

THE ELKS: WHAT HEROES DO TEACHER'S GUIDE

A LESSON PLAN FOR GRADES 3-6

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Dear Teacher,

This comic and teacher's guide are brought to you and your students by The Elks Drug Awareness Program (DAP) working in close collaboration with their content partners, the DEA and FDNY. The DAP is the nation's largest all-volunteer Drug & Alcohol Prevention Group. In this packet you will find Subject Areas and Goals listed, along with activities that are intended to be an interesting and fun change of pace for you and your students. We encourage you to read the comic as a class, refer to and make copies of the teacher's guide to lead student discussion, and use the reverse as a poster for your classroom.

The lessons in this guide are designed to help highlight certain teachable elements of the comic, but ultimately no one knows your class better than you, so feel free to adapt them as you see fit! Most importantly, we hope you and your students ENJOY and we...THANK YOU FOR BEING OUR HERO!

SUBJECT AREAS:

Listening, Speaking, Reading, Writing, Science, Visual Arts, Character & Life Skills, & Critical Thinking.

GOAL:

Help students to become active participants in the societal-wide mission to educate about and resist peer pressure, bullying, and drug abuse.

SECONDARY GOAL:

Integrate skills and subject area studies to create work that can be graded, potentially added to student portfolios, and/or used as exemplar work to show outside the classroom.

DO YOU HAVE ANY HEROES?

Discuss: In school, you have learned about real people who have made contributions to the arts, science, literature, history, our country, and the world.
Action: List some of these people whom you admire most.

Discuss: There are also many possible heroes in the books and comic books you have read; movies, shows, and games you have seen; and music you have listened to.
Action: List some of these people whom you admire most.

Discuss: There are many people in your daily life who can be heroes. Think about your grandparents, parents, older relatives, teachers, coaches, mentors, friends, teammates, law enforcement, soldiers, firefighters, and other people in your life.
Action: List some of these people whom you admire most.

Discuss: What makes these people heroes? One important element of being a hero is the desire to act to help others. What other traits do you think the people you listed above have in common? **Action:** List the traits of a hero.

The desire to act to help others.

BECOMING A HERO!

Discuss Heroes are defined by their actions and sometimes we do things that are not "heroic" just because we're not thinking or we don't realize they are hurtful. Go through the below list of helpful and not-helpful actions and the list of characters in the comic.

Action: Match the characters to the actions the comic described them taking. (NOTE: Some characters can be used more than once.)

Characters	Actions
Bobby _____	1. Told her brother to stop acting like a baby.
FDNY Firefighters _____	2. Hid the fact that he was hurt. Took drugs that weren't his.
Maya _____	3. Put their lives on the line to stop illegal drugs from coming into the USA.
Captain Gade & The ELKS! _____	4. Helped others by learning CPR and using it to save Bobby.
David _____	5. Warned Alice that their mothers would get mad at them, making her less likely to talk to adults.
Jose _____	6. Helped others by taking the lead to educate kids about the dangers of drug use, and the link between bullying and drug abuse.
Federal DEA* Agents _____	7. Used his filmmaking skills to entertain and educate others.
	8. Use their critical fire and life safety training to save lives.

* DEA stands for the Drug Enforcement Administration.

HELPFUL LINKS

<http://elkskidszone.org>
<http://www.fdnysmart.org>
www.samhsa.gov
www.stopbullying.gov
 for Teens: www.justthinktwice.com
 for Parents and Caregivers: www.getsmartaboutdrugs.com
 for Teachers: www.operationprevention.com

WAYS TO ACT LIKE A KID AND A HERO

Action: As you look at the characters in the comic, you might be able to tell that some of their actions were not helpful and that they actually made the situation worse. Determine which ones made the situation worse and rewrite them from a hero's perspective.

BOBBY - HID THE FACT THAT HE WAS HURT. TOOK DRUGS THAT WEREN'T HIS.

Discuss: When people refuse to admit that they are hurt and try to solve problems on their own, they often create even more problems for others later on. This is especially true for kids, because they haven't had the time to learn the lifesaving skills adults know. This is exactly what happens to Bobby. His attempt to make his pain go away by himself leads to his near fatal overdose.

What Bobby said:

No... I get to be the hero and the star and rescue Maya and -- and everything!

Better to have said:

MAYA - TOLD HER BROTHER TO STOP ACTING LIKE A BABY.

Discuss: When someone ridicules someone else by calling them a baby - especially, in public - it is a form of bullying. It makes the victim of the comment feel humiliated and small. That kind of comment can make someone try to do dangerous things that they normally would never do on his or her own. That's why so many kids who don't want to take drugs often get peer-pressured into trying them. And that's one reason why Bobby does what he does.

What Maya said:

Then don't act like a baby...

Better to have said:

JOSE - WARNED ALICE THAT THEIR MOTHERS WERE GOING TO GET MAD AT THEM, MAKING HER LESS LIKELY TO TALK TO ADULTS.

Discuss: When kids taunt each other about how adults will get mad at them if they tell the whole truth about what they have been doing, it can lead to keeping secrets. While it is okay to keep one's thoughts to oneself, for the reasons we've discussed adults should always know your actions and whereabouts. Peer pressure pushes information into the dark when it should see the light.

What Jose said:

When our moms get back from the PTA meeting, you're gonna get it!

Better to have said:

Discuss: As you know from Bobby's story, kids need to keep adults informed about their actions. And you also understand that there are some things - like running into a burning building - that only trained adults should try. While Bobby and his friends did make some mistakes, they did do a lot of heroic things like:

- Called 911, and clearly and calmly reported an emergency and the right address.
- Took a CPR class and used what they learned.
- Embraced the Red Ribbon Pledge, and decided to find ways to teach other kids that heroes don't do drugs.

