



PREVENTING
child &
substance
ABUSE

A Parent's Guide

DISCLAIMER

None of the information provided in this manual is to be looked upon as legal advice, authority, or law. Contact the local authorities (Department of Social Services, Family Services, Department of Child Welfare, etc.) for state laws and statutes that govern what is required under the laws of your individual county and state. Please consult with local police and a local attorney to find out the requirements and the laws that govern your state. The writers of this manual are not engaged in rendering legal advice. If legal advice or other expert assistance is required, the services of a competent professional should be sought.

Adapted from material from National Institute on Drug Abuse, Prevent Child Abuse America, Children's Rights of America, American Academy of Child & Adolescent Psychiatry, U.S. Department of Health and Human Services Administration for Children and Families, National Coalition Against Pornography, Marvin J. Lemke, and Joan K. Leavitt, M.D. Compiled by the Royal Rangers ministry team: Richard Mariott, Mike Laliberty and Brian Hendrickson.

GUIDELINES FOR CHILD ABUSE PREVENTION

Child abuse is an ugly reality. A single incident of abuse—if only alleged—can devastate a child, a family, a church, and a ministry.

You might find it difficult or uncomfortable to discuss child abuse with your children. However, you have the responsibility to talk with them about this important issue.

HOW TO USE THIS BOOKLET

This booklet was written to help protect your child. It describes what the church does to keep him safe. It also has information to help you train your child to avoid abuse and to report it if he encounters it. Here's how to use it:

- 1. Read section 1, which describes the safeguards that the church uses to protect the children in its care. (This is information for you, the parent.)**
- 2. Read and then discuss section 2 with your child. It describes the ways your child can protect himself.**
- 3. Read and let your child answer the questions in section 3.**

Section One

The church and its children's workers use the following guidelines to protect children.

GENERAL PRINCIPLES

The following principles describe the standard for all leaders (teachers and workers). These guidelines will help ensure the safety of children in the local church. Every leader is to be a model of godliness.

FIRST PRINCIPLE: RESPONSIBILITY

Each leader should demonstrate appropriate behavior during meetings and events. Others, especially young and impressionable children are observing his behavior. Likewise, he should show concern for the ethical behavior of leaders and children under his direction.

SECOND PRINCIPLE: ABILITY

Each leader should strive to maintain the highest standards in his ministry. A leader's ability to train others will depend upon his desire to improve his own skills. A leader should seek the knowledge, expertise, and abilities of fellow leaders. A leader must keep up-to-date on information, training resources, and technical resources to assist with the training of other leaders.

THIRD PRINCIPLE: NURTURE

Caring for, training, and developing children is a tremendous responsibility. A leader should always seek what is best for the children and provide as many opportunities as possible for them to grow and participate in new experiences. Many of these opportunities will come from the leader as he models Christian behavior.

FOURTH AND FIFTH PRINCIPLES: GODLINESS AND EQUITY

A leader must strive to be honest, fair, and Christlike in dealings with others. Rules and expectations must be consistent. If one day it is acceptable to yell out answers without raising hands and the next day it is not, the children will be confused and uncertain about appropriate conduct. A good leader must not have favorites, but demonstrate equal concern for all.

SIXTH PRINCIPLE: RESPECT

Each leader must respect the rights and differences of each person in the group. Children come from various ethnic, social, and religious backgrounds. The leader's Christian behavior and verbal communication of the gospel will be the means of touching their hearts. A leader will avoid inconsistencies, discriminatory practices, or prejudicial treatment.

SEVENTH PRINCIPLE: SOCIETY

A leader is training young people to take leadership in society: the church, the community, and the nation. His influence will have long-term consequences. He should live according to the laws of the land (as long as they do not conflict with the laws of God) and seek to develop this same respect for law and concern for community in each child.

STANDARDS FOR A LEADER

Every leader needs to exhibit conduct consistent with the seven principles stated above.

- **Ethics.** He (or she) should be a model in the community, maintaining a consistent witness.
- **Competence.** He should be properly trained through leadership courses and by observing experienced leaders.
- **Expertise.** He or she is to continue the development of leadership skills.
- **Age appropriateness.** He should use language and materials that can be understood by the age group.

- **Discrimination.** He will not discriminate, as prescribed by law and the church.
- **Safety.** He is responsible to take reasonable steps to keep the children out of harm's way.
- **Misuse of position.** He will not take advantage of fellow leaders, helpers, or children to obtain (or be perceived to obtain) personal, financial, social, organizational, or political gain.
- **Multiple relationships.** He will refrain from entering into or promising a relationship with a child or adult if it appears such a relationship might impair his objectivity or ability to perform required duties, or might harm or exploit the other party.
- **Sexual integrity.** He will not use the leadership position to exploit or harass others in any sexual manner. Such behavior can result in immediate dismissal or legal action. This church does not tolerate the use of pornography. He is to avoid any materials that might be considered pornographic.
- **Supervision.** He will delegate to children and other leaders or helpers only such responsibility or authority that they can reasonably perform based on their training, education, or background.
- **Training.** He will provide training so those under his supervision will be qualified to perform their duties and responsibilities.

