



Greater St. Louis Area Council  
Substance Abuse Awareness Patch  
Handbook



BOY SCOUTS OF AMERICA  
Greater St. Louis Area Council

*Prescription and over-the-counter misuse/abuse is an issue in the adolescent population. Many negative physiological, psychological and social problems occur because of this risky behavior. The consequences of adolescence substance use disorders affect all realms of life. The continuum of substance use disorders varies between experimental use, abuse, and dependence or addiction. Adolescent substance abuse is treatable, but often becomes more difficult as it progresses to a chronic problem.*

*Although several national surveys measure rates of substance use among adolescents, all show widespread use of alcohol and other drugs. The Youth Risk Behavior Survey (YRBS) is a national survey administered every two years to representative samples of 9<sup>th</sup>- to 12-grade students. In 2017, survey results indicated roughly 60% of students had consumed at least one alcoholic drink in their lifetime. The present rate (defined as at least one drink in the previous 30 days) of alcohol use among high school students is 29.9%. Fourteen percent of students surveyed, reported they took a prescription pain medication (codeine, hydrocodone, and oxycodone) without a prescription or took the prescription differently than prescribed. Other national surveys support the same reporting trends.*

*According to the December 2018 Monitoring the Future (MTF) survey, illicit drug use and prescription drug use among teens is on the decline; however, readily present with a documented 15.5% of the youth population with abuse/misuse of prescription medications such as pain medications and stimulants. Data from this survey show that controlled substances such as stimulants commonly used for Attention Deficit Disorder, narcotics used to treat pain or liquids used to treat the common symptoms of coughs and colds are the drugs of choice for teens. These drugs are used more than ecstasy, inhalants, or cocaine.*

*Although national resources may be available to educate students regarding these dangers, many agencies and organizations are at a loss on how to address these issues. The Greater St. Louis Area Council is committed to a preventative approach to address this issue. They have collaborated with educators from SIUE School of Pharmacy and the Meridian Society to develop and implement a drugs of abuse prevention program offered to adolescence. The Greater St. Louis Area Council will offer this program to the Boy Scouts with the ideal grade levels of 6<sup>th</sup> – 8<sup>th</sup> grade. This program can be utilized in the higher level of Boy Scouts due to nature of the material it will cover at an age appropriate level.*

***It is recommended the Troop leader utilize this handbook to understand the intricacies of the program and to know the requirements for patch completion.***

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# Requirements for Patch Completion

## OPTION 1: Self Study of Modules Prior to Troop Meeting

In order to obtain the Substance Abuse Awareness patch, the scout is required to present the following items to the Troop leader. The leader will validate that completion was obtained and order the patch online.

**Directions for ordering the patch is in the Troop Leader's Handbook for this patch program**

### Patch Checklist

	Module 1 Certificate
	Module 1 Worksheet
	Module 2 Certificate
	Module 2 Worksheet
	Module 3 Certificate
	Module 3 Worksheet
	Module 4 Certificate
	Module 4 Worksheet
	Module 5 Certificate
	Module 5 Worksheet
	Completion of a written paragraph regarding the way you intent to be drug free throughout your life.

### Paragraph – Your plan for a drug free life

Leader's Signature to verify completion: \_\_\_\_\_ Date: \_\_\_\_\_

## Requirements for Patch Completion

OPTION 2: Modules viewed during Troop Sessions/Meetings

Recommendation is to host the viewing of modules over 3-4 sessions/meeting

In order to obtain the Substance Abuse Awareness patch, the scout is required to present the following items to the Troop leader. The leader will validate that completion was obtained and order the patch online.

**Directions for ordering the patch is in the Troop Leader's Handbook for this patch program**

### Patch Checklist

	Module 1 Viewing verified by leader during session
	Module 1 Completed worksheet
	Module 2 Viewing verified by leader during session
	Module 2 Completed worksheet
	Module 3 Viewing verified by leader during session
	Module 3 Completed worksheet
	Module 4 Viewing verified by leader during session
	Module 4 Completed worksheet
	Module 5 Viewing verified by leader during session
	Module 5 Completed worksheet
	Completion of a written paragraph regarding the way you intent to be drug free throughout your life.