Action: List other ways you can be heroes as kids.

Action: One thing we have learned is heroes are defined by their actions, so let's spring into ACTION. Check out these different groups of "heroic activities" and come up with a heroic name and uniform colors for each of them. Extra credit if you draw and design the uniform yourself!

Hero Group 1: Acting to Educate Others About the Dangers of Drugs

Cool Group Name _____
Group Colors _____

Actions you can take, starting today:

- Find out how to organize your own Elks Red Ribbon Week Activity. Start planning at <https://www.dea.gov/redribbon/RedRibbonCampaign.shtml>
- Design and create your own entry for the Elks Poster, Essay, or Video Contest. Here is how you can enter: <http://elkskidszone.org/poster-essay-contest/>

Hero Group 2: Acting to Inspect and Safeguard

Cool Group Name _____
Group Colors _____

In class:
• Make a brightly-colored flyer with the phone number of the Poison Center Hotline, dates and location of local DEA "Prescription Drug Take Back Days," and other emergency information.

At home:
• Work with the adults in your home to use the below "Drug Safety and Prevention Checklist" to make your home drug-safe.
• Check off all 10 boxes in the check list.

Drug Safety and Prevention Checklist

Directions: Ask the adults in your household to do the following drug prevention inspection. While they inspect, check off as many of these 10 as you can.

My Score _____

- Prescription and over-the-counter medicines have been removed from the bathroom counter, the bedroom nightstand, and the unlocked linen-closet.
- Prescription and over-the-counter medicines have been removed from the kitchen counters and cabinets and the accessory compartments in the cars.
- All prescription and over-the-counter medicines are now in a locked cabinet, safe, or container.
- All the medicines for children, including ADHD medication, have been checked to see if the proper amount for the prescribed dose is present.
- The number for the National Poison Hotline Center, 1-800-222-1222, is prominently posted.
- There is a prominently posted reminder of the date and location of the nearest "Prescription Drug Take Back Day" sponsored by the DEA. The reminder should also have this website address: <http://www.dea.gov>.
- Any medicine vials that you are planning to throw out have had the names and other information on them blacked out.
- Any expired or unneeded medications are set apart and have either been safely stored to bring to Prescription Drug Take Back Day or safely disposed of by mixing with coffee grounds or kitty litter.
- All rooms that kids have been in have been looked over for alcohol, cigarettes, or illegal drugs.
- All rooms that may have been used by contractors, sales people, and friends have been inspected for the same things.

Hero Group 3: Resisting Bullies and Peer Pressure

Cool Group Name _____
Group Colors _____

Discuss: We have now taken "Heroic Actions" to protect ourselves and our loved ones at home! But remember, as Maya and David said, sometimes people you think are your friends might try and pressure you into trying drugs to get high. They may try and tell you that everyone is doing it, but remember what Siren said: "87% of kids 12-17 are not doing drugs... so you don't need to try it to be cool!"

What was Elroy's advice on resisting bullies? "Tell an adult you trust and keep telling them until someone listens."

Action: Make a list of adults you can trust and would go to, beyond mom and dad. Be specific; i.e., not "a counselor," but rather "my counselor, Mrs. Davis." (To learn more ways to create a bully-free school, visit <https://www.stopbullying.gov>)

Discuss: Sometimes you might find yourself in situations in which you can't get to an adult right away. In such cases, it is important to take "Heroic Actions" to get yourself out of the situation.

Action: Come up with situations, based upon what you read in the comic or real life experiences, in which you would feel uncomfortable and may not have had the tools to be a hero. Then role-play those situations so that you can figure out what you should say and do.

If you're having trouble coming up with ways to get out of a situation in which you're being offered drugs, alcohol, or cigarettes, below are some possible ways to react:

- If you're on a sports team, say you are staying healthy to maximize your athletic performance.
- "I have to [study for a big test / go to a concert / visit my grandmother / babysit / march in a parade, etc.]. I can't do that after a night of drinking/drugs."
- Keep a bottled drink like a soda or iced tea with you to drink at parties. People will be less likely to pressure you to drink alcohol if you're already drinking something. If they still offer you something, just say, "No thanks, I'm good."
- Find something to do so that you look busy. Get up and dance. Offer to DJ.
- When all else fails... blame your parents. They won't mind! Explain that your parents are really strict, or that they will check up on you when you get home.

Hero Group 4: Acting to Deal with Emergencies

Cool Group Name _____
Group Colors _____

- Pair up and practice the following script for calling 911.
- Sign up for a CPR Class and become certified in CPR.

A Script for Practicing to Call in Emergencies

Choose one of the following scenarios as the emergency:

- The house across the street is on fire.
- You see a car accident where someone was hurt.
- You see someone breaking into a house.
- Somebody is knocked out or bleeding badly.

Remember to turn off or unplug your phone before practicing this script!

(Script adapted from "9-1-1 Practice for Children" by the Polly Klaas Foundation: <http://www.pollyklaas.com>)

Student One (Operator):
"Nine-one-one operator. What is your emergency?"

Student Two:
"I need help." [Describe the problem.]

Student One (Operator):
"Where are you?"

Student Two:
[Use the school address to respond. Also, report what room you are in and two large physical objects that rescue workers should look for in order to better find you.]

Student One (Operator):
"What is your name?"

Student Two:
[Full name.]

Student One (Operator):
"Are you okay? Were you hurt?"

Student Two:
[Respond truthfully.]

Student One (Operator):
"Don't hang up. Help is on the way."

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