STANDARD PROCEDURES FOR PROTECTING CHILDREN

The following guidelines help prevent child abuse:

1. Screen leaders.
 - The church will interview all applicants who are interested in children or youth ministries.
 - Have every worker who participates in children and youth ministries (both volunteer and paid) fill out an application for such ministry.
2. Establish and implement procedures and policies on corporal punishment, discipline, and dismissal action. Such procedures and policies must be understood and followed.

3. Establish job descriptions for leaders.
4. Require two adult leaders to participate in all activities (e.g., camping, field trips). Additional leadership may be required with larger activities.
5. If a leader needs to counsel a child, this should be done in a private area but in view of another adult or other individuals. If a leader needs to take a child aside for individual help, another adult should accompany them. This is not to inhibit the leader's relationship with his students but to protect those relationships from being misunderstood.
6. Respect the dignity and sanctity of every child. Privacy in bathrooms and changing areas, for example, must be respected. The only time a leader should infringe on a child's privacy is if that child's health or safety is in jeopardy.
7. Uphold the same leadership standards in all groups. The conduct of leaders and junior leaders in every program or function should reflect the behavior outlined in this document.
8. Secret organizations or other private groups are prohibited.
9. Keep written records of unusual behaviors and occurrences.
10. If you suspect or are aware of child abuse, immediately report it to your pastor or church board. (See "When to Report" in section 2.) These church leaders should take appropriate action.

Note: If your state considers you a mandatory reporter, informing the pastor or board does not relieve you of further reporting to authorities as required by law.

Child Abuse

RECOGNIZING CHILD ABUSE

The term *abuse* can be broadly defined as "anything that brings harm upon the individual." Therefore, under the term *abuse* there are two ways in which children can be harmed. The first type of abuse is passive. The common description of passive abuse is the word *neglect*. Neglect is the failure of an adult to prevent harm. An example is parents failing to provide clean clothes for their child.

The second type of abuse is active. The common description of active abuse is simply the word *abuse*. This is the active and intentional harm brought upon a child by an adult. An example is a bruise produced on the child by a blow dealt by an adult.

Children depend on adults for their protection. The problem of and the solution to child abuse lies within every community, and you do not have to be an expert to prevent this social blight. This section will list facts about child abuse, how to recognize abuse, and resources to help prevent child abuse. Check with your state health services department, child abuse services, or social services agencies for additional local information.

Note: Leaders must keep the pastor informed of any suspicion of child abuse. Coordinate with him any efforts of reporting child abuse to local authorities. However, if your state considers you a mandatory reporter, informing the pastor or board does not relieve you of further reporting to authorities as required by law.

FACTS ABOUT CHILD ABUSE IN THE UNITED STATES

- In 1998 about 3 million instances of child abuse were reported to child protective service agencies. About 1 million of these reports were substantiated. In 1999 the number dropped to 716,000 substantiated reports. The child population in 1999 was around 67 million. Therefore, 1 percent of children are abused each year.
- About one thousand children die each year due to physical abuse or neglect—that's almost three children a day. The average age of a child who dies from abuse is 2½ years old.
- An abused child who is returned to his parents without intervention has a 35 percent chance of being seriously reinjured—almost 2 percent of such children are killed.
- About one child in five will be sexually abused by the age of eighteen.
- Over 90 percent of sex offenders are known by the victim.
- More than one-third of child sexual abuse involves children five years old or younger.
- Fifty-one percent of all reported cases in 1998 involved neglect; 25 percent involved physical abuse; 10 percent involved sexual abuse; 3 percent involved emotional abuse; 11 percent were other forms of maltreatment.

- Of the nearly 3 million reports, only 1,158 were intentionally false reports, a rate of only .04 percent.
- Of the more than seven hundred thousand known victims in 1999, 52 percent were female and 48 percent were male.
- Over 70 percent of all abusers are under the age of forty.

EMOTIONAL ABUSE

Emotional abuse is chronic negative behavior toward a child, such as belittling, humiliating, and ridiculing. Emotional neglect is the consistent failure of an adult to provide a child with appropriate support, attention, and affection. Both types of maltreatment impair the psychological growth and development of a child.

Scope of the Problem

The frequency of emotional abuse approaches that of physical abuse: about 1 million victims a year. Emotional abuse typically occurs with physical abuse; however, it may occur as the only form of maltreatment or in conjunction with other forms of abuse.