### Paragraph – Your plan for a drug free life

Leader's Signature to verify completion: \_\_\_\_\_ Date: \_\_\_\_\_

## How to Run a 2-Session

In order for scouts to receive this patch, the Troop can run it as a 2-session patch program.

**Prior to Troop Meeting #1: Each scout will have to complete the first three modules online at <https://siuecoepe.org/>**

The first three modules are *Addiction and Other Health Consequences*, *Risk Factors for Addiction*, and *Social & Legal Consequences*. These modules will help prepare the scouts to create their own utopia community as a group during session/meeting 1. It will be best if these modules are done in order when completing all of the modules. The tools and resources needed to facilitate the utopia are located in this handbook on page 9. This active learning exercise of the utopia community should take approximately 50 minutes.

**Prior to Troop Meeting #2: Each scout will have to complete the fourth and fifth modules online at <https://siuecoepe.org/>**

The fourth and five modules are *Medication Use Misuse and Prescription and OTC Drugs of Abuse*. These modules will need to be completed in order to prepare scouts for the bingo game held during session/meeting 2 for this patch. The bingo game will be an accumulation of all of the modules and help tie everything that they have learned by completing the modules. The tools and resources needed to facilitate the bingo game are located in this handbook on page 12. This active learning exercise of the BINGO game should take approximately 50 minutes.

It is important that all of the modules are done in order to correlate with the Troop activities and prepare the scouts to participate in the Troop activities. Completion of the modules and the module worksheets are part of the requirements for scouts to attain the Substance Abuse Awareness Patch. See page 4 to view the requirements of the patch.

### ALTERNATIVE OPTIONS:

*In the event that many of your scouts do not have internet access, the modules can be watched together as a Troop. Scouts will still be required to turn in completed worksheets and have leader verified they were present for the viewing of all modules. PLEASE FILL OUT OPTION 2 of the 'Requirements for Patch Completion' document on page 5.*

### **How to obtain the Program Patch:**

**Order online →**

<https://gatewaytraders.org/products/opioid-initiative-patch? pos=1& sid=7120a08a8& ss=r>

## How to Run a 3-Session

In order for scouts to receive this patch, the Troop can run it as a 3-session patch program.

**Prior to Troop Meeting #1: Each scout will have to complete the first three modules online at <https://siuecoepe.org/>**

The first three modules are *Addiction and Other Health Consequences*, *Risk Factors for Addiction*, and *Social & Legal Consequences*. These modules will help prepare the scouts to create their own utopia community as a group during session/meeting 1. It will be best if these modules are done in order when completing all of the modules. The tools and resources needed to facilitate the utopia are located in this handbook on page 9. This actively learning activity of the utopia community should take approximately 50 minutes.

**Prior to Troop Meeting #2: Each scout will have to complete the fourth and fifth modules online at <https://siuecoepe.org/>**

The fourth and five modules are *Medication Use Misuse and Prescription and OTC Drugs of Abuse*. These modules will need to be completed in order to prepare scouts for the bingo game held during session/meeting 2 for this patch. The bingo game will be an accumulation of all of the modules and help tie everything that they have learned by completing the modules. The tools and resources needed to facilitate the bingo game are located in this handbook on page 12. This active learning exercise of the BINGO game should take approximately 50 minutes.

**Prior to optional Troop Meeting #3: This session can be used to enhance the education provided in the previous sessions/meeting and modules. The below activities are suggestions.**

Activity 1: Role-Play. Troop leaders facilitate and lead scenarios that scouts could face regarding this topic. Scouts would utilize the knowledge they learned to work through how they could address each scenario, the steps they would take, and explain how the different modules played a role in their decision-making.

Activity 2: Letter Writing. Scouts could write about what they learned from the modules and how they will use what they learned to face difficult situations that they may encounter, as they get older. The scouts do not have to read the letters aloud, but the Troop leaders could facilitate an open discussion with the scouts about what they have learned and how to deal with different situations if they are ever faced with them.

