confronting myths directly (face to face) or indirectly (back to back) seems to be the most effective.

Adults, particularly parents, are the most potent anti-drug allies known. Encourage participants of all ages to read the pledge on the back of the student booklet silently. If younger children do not have the reading skills, read the pledge aloud to the group.

Participants should take the pledge home and share it with one or both parents or another significant adult in their lives, such as a grandparent, aunt, uncle or coach. The pledge can be cut out and framed or posted on a bulletin board or prominent place to remind family members of their commitments to one another.

Other Resources

for Teachers, Leaders and Parents

Websites:

Parents, the Anti-Drug:

<http://www.theantidrug.com/teachersguide/>

Free Vibe:

<http://www.freevibe.com/>

Partnership for a Drug-Free America:

<http://www.drugfree.org/>

National Institute on Drug Abuse:

<http://www.nida.nih.gov/>

First Grade Plus:

<http://www.firstgradeplus.com/>

Other Resources:

**Prevention Basics for Families Resource Kit
(Inventory #PBKIT2):**

Available free from US Department
of Health & Human Services.

Call 1-800-729-6686 to order.

CHOOSE to REFUSE

FAMILY PLEDGE



Dear _____,

I have been learning about the dangers of drugs, alcohol and cigarettes in this booklet. I want to tell you what I learned. I learned about many drugs and how they harm my body. I learned I can get in trouble for using drugs. And I also learned a way to tell my friends that I do not want to use drugs, alcohol, cigarettes or anything else that might be harmful to me.

I will need your help to stay away from drugs. Sometimes I will ask you about new drugs or other products other kids are using and want me to try. Sometimes I may need to tell you about my friends who are using substances. I will need your support, love and understanding as I try to balance my friendships with my future.

I, _____, pledge that I choose to refuse. When my friends begin using cigarettes, alcohol or other drugs, I promise not to join them. Whenever I need your support to stay away from substances, I will ask for it.

I, _____, pledge to help you learn more about dangerous drugs. I promise that if you come to me to ask for help and support to stay away from substances, I will be there for you.

_____ Date completed _____ Initials _____ Initials

We hope **DRUGS: A DEADLY GAME! CHOOSE TO REFUSE***
will help you or someone you know stay drug free.

This booklet is one of many efforts by the
Boy Scouts of America to help young people
arrive in the future alive, alert, and prepared to lead.

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We invite you to send more information
about your group's anti-drug activities to:

Drug Abuse Task Force, S302
Boy Scouts of America
P.O. Box 152079
Irving, Texas 75015-2079

For additional information or to order more
youth booklets and/or leader guides, call 972-580-2376
or go to www.scouting.org/drugquiz.