Examples of emotional abuse are when an adult chronically

- Criticizes the child for behavior that is developmentally normal
- Belittles and shames the child
- Blames the child for things over which the child has little or no control
- Uses the child as a scapegoat
- Takes little or no interest in the child or the child's activities
- Treats the child differently from other children in the household or group
- Withholds love and affection
- Restricts the child's peer relationships
- Engages in bizarre acts of torture or torment, such as locking the child in a closet
- Imposes extreme forms of punishment

Behavioral Indicators

Signs of emotional abuse may be less obvious than signs of other maltreatment. Suspect emotional abuse when a child exhibits

impaired development, destructive behavior, or chronic physical complaints that cannot be explained medically or circumstantially. A child who persistently shows several of the following behavioral characteristics may be experiencing emotional abuse:

- Habit disorders, such as biting, rocking, head banging, and thumb sucking in an older child
- Poor peer relationships
- Behavioral extremes—overly compliant, demanding, withdrawn, overly aggressive
- Self-destructive behavior, obliviousness to hazards and risks
- Irrational and persistent fears, dreads, or hatreds
- Physical, mental, and emotional developmental lags
- Talk of punishment that seems excessive
- Overreaction to mistakes
- Sudden speech disorders
- Self-mutilation
- Fear of parents being contacted
- Signs of drug and alcohol abuse
- Tendency to run away
- Compulsive stealing or scavenging

NEGLECT

Neglect is the chronic failure of a parent or caretaker to provide a child under eighteen with basic needs, such as food, clothing, shelter, medical care, educational opportunity, protection, supervision.

In the United States it is estimated that the occurrence of child neglect may be five times that of physical abuse.

Characteristics of Neglect

A child who persistently shows several of the following characteristics may be experiencing neglect:

- Is significantly below normal in height and weight for the age level
- Wears inappropriate clothing for the weather, has poor hygiene (including lice, body odor, scaly skin)
- Shows signs of abandonment or inadequate supervision

- Has an untreated illness or injury
- Lacks a safe, warm, sanitary shelter
- Lacks necessary medical and dental care
- Is constantly hungry
- Is constantly tired
- Is frequently late
- Has destructive tendencies
- Has a low self-esteem
- Has no social relationships
- Has a tendency to run away
- Is often irritable
- Is listless
- Has lost skin resilience

Myths and Facts about Child Neglect

Myths	Facts
<ul style="list-style-type: none"> • Most poor families neglect their children. 	<ul style="list-style-type: none"> • Poverty is not neglect. Families with limited income can provide basic care for their children through various means, such as free clinics and services.
<ul style="list-style-type: none"> • Children will outgrow the effects of neglect. 	<ul style="list-style-type: none"> • Well-documented cognitive and neurological deficits in children result from neglect.
<ul style="list-style-type: none"> • Neglect is not as serious a problem as abuse. 	<ul style="list-style-type: none"> • Both physical abuse and neglect pose serious problems for children.
<ul style="list-style-type: none"> • If a family is reported for neglect, the children are automatically removed from the home. 	<ul style="list-style-type: none"> • Children are removed only if the conditions threaten their lives, safety, or health.

PHYSICAL ABUSE

Physical abuse is any nonaccidental injury to a child under the age of eighteen caused by a parent or caretaker. Nonaccidental injuries may include beating, shaking, burning, biting, strangling, or scalding with hot water—any of which produces bruises,

welts, broken bones, scars, or internal injuries. Child abuse is rarely a single physical attack, but rather behavior repeated over time. It occurs when a parent or another person willfully or maliciously injures or causes a child to be injured, tortured, or maimed, or when unreasonable force is used upon a child. Abuse may also result from overdiscipline or overly severe punishment.

The National Center on Child Abuse and Neglect estimates that as many as 100,000 to 200,000 children are physically abused each year.

Recognizing Physical Abuse

The following physical indicators will help you to recognize physical abuse:

- Unexplained bruises and welts are the most frequent evidence. Often they are on the face, torso, buttocks, back, or thighs. Many times the contusions will reflect the shape of the object used (e.g., an electrical cord, a belt buckle) and may be in various stages of healing.
- Unexplained fractures or dislocations often involve the facial structure, the skull, and the bones around joints, and may include multiple or spiral fractures.
- Unexplained burns—often on the palms, soles, buttocks, or back—may reflect a pattern indicative of cigarette, cigar, electrical appliance, hot water, rope, or carpet burns.
- Other unexplained injuries, such as lacerations, abrasions, human bite marks, pinch marks, or hair loss (bald patches) may be found.