Activity 3: Guest Speakers. Leaders could reach out to local law enforcement, recovering patient or health care practitioner (prescribing provider, pharmacist, nurse, emergency response team, etc.) to share their experiences.

It is important that all of the modules are done in order to correlate with the Troop activities and prepare the scouts to participate in the Troop activities. Completion of the modules and

the module worksheets are part of the requirements for scouts to attain the Substance Abuse Awareness Patch. See page 4 to view the requirements of the patch.

**ALTERNATIVE OPTIONS:**

*In the event that many of your scouts do not have internet access, the modules can be watched together as a Troop. Scouts will still be required to turn in completed worksheets and have leader verified they were present for the viewing of all modules. PLEASE FILL OUT OPTION 2 of the 'Requirements for Patch Completion' document on page 5.*

**How to obtain the Program Patch after Scouts have completed requirements:**

[https://gatewaytraders.org/products/opioid-initiative-patch?\\_pos=1&\\_sid=7120a08a8&\\_ss=r](https://gatewaytraders.org/products/opioid-initiative-patch?_pos=1&_sid=7120a08a8&_ss=r)

# Activities - Session/Meeting #1

## Safe Community Utopia Activity

*Troop meeting activity for the following modules:*

- *Addiction & Other Health Consequences*
- *Substance Abuse & Addiction Risk Factors*
- *Social & Legal Consequences*



## Activity Objectives

- Identify positive and negative factors of their current neighborhood.
- Identify factors that attribute to a safe neighborhood.
- Create a “utopia” community with a group.
- Identify the name and rules of the “utopia” community and present it.
- Identify ways in which attendees can better their community.
- Identify health and social consequences about prescription drug abuse/misuse.
- Develop alternative methods to have open discussion about prescription drug abuse with family and members of the community.
- Identify tools and mechanisms to limit involvement with the negative effects of prescription drug abuse.
- Change community perspective so that medication misuse is known to be very dangerous and is thought of as inappropriate and unacceptable.

## Comprehensive narrative describing how the activity will be delivered

A facilitator and co-facilitator will implement the activity. The number of co-facilitators will be determined by the amount of participation (10 to 1 ratio). The size of the audience does not matter as long as supplies are adjusted accordingly. The participants will sit in groups, no more than 5 per group.

Prior to the session, students should have completed at-home modules to prepare them for this activity. The session will start by the facilitator giving a brief lecture (see website) on how drugs and alcohol can compromise community safety. Students will be asked questions about their community including: positive aspects of the community, negative aspects of the community, what they feel needs to change and community factors that compromise safety. The PowerPoint lecture will increase student understanding of the connection between drugs, alcohol, and personal safety, increase student awareness on elements of a “safe community” and help students identify personal activities they can engage in alone or with their family to contribute to safety within their communities.

After the brief lecture, students will be asked to imagine a “utopia” community to live in where anything in the world is possible. What would be a part of the community? What wouldn’t be allowed in the community? What would contribute to a “utopia” community? Students will be asked to get into small groups (no more than 5) where they will draw a picture of their “utopia” community. What will the economic, educational, legal, and government system be like and why? Students will be asked to name their community and come up with rules. When finished, students will be invited up to present their “utopia” community.

To end the session, participants will be asked if there is anything on their poster that they think would be possible to implement in their community. What would be the steps in doing this and what would be the barriers? This lesson will get students thinking about the community they live in, and what needs to change for it to become better than it already is.

**Timeline:**

0-5 minutes	Introduction. Have attendees arrange in groups of no more than 5.
5-15 minutes	The facilitator will begin the brief lecture (see website) and introduction to safe communities. The facilitator will engage the attendees during the lecture by asking questions throughout the lecture.
15-20 minutes	The co-facilitator will pass out supplies to each group while the facilitator explains the activity of creating a utopian community.
20-40 minutes	The students will work on creating their utopian community. They will draw a picture of their “utopia” community and address the economic, educational, legal and government system. Students will be asked to name their community and come up with rules.
40-50 minutes	Wrap up/Reflection. Have attendees present their community. Ask them if there is anything on their poster that they think would be possible to implement in their community and what would be the steps in doing this and what would be the barriers. Wrap up final thoughts by selecting the best utopian community.