Behavioral Indicators

A physically abused child may exhibit several of the following types of behavior:

- Requests punishment or feels deserving of it
- Is afraid to go home and requests to stay with the leader
- Is overly shy, tends to avoid physical contact with adults, especially parents

- Displays behavioral extremes (withdrawal or aggressiveness)
- Suggests that other children should be punished harshly
- Cries excessively and/or sits and stares
- Reports injury by parents
- Gives unbelievable explanations for injuries
- Will often cling to the abuser after an incident of abuse as a means to placate the abuser
- Acts out sexually
- Makes physical gestures of suicide (e.g., makes a gun with the hand and points to the head)
- Appears passive or withdrawn
- Has school problems
- Shows signs of drug and alcohol abuse

Myths and Facts about Physical Abuse

Myths	Facts
• The majority of parents who abuse children are mentally ill.	• Less than 10 percent of abusive parents have a mental disorder.
• Physical abuse occurs only in lower socioeconomic families.	• Reports of physical abuse have been confirmed in all socioeconomic levels.
• Young children have frequent accidents that break bones.	• Many broken bones in children under the age of two are the result of intentional injury.
• A physician's opinion is needed before a report of physical abuse can be made.	• Proof of injury is not necessary to make a report.
• Only children under age sixteen can be reported as physically abused.	• Physical abuse of any child under age eighteen should be reported.
• Children who are being abused by their parents will ask for help.	• Children are usually afraid to talk about their injuries or are too young to ask for help.

SEXUAL ABUSE

Child sexual abuse is a person's exploitation of a child or adolescent for sexual gratification. This includes behaviors such as intercourse, sodomy, oral-genital stimulation, verbal stimulation, exhibitionism, voyeurism, fondling, and involving a child in prostitution or the production of pornography.

Incest is sexual abuse that occurs within a family. The abuser may be a parent, stepparent, grandparent, sibling, or cousin.

Scope of the Problem

About eighty thousand cases of child sexual abuse are confirmed annually in the United States. It is generally accepted that these figures are significantly less than the actual occurrence of abuse. Current research indicates that 25 to 33 percent of girls and 10 to 17 percent of boys will be sexually abused by age eighteen.

Child sexual abuse may be a onetime occurrence; more typically it is an abusive relationship of one to four years.

Recognizing Sexual Abuse

Unfortunately, many children do not report their abuse, and rely on adults to be aware of specific behavioral and physical indicators. A child who persistently shows several of the following characteristics may be experiencing sexual abuse:

- Has sexual knowledge or behavior beyond the child's developmental level, or avoids anything of a sexual nature
- Manifests depression, or makes suicidal gestures
- Is a chronic runaway
- Frequently complains of symptoms—such as headaches, backaches, and stomachaches—caused by mental or emotional disturbance
- Shows signs of drug or alcohol abuse
- Avoids undressing, or wears extra layers of clothing
- Suddenly avoids certain familiar adults or places
- School performance declines

- Has sleep problems or nightmares
- Is seductive
- Makes statements that the body is dirty, or complains of something wrong with the genital area

Note: The most reliable indicator of child sexual abuse is the child's verbal disclosure.

Myths and Facts about Sexual Abuse

Myths	Facts
<ul style="list-style-type: none"> • Sex offenders can be easily identified because they are strangers who offer rides or candy to children. 	<ul style="list-style-type: none"> • Over 90 percent of sex offenders are known by the abused children: family members, friends, neighbors, baby-sitters.
<ul style="list-style-type: none"> • Most sexual abuse victims are teenagers who can protect themselves from exploitation. 	<ul style="list-style-type: none"> • Children of all ages are sexually abused. More than one-third of the victims are five years old or younger.
<ul style="list-style-type: none"> • Children often lie about being sexually abused. 	<ul style="list-style-type: none"> • Children typically do not have the experience or vocabulary to accurately describe adult sexual activity, nor do they lie to get themselves into trouble.
<ul style="list-style-type: none"> • Incest offenders molest children in their own families only. 	<ul style="list-style-type: none"> • Research indicates that up to 50 percent of incest offenders also molest children outside their families.
<ul style="list-style-type: none"> • Lack of physical violence in child sexual abuse means the children are willing participants. 	<ul style="list-style-type: none"> • Verbal threats and coercion are frequently used to force children to participate. Children are unable to give informed consent to sexual activity.
<ul style="list-style-type: none"> • Sex offenders are severely mentally disturbed, mentally retarded, or homosexuals. 	<ul style="list-style-type: none"> • Many sex offenders appear to be responsible and respectable citizens. They may be married and appear to function well in many areas of life.

RESOURCES FOR REDUCING THE RISK

Churches have many resources available to them to help them protect your child. One of the best is the resource kit entitled *Reducing the Risk of Child Abuse in Your Church*. If the church from which your child received this booklet is not using a resource like this, they can order it from Amazon.com or Reducingtherisk.com.

Substance Abuse

THE ROLE OF PREVENTION

Educating young people about the hazards of alcohol and other drug use and arming them with skills that discourage drug use are important components of the nation's war against drugs. To combat drug use, the entire community must be involved—parents, schools, law enforcement personnel, churches, community organizations, and, of course, young people. Each group must unite behind the consistent message that illegal drug use is harmful and wrong.

Although the use of some drugs by school-age children has declined recently, drug use continues at unacceptably high levels among junior high and high school students. In some communities, crack cocaine has drawn children into the world of drug dealing and drug use. The nation faces an unprecedented assault by new drugs as well as new versions of old drugs that are significantly more powerful than those available ten to fifteen years ago. These drugs are affecting all segments of society.

THOSE AT GREATEST RISK OF ABUSE

In the past boys were more likely than girls to abuse drugs or alcohol, but now boys and girls are equally at risk. The young, especially teenagers, who are at greatest risk of abusing drugs or alcohol include those

- With a family history of drug or alcohol abuse
- Who are depressed
- Who have low self-esteem
- Who feel left out or don't fit in

FACTS ABOUT ALCOHOL AND OTHER DRUGS

Young people in grades seven through twelve face a much greater exposure to drugs than they did in earlier grades. Between the ages of thirteen and eighteen, young people are exposed to alcohol, tobacco, and drugs at school, during social activities, at part-time jobs, and through some friendships with adults. Although a young person may have made a conscious decision never to use drugs, he is still vulnerable, and the opportunities are always present.

Often young people do not feel comfortable talking with their parents about drugs, but they will confide in other trusted adults whom they perceive as nonjudgmental. Because adolescents get most of their information from peers, however, their information may be inaccurate. Children's leaders, Sunday School teachers, and other church leaders can be valuable sources of information and models of positive, healthy, responsible behavior.

In addition to needing more accurate information about drugs, young people need to make connections between drug use and its consequences for individuals and society. They need to see that drug use does not fit in with establishing and attaining productive goals in life.

DRUG USE INFORMATION

The 2000 survey conducted by the National Institute on Drug Abuse indicates that drug use has remained stable or declined in some cases. A survey was taken of eighth, tenth, and twelfth graders to determine use, availability, and perceived risk of use. The results are below.

TOBACCO

- Cigarette use among teens has dropped significantly in the past decade.
- Only 14.6 percent of eighth graders had smoked in the past month compared to a high of 21 percent in 1996.
- Of twelfth graders, 31.4 percent smoked compared to 36.5 percent in 1997.

- Smokeless tobacco has also decreased among teenagers. For example, 7.6 percent of twelfth graders indicated they had used smokeless tobacco during the past month compared to 12.2 percent in 1995. Eighth and tenth graders also showed a similar decline in the use of smokeless tobacco.

ALCOHOL

- Of tenth graders, 71.4 percent reported having tried alcohol; 51.7 percent of eighth graders had tried alcohol.
- Of tenth graders, 41 percent reported having had an alcoholic drink during the previous month.
- Of tenth graders, 1.8 percent indicated daily intake.
- Of twelfth graders, 80.3 percent have tried alcohol, a number that has remained steady for the past decade.
- During the previous month, 32.3 percent of twelfth graders, 23.5 percent of tenth graders, and 8.3 percent of eighth graders reported being drunk.

MARIJUANA

- Marijuana use has increased significantly in the past decade. Nearly 50 percent of twelfth graders have tried marijuana and 6 percent indicated they use it daily.
- Of tenth graders, 19.7 percent indicated they had used marijuana in the month previous to the survey and 40.3 percent said they had tried marijuana.
- The use among eighth graders has increased from 16.7 percent in 1994 to 20.3 percent in 2000.

COCAINE

- Of tenth graders, 6.9 percent reported having tried cocaine.
- Of tenth graders, 4.4 percent reported having used cocaine during the previous month.
- The greatest increase in the use of cocaine is among twelfth graders: from 5.9 percent in 1994 to 8.6 percent in 2000.
- Of twelfth graders, 2.1 percent indicated a daily use.

INHALANTS

- Those who reported having tried inhalants (glues, gases,

sprays) were 17.9 percent of eighth graders and 16.6 percent of tenth graders.

- The greatest amount of abuse is committed by eighth graders. Some 4.5 percent indicated a daily use.

METHAMPHETAMINE

- Those who indicated they had used methamphetamine in the past year were 4.3 percent of twelfth graders, 4 percent of tenth graders, and 2.5 percent of eighth graders.
- The danger of methamphetamine is its relative ease of production. Labs can be built and used in cars, even while traveling.
- The highest concentrations of labs are located in California and in Midwest states, such as Missouri.

SIGNS OF DRUG USE

Changing patterns of performance, appearance, and behavior may signal the use of drugs. The items in the first category listed below, “Drugs and Drug Paraphernalia,” are evidence of drug use. The items in the other categories may indicate drug use. Leaders should be alert to extreme changes in a child’s behavior—forming a pattern associated with drug abuse. (Note: Many of these signs may also be exhibited by a child who is not using drugs but who may be having other problems at school or in the family.)