**Room/Help Set Up:**

<b>Minimum number of educators needed/session [preferred]</b>	1 facilitator, 1 co-facilitator per 10 attendees
<b>Desired number of participants/attendees per session [preferred]</b>	~25 If more than 25, then adjust number of supplies accordingly.
<b>Room Setup</b>	A room large enough to hold tables and chairs for each student. The tables should seat 5 attendees but be large enough for a poster to easily fit. A projector and screen is also needed for the presentation and all attendees should be able to easily view it. There should also be space where the posters can be displayed after the education session.

**Supplies**

<b>Poster boards</b>	<b>Scissors</b>	<b>Crayons</b>
<b>Markers</b>	<b>Tape</b>	<b>Construction Paper</b>

**Appendix A:**

1. See attached PowerPoint on website

## Activities – Session/Meeting #2

### **Bingo Game**

#### **Substance Abuse Safety Bingo Game**

*Troop meeting activity for the following modules:*

- *Addiction & Other Health Consequences*
- *Substance Abuse & Addiction Risk Factors*
- *Social & Legal Consequences*
- *Medication Use Misuse*
- *Prescription and OTC Drugs of Abuse*

#### **Activity Objectives**

- To demonstrate an understanding of concepts learned throughout all five modules

#### **Comprehensive narrative describing how the activity will be delivered**

This will be an interactive and cumulative bingo game that will encompass everything that the scouts will have learned by completing all the modules and their corresponding worksheets. It is to give the scouts a big review at the end before they receive their patch. It can open up for discussion and further questions as the game continues.

It is a classic bingo game where scouts will have to mark their cards with the corresponding pictures or words that are called. Each space will either have a question to start or a statement. The facilitator is responsible to read the statements or questions that correspond to each space. This will give the chance for the scouts to recall knowledge from the modules as a big review. Facilitators will keep calling out spaces until a scout yells “BINGO!” The spaces do not have to be called out in any specific order; it is up to the facilitator’s discretion on which spaces that will be called out during each round of bingo.

Depending on the time allotted, multiple rounds of bingo can be played until all the spaces have been called and reviewed. At least three rounds should be played for the scouts to talk about and review what they have learned from all five modules.

**Room/Help Set Up:**

<b>Minimum number of educators needed/session [preferred]</b>	1 facilitator, 1 co-facilitator per 10 attendees
<b>Desired number of participants/attendees per session [preferred]</b>	~20; can be played in groups A group of 3 or 4 per bingo card
<b>Room Setup</b>	A room large enough to hold tables and chairs for each student. The tables should seat 5 attendees but be large enough for the cards and their “chips” for the spaces. A projector and screen is also needed for the presentation and all attendees should be able to easily view it. There should also be space where the posters can be displayed after the education session.

Supplies

- Printed Bingo Cards
- Chips/Markers to mark for each space
- PowerPoint presentation

Appendix A:

1. See PowerPoint on website

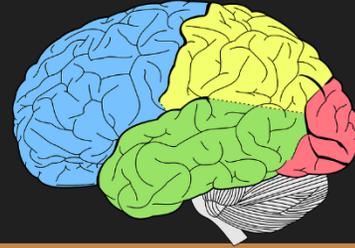
Winning Bingo Card for Game 1: #19

Winning Bingo Card for Game 2: #3

Winning Bingo Card for Game 3: #2

## Module Handouts

### Addiction & The Brain and Other Health Consequences (Module 1)



**In your own words, define the concept of addiction:**

Addiction: \_\_\_\_\_

**Match the lobe of the brain with its correct function:**

Frontal Lobe \_\_\_\_\_

Parietal Lobe \_\_\_\_\_

Temporal Lobe \_\_\_\_\_

Occipital Lobe \_\_\_\_\_

- a. Responsible for the process of senses, such as taste and sight
- b. Responsible for hearing and listening
- c. Responsible for our ability to see
- d. Responsible for actions such as movements, decision making, and emotions