DRUGS AND DRUG PARAPHERNALIA

- Possession of drug-related paraphernalia: pipes, rolling papers, small decongestant bottles, small butane torches
- Possession of drugs or evidence of drugs: peculiar plants, butts, seeds, or leaves in ashtrays or clothing pockets
- Odor of drugs, incense, or other cover-up scents

IDENTIFICATION WITH THE DRUG CULTURE

- Drug-related magazines, slogans on clothing
- Conversation and jokes that are preoccupied with drugs
- Hostility in discussing drugs

SIGNS OF PHYSICAL DETERIORATION

- Memory lapses, short attention span, difficulty in concentration
- Poor physical coordination, slurred or incoherent speech
- Unhealthy appearance, indifference to hygiene and grooming
- Bloodshot eyes, dilated pupils
- Lasting cough

DRAMATIC CHANGES IN SCHOOL PERFORMANCE

- Distinct downward turn in the student's grades
- Increased absenteeism or tardiness
- Decreased interest in school
- Increased discipline problems and negative attitude

CHANGES IN BEHAVIOR

- Chronic dishonesty (lying, stealing, cheating, trouble with police)
- Changes in friends, evasiveness in talking about new ones
- Possession of large amounts of money
- Increasing and inappropriate anger, irritability, secretiveness
- Reduced motivation, energy, self-discipline, and self-esteem
- Diminished interest in extracurricular activities and hobbies
- Association with drug-using friends
- Sudden mood changes
- Irritability and irresponsible behavior
- Withdrawal from the family

RESOURCES FOR FACTS AND OTHER INFORMATION

Many of the facts offered here were found on the websites of the agencies listed in this section. Each year they update their facts and figures. Use of these websites is recommended because they are often accompanied by prevention methods, detection indicators, and other links to educational and research-based web sites.

Section Two

Instructions: Read and discuss this information with your child. Have him or her answer the quiz in section 3. Keep this booklet for future reference.

YOUTH PROTECTION

It is the responsibility of parents and adult leaders to provide a safe and caring place for you.

Below is information to help keep you safe wherever you are.

- **Privacy:** Adults or even children your age should never improperly touch you. Adults should ask to touch you if they wish to help you learn a new skill, for instance, when teaching you the proper stance for hitting a baseball.
- **Feelings:** Trust your feelings. If someone touches you and it makes you feel uncomfortable, tell that person to stop, even if you previously gave him or her permission to touch you.
- **Activities:** You will not be required to participate in high risk or dangerous activities without your permission or the permission of your parents.
- **Secret organizations:** Never allow anyone to make you join a secret organization.
- **Attire:** Always wear appropriate clothing, and never allow anyone to undress you.
- **Discipline:** Do not allow anyone to physically harm you or speak to you with anger. Say no to any inappropriate demands and requests.
- **Hazing:** Older children may ask you to pass a certain test to be in their group. This is *hazing*. Hazing will not be permitted at any function in this church.
- **Housing:** Never sleep in the same tent or cabin with older children, and never sleep alone with one adult, unless the adult is your parent or guardian.
- **Showering/restrooms:** Never shower or go into a restroom stall with an adult, other than your parent or guardian.

- Information: Do not tell strangers information they do not need.
- Gifts: Do not accept gifts from adults you or your parents do not know.

WHEN YOU FEEL THREATENED

- Be rude or unhelpful if necessary.
- Run, scream, and make a scene.
- Physically fight off any inappropriate touches or demands.
- Ask for help.

DEALING WITH ETHICAL ISSUES

Everyone should learn to deal with ethical issues that may be caused by a certain situation or person. The following will suggest the proper way to deal with such issues (see also Matthew 18:15–17).

1. In most instances where an ethical problem occurs, you will need to talk with the person you feel offended you. (This is true in all instances except where abuse has occurred or is suspected. If abuse has occurred, the abused person must report it to the appropriate authority, which may be a parent, guardian, law enforcement officer, or a child abuse hot line.)
2. If the issue cannot be resolved through the initial contact, then you or your leader should contact the department head who will then attempt to resolve the situation.
3. If the department head cannot resolve the issue, then the pastor and church board will need to help.

This code of ethics or one adopted by the local church should be administered under their authority. However, if a violation occurs during an event sponsored by an affiliated organization, action taken by those organizations may be separate from those taken by the local church. The action taken may also restrict the offender from further activity in the event.

REPORTING CHILD ABUSE

All states have laws that require reporting child abuse. If you or your parents need more information about child abuse, check with your state's department of human services, child welfare

office, or social services agency.

When you report any abuse, write down the date and time you called. Write down the name of the person you spoke to on the telephone. Tell who you are, the names of your parents or guardians, and the person you believe abused you. Give the person's name and address if possible. Your parents will be able to help you talk to the person answering your call about what happened.

When to Report

A report should be made to proper authorities (e.g., social services) when there is reasonable cause for believing a child or adolescent has been abused. A report of suspected abuse is only a request for an investigation. The child protection service workers will investigate the report. All states protect reporters of suspected abuse from legal liability, even if the report is false, as long as the reporter does not knowingly file a false report.