**Explain what would happen to each lobe of the brain if someone were to abuse drugs:**

1. Frontal Lobe:
2. Parietal Lobe:
3. Temporal Lobe:
4. Occipital Lobe:

**Describe the Reward Center *when someone is addicted to a substance* by putting the steps of its pathway in the correct order (1 = first step; 5 = last step):**

A rewarding behavior activates the reward center. \_\_\_\_\_

The person takes the addictive substance more than needed. \_\_\_\_\_

The reward center continues the cycle of being activated and craving more of the addictive substance. \_\_\_\_\_

The reward center “craves” the addictive substance more and more. \_\_\_\_\_

The “Feel good” chemical is released. \_\_\_\_\_

**Match the part with its correct normal function:**

Heart \_\_\_\_\_

Lungs \_\_\_\_\_

Liver \_\_\_\_\_

Kidneys \_\_\_\_\_

Muscle \_\_\_\_\_

- e. To filter blood and break down drugs properly to use in our bodies
- f. To filter waste from our blood and balance the fluids in our body
- g. To help us breathe by taking in oxygen
- h. To help us create movement to move around
- i. To pump blood throughout our body and supply it with oxygen and nutrients

**Explain what would happen to each part if someone were to abuse drugs:**

5. Heart:

6. Lungs:

7. Liver:

8. Kidneys:

9. Muscle:

**List examples of drugs and/or substances that could affect the following parts:**

Heart	Lungs	Liver	Kidneys	Muscle
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

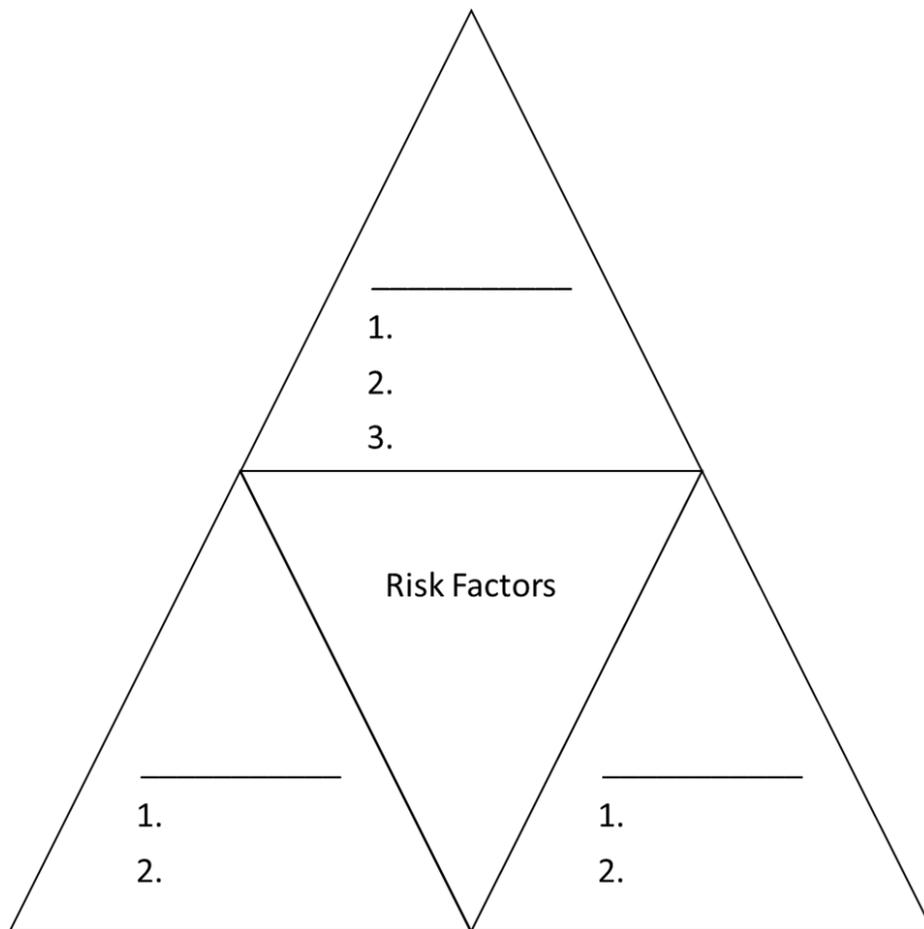
# Substance Abuse & Addiction Risk Factors (Module 2)