If you believe abuse has occurred after your first report has been made, make another report.

What Happens to the Report

A child protection worker will investigate the reported abuse. The investigation will result in one of the following conclusions:

- Abuse or neglect ruled out
- Uncertain findings
- Abuse or neglect confirmed

Note: A report of suspected abuse is a responsible attempt to protect a child.

CHILD ABUSE PREVENTION

Treatment for victims and their families is the key to stopping abuse once it has occurred.

Since child abuse is a community problem, prevention efforts must begin at the local level. Child abuse is a complex problem; therefore, a number of different approaches must be used.

Contact your state authorities on child abuse for information about the local programs offered in your community.

TALKING ABOUT ABUSE

Sometimes you may not want to talk about what happened, but it is important to talk with your parents. This information is for your parents (or guardians), but it is important for you to know how they can help you. Parents, remember how difficult it is for children to talk about their abuse, especially if they think it will get them into trouble. Therefore, it is important for you to handle what they tell you with sensitivity.

In talking with a child about abuse, it would be helpful if you would do the following:

- Provide a private time and place to talk.
- Do not promise that you will not tell.
- Tell him you are required by law to report the abuse.
- Do not express shock.
- As guardian do not criticize the family.
- Reassure him that he has done the right thing by telling.
- Use his vocabulary to discuss body parts, without being vulgar or using inappropriate language.
- Tell him the abuse is not his fault and he is not to blame.
- Determine his immediate need for safety.
- Let him know what will happen when you report the abuse.
- Report the abuse to the proper authorities.

Note: Many children are too young to tell about their abuse; they depend on you to notice and to report.

SUBSTANCE ABUSE PREVENTION

The problem of drug and alcohol abuse is an unfortunate part of the communities of our nation. Below, you and your parents will learn how you can resist the urge to do drugs.

- Have a strong and positive family. Parents need to be involved with their children and provide clear rules and information about the risks and dangers of drug and alcohol abuse.
- Children who succeed in school are far more likely to avoid experimenting with and becoming addicted to drugs or alcohol.

- Children involved in church are at less risk of substance abuse.
- Some church programs will teach you skills for avoiding or resisting drugs when offered, for strengthening personal attitudes, and for becoming more assertive.

WHAT YOUNG PEOPLE SHOULD KNOW ABOUT DRUGS

Below is a list of things you should know in order to avoid involvement with drugs. However, most children don't learn about substance abuse, drugs, from the right people. The best source of information is through law enforcement. D.A.R.E. (Drug Abuse Resistance Education) programs and other school and law enforcement sponsored programs can provide the most current and accurate information about substance abuse. Such programs will provide you with the information to

- Know how to identify alcohol, tobacco, marijuana, cocaine, inhalants, hallucinogens, and stimulants in various forms
- Understand that the long- and short-term effects of specific drugs include addiction and death
- Understand that experimenting with drugs is using drugs
- Know how drugs are pushed and how society fights the drug-supply problem
- Know that laws about the use, manufacture, and sale of drugs are designed to protect people
- Understand addiction and know how it affects individuals and their families
- Know that tobacco in any form is unhealthy
- Understand how steroids can damage the body and mind
- Know how and why the effects of drugs vary from person to person, especially immediately after use
- Know how drugs affect different parts of the body—especially the circulatory, respiratory, nervous, and reproductive systems—and why drugs are dangerous for growing bodies and developing minds
- Know how drug use is related to certain diseases and disabilities, such as AIDS, learning disorders, physical impairments, birth defects, as well as heart, lung, and liver disease

- Understand that taking a combination of drugs, whether illegal or prescription, can be fatal
- Know that drug use can undermine opportunities for personal growth and professional success

DRUG PREVENTION EDUCATION

- You and your parents should have open and frank discussions about drugs and drug use.
- Learn life skills, such as problem solving, handling stress, maintaining healthy friendships, and communicating with a number of adults.
- Do not glamorize drug use by accepting the drug-using behavior of celebrities, such as singers, actors, and athletes.
- Realize that most people, including the majority of teenagers, do not use drugs.
- Learn to be responsible for your own life and decisions.
- Become self-confident.
- Get involved in other activities—such as camping, sports, and music—as a way to deal with stress.
- Develop worthwhile life goals, such as continuing your education and developing work skills that will enable a legal source of income.

SPECIFIC DRUGS AND THEIR EFFECTS

Tobacco

A fourth of all people in the United States smoke. In our society, smoking a tobacco product is the chief avoidable cause of death. In other words, a person can avoid dying due to tobacco use just by not using tobacco. Smokers are more likely than nonsmokers to develop heart disease. In fact, every year about 22 percent of all deaths—over 400,000 deaths—stem from smoking-related diseases. Lung, larynx, esophageal, bladder, pancreatic, and kidney cancers also strike smokers at higher rates than nonsmokers; for example, 87 percent of lung cancer deaths are linked to smoking. Chronic obstructive lung diseases, such as emphysema and chronic bronchitis, are ten times more likely to occur among smokers than nonsmokers. However, those who

quit can cut their risk of heart disease in half.