List the three risk factor categories of substance abuse and addiction:

\_\_\_\_\_

List the three risk factor categories of substance abuse and addiction. Then, list the characteristics of each category:



# Social & Legal Consequences (Module 3)



For each risk factor category of addiction and substance list, what you could do as a preventative strategy:

Family	Social	Individual

From the scenario regarding Max's room, what solutions could Max's do in regard to the possible consequences he could face? What preventative strategies could he do?

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## Appropriate Use & Misuse of Medications (Module 4)



List the three behaviors that relate to misusing medications:

\_\_\_\_\_

List the three ways to use medications safely and appropriately:

\_\_\_\_\_

After visiting these websites from the module, list a few key medication safety tips and messages that you learned. Websites:

<https://www.generationrx.org/> (Click on the “Learn” tab)

<http://www.safekids.org/medicinesafety> (Click on “Pre-teens Ages 10-14” on the left-hand side)

<https://www.drugabuse.gov/children-and-teens>

What I learned:

1.

2.

3.

4.

5.

# Prescription and OTC Drugs of Abuse (Module 5)



In your own words, define each word:

1. Depressant:

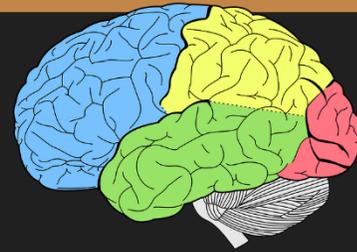
2. Stimulant:

For each class of drugs, list at least two examples/forms of each. Mark illicit drugs with an asterisk (\*) and mark controlled substances with a triangle ( $\Delta$ ):

Alcohol		
Nicotine		
Opioids		
Over the Counter (OTCs)		
Sleep Aids/Depressants		
Steroids		
Stimulants		

## Module Handouts Answer Key

### Addiction & The Brain and Other Health Consequences (Module 1)



In your own words, define the concept of addiction:

Addiction: **Various answers can be accepted here.**

Match the lobe of the brain with its correct function:

Frontal Lobe      d  

Parietal Lobe      a  

Temporal Lobe      b  

Occipital Lobe      c  

- j. Responsible for the process of senses, such as taste and sight
- k. Responsible for hearing and listening
- l. Responsible for our ability to see
- m. Responsible for actions such as movements, decision making, and emotions

Explain what would happen to each lobe of the brain if someone were to abuse drugs:

10. Frontal Lobe: **Weakens the muscles involved in speech, movement, decision-making and judgment.**
11. Parietal Lobe: **Affects taste receptors and causes difficulty focusing on objects.**
12. Temporal Lobe: **Damages the ear leading to hearing loss.**
13. Occipital Lobe: **Damages your eyes leading to loss of color vision, which may cause blurry vision.**

**Describe the Reward Center *when someone is addicted to a substance* by putting the steps of its pathway in the correct order (1 = first step; 5 = last step):**

A rewarding behavior activates the reward center.                      1  

The person takes the addictive substance more than needed.                      4  

The reward center continues the cycle of being activated and craving more of the addictive substance.                      5  

The reward center “craves” the addictive substance more and more.                      3  

The “Feel good” chemical is released.                      2  

**Match the part with its correct normal function:**

Heart      e  

Lungs      c  

Liver      a  

Kidneys      b  

Muscle      d  

- a. To filter blood and break down drugs properly to use in our bodies
- b. To filter waste from our blood and balance the fluids in our body
- c. To help us breathe by taking in oxygen
- d. To help us create movement to move around
- e. To pump blood throughout our body and supply it with oxygen and nutrients