Cigarette smoke contains some four thousand chemicals, forty-three of which are known to cause cancer. Other toxins and irritants in smoke can irritate the eyes, nose, and throat. Another component, carbon monoxide, combines with hemoglobin in the blood stream to form carboxyhemoglobin; this substance interferes with the body's ability to get and use oxygen. But perhaps the most dangerous ingredient in tobacco smoke is nicotine. First, it is involved in the onset of heart attacks and cancer. Its most lethal role is reinforcing and strengthening the desire to smoke. Nicotine is highly addictive; that is why people find it very difficult to stop smoking.

The effects of smoking are harmful—no question. Nevertheless, simply quitting can reverse much of the damage.

Alcohol

Drinking alcohol causes many changes in a person's behavior. Even a small amount affects the ability to make proper judgments and to safely operate anything mechanical, including bicycles and cars; drinking makes accidents more likely. Alcohol can also put people in a fighting mood, leading to physical abuse. Drinking large amounts of alcohol can affect a person's ability to learn and remember information. It can also kill you. Taking drugs with alcohol can also kill.

Repeated use of alcohol can lead to dependence. Alcoholics who suddenly quit drinking alcohol experience withdrawal symptoms, including severe anxiety, tremors, hallucinations, convulsions, and possibly death. Drinking large quantities of alcohol on a long-term basis can permanently damage organs, such as the brain and the liver. This is particularly true when the drinker does not have a healthy diet.

Anabolic Steroids

Anabolic steroids are a group of powerful compounds closely related to the male hormone testosterone. Developed in the 1930s, steroids are seldom prescribed today. Acceptable medical uses are limited, but steroids can help certain kinds of anemia,

severe burns, asthma, and some types of breast cancer.

Along with a program of muscle-building exercise and diet, steroids may contribute to one's weight and strength. Because of this, athletes in a variety of sports have used steroids since the 1950s. Besides athletes, increasing numbers of young people are trying to accelerate their physical development with steroids.

However, steroid users subject themselves to more than seventy side effects, ranging from liver cancer to psychological reactions. The liver and the cardiovascular and reproductive systems are seriously affected by steroid use. In males, use can cause withered testicles, sterility, and impotence. In females, irreversible masculine traits can develop along with breast reduction and sterility. Psychological effects in both sexes include depression and very aggressive behavior, termed "roid rage." While some side effects show up quickly, others, such as heart attacks and strokes, may not show up for years.

Signs of steroid use include the following:

- Quick weight and muscle gains (if steroids are being used in conjunction with a weight-training program)
- Behavioral changes, particularly increased aggressiveness
- Jaundice
- Purple or red spots on the body
- Swelling of the feet or lower legs
- Trembling
- Unexplained darkening of the skin
- Persistent unpleasant breath odor

Steroids are produced in a couple of different forms: as a tablet (or capsule) to be taken by mouth and as a liquid to be injected into the muscle.

COMPUTER AND INTERNET CONCERNS

Another great area of concern for your future is the risk you might face while on the Internet. Talk with your parents about whom you may speak to as well as what is appropriate and inappropriate for you to look at. You have learned to avoid unwanted touches or abuse from others; likewise, you need to be careful

what you say to people or what information you give out while online or in a chat room.

Always discuss with your parents conversations or questions you have while on the computer. They will help you to make wise decisions about whom to talk to and what to say. Never, never give personal information to someone on the Internet or agree to meet.

Section Three

Read and answer the following questions. *You will need to write down the answers given by your child if he is too young to do so. If he does not understand or fails to give the correct answer, review that information with him.*

1. You give an adult permission to help you practice your baseball swing. However, the way he is touching you makes you feel uncomfortable. What should you do?
2. A friend asks you to join a secret club. What should you do?
3. A stranger asks where you live. What should you do?
4. Write down one thing you can do if you feel threatened.
5. If you believe that someone has abused you, what should you do?
6. You tell your mom or dad that you believe someone has abused you. They tell you they will report it to the appropriate authorities. Is this correct? Circle YES or NO.
7. Someone offers you something that looks like it might be a drug. What should you do?
8. A friend says that he can get some steroids to help make your body bigger and stronger. What should you do?

You will need to keep this book at home. You may need it later.

ANSWERS TO QUIZ

1. Tell him to stop and tell another adult (parent).
2. Tell him NO and tell an adult or parent.
3. Tell him NO and run away and scream.
4. Be rude or unhelpful. Run, scream, and make a scene.
Physically fight off any inappropriate touch or demand.
Ask for help.
5. Tell an appropriate adult (for example, a parent or police officer).
6. YES.
7. Tell him NO and tell an adult.
8. Tell him NO and tell an adult.

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