**Explain what would happen to each part if someone were to abuse drugs:**

14. Heart: **Drugs can damage the heart by causing an abnormal heartbeat and heart attacks.**

15. Lungs: **Drugs can damage the lungs and cause slow breathing or prevent air from entering the lungs.**

16. Liver: **Drugs can lead to liver damage especially when combined with alcohol and other drugs.**

17. Kidneys: **Drugs can lead to kidney damage or serious kidney failure.**

18. Muscle: **Steroid use can hinder growth or cause muscle weakness.**

List examples of drugs and/or substances that could affect the following parts:

Heart	Lungs	Liver	Kidneys	Muscle
<u>Steroids</u>	<u>Vaping</u>	<u>Steroids</u>	<u>Ketamine</u>	<u>Steroids</u>
<u>Stimulants</u>	<u>Cocaine</u>	<u>Heroin</u>	<u>Steroids</u>	<u>PCP</u>
<u>Heroin</u>	<u>Opioids</u>	<u>Inhalants</u>	<u>MDMA</u>	<u>MDMA</u>

# Substance Abuse & Addiction Risk Factors (Module 2)



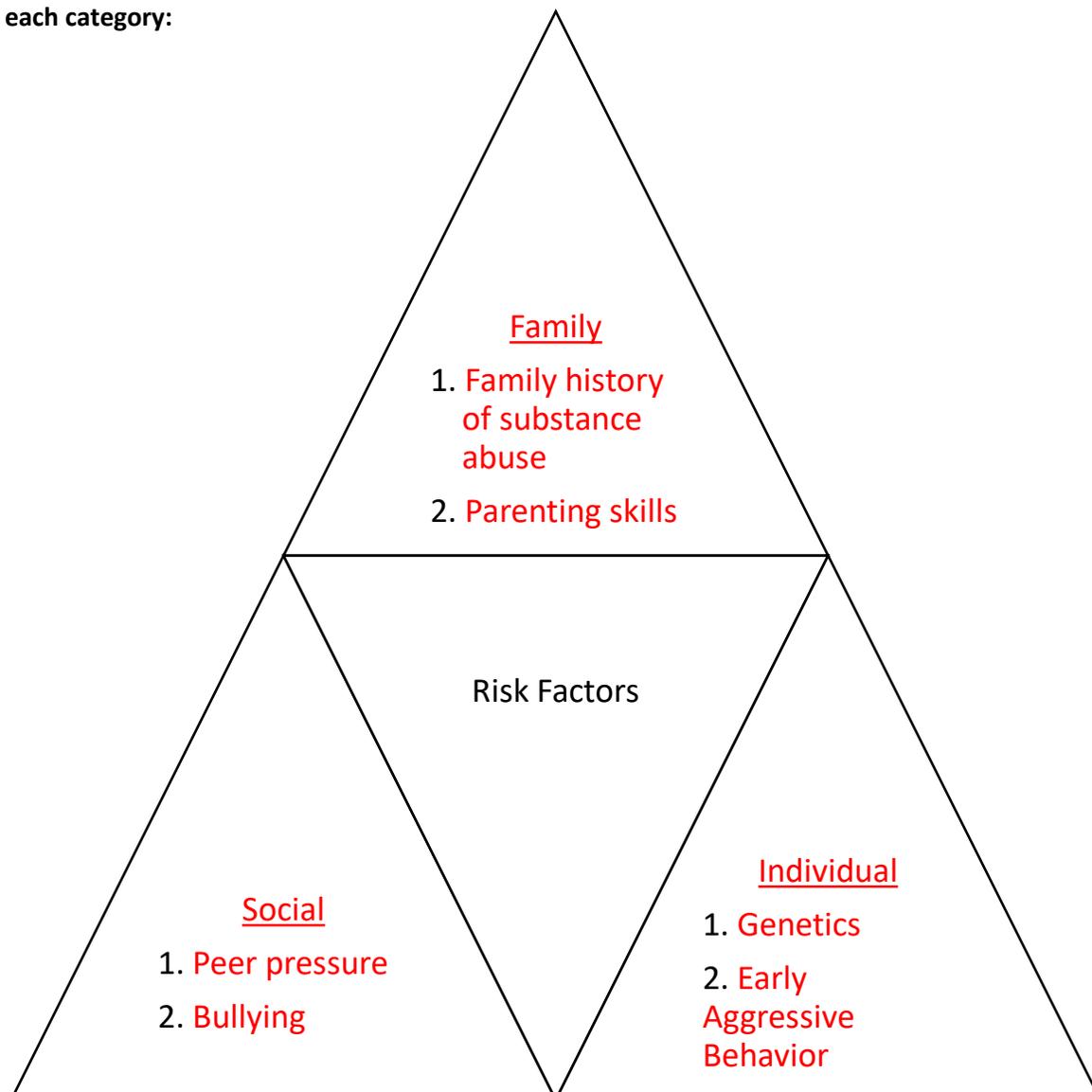
List the three risk factor categories of substance abuse and addiction:

Family

Social

Individual

List the three risk factor categories of substance abuse and addiction. Then, list the characteristics of each category:



## Social & Legal Consequences (Module 3)



For each risk factor category of addiction and substance list, what you could do as a preventative strategy:

Family	Social	Individual
<ul style="list-style-type: none"> <li>• <i>Various Answers</i></li> <li>• Family bonding</li> <li>• Understand the dangers of medication misuse/abuse</li> <li>• Learn how to say no</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Various Answers</i></li> <li>• Learn how to say no</li> <li>• Hangout with peers who won't pressure you</li> <li>• Participate in extracurricular activities such as sports and clubs</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Various Answers</i></li> <li>• <i>Self-control</i></li> <li>• <i>Learn how to resist taking addictive substances</i></li> <li>• <i>Learn how to say no</i></li> </ul>

From the scenario regarding Max's room, what solutions could Max's do in regard to the possible consequences he could face? What preventative strategies could he do?

*Various answers can be accepted here.*

## Appropriate Use & Misuse of Medications (Module 4)



List the three behaviors that relate to misusing medications:

Taking more than prescribed

Taking medication for a different reason

Sharing or taking someone else's medication

List the three ways to use medications safely and appropriately:

Keep for yourself

Follow the instructions

Be a good role model

After visiting these websites from the module, list a few key medication safety tips and messages that you learned. Websites:

<https://www.generationrx.org/> (Click on the "Learn" tab)

<http://www.safekids.org/medicinesafety> (Click on "Pre-teens Ages 10-14" on the left-hand side)

<https://www.drugabuse.gov/children-and-teens>

What I learned:

1. ANSWERS WILL VARY BASED ON WHAT THEY FOUND

2.

3.

4.

5.

## Prescription and OTC Drugs of Abuse (Module 5)



In your own words, define each word:

1. Depressant: Answers may vary. Answers should include that depressants help slow down activity in the brain and causes relaxation and calmness.
2. Stimulant: Answers may vary. Answers should include that stimulants increases activity in the brain to cause more alertness, attention, and focus.

For each class of drugs, list at least two examples/forms of each. Mark illicit drugs with an asterisk (\*) and mark controlled substances with a triangle (Δ):

Alcohol	Beer, Rum, Tequila, Vodka, Wine, Whiskey or others.
Nicotine	Cigarettes, Hookah, Vaping, others that students may bring up.
Opioids	Codeine Δ                      Hydrocodone Δ Heroin * Δ                      Morphine Δ Fentanyl Δ                      Oxycodone Δ
Over the Counter (OTCs)	Dextromethorphan Loperamide
Sleep Aids/Depressants	Ambien Δ                      Valium Δ Ativan Δ                      Xanax Δ
Steroids	Testosterone-like substance Δ , Estrogen
Stimulants	Adderall Δ                      Cocaine* Concerta Δ                      MDMA* Ritalin Δ                      PCP*