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... 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 studies to create work that can be graded, potentially added to student portfolios, and used as exemplar work to show outside the classroom.

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**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.**

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**Becoming a Hero!**

**Characters**

- Bobby
- FDNY Firefighters
- Maya
- Captain Gade & The ELKS!
- David
- Jose

**Federal DEA Agents**

**Actions**

1. Told her brother to stop acting like a baby.
2. Held the fact that he was hurt. Took drugs that weren’t his.
3. Put their lives on the line to stop illegal drugs from coming into the USA.
4. Helped others by learning CPR and using it to save Bobby.
5. Warned Alice that their mothers would get mad at them, making her less likely to talk to adults.
6. Helped others by taking the lead to educate kids about the dangers of drug use, and the link between bullying and drug abuse.
7. Used his filmmaking skills to entertain and educate others.
8. Use their critical fire and life safety training to save lives.

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**Ways to Act Like a Kid and a Hero!**

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

**Group Name:** The Elks Red Ribbon Campaign activity.

**Group Colors:**

- White
- Red
- Black

**Action:** One thing we have learned in 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 dress and design the uniform yourself!

**Hero Group 2: Acting to Inspect and Safeguard**

**Group Color:** Yellow

**Action:** As you know from Bobby’s story, kids need to help adults informed about their actions. You also understand that there are some things — like running into a burning building — only trained adults should do. While Bobby and his friends did make some mistakes, they did do a heroic thing like:

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

**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 12 boxes in the check list.

**Drug Safety and Prevention Checklist**

DIRECTIONS: Ask the adults in your household to do the following:

1. Make a brightly colored flyer with the phone number of the Poison Control Center, the location and details of local DEA “Prescription Drug Take Back Days,” and other emergency information.
2. Home: Make a list of adults you can trust and would go to, beyond mom and dad. Be specific, i.e., “my aunt,” “my cousin,” “the mailman,” “mom’s friend” etc.
3. All prescription and over-the-counter medicines have been removed from the bathroom counter, the medicine cabinet, and the medicine cabinet in the car.
4. All prescription and over-the-counter medicines have been labeled from the children and cabinets and the accessory compartments in the car.
5. All prescription and over-the-counter medicines are new in a locked cabinet, safe, or container.
6. All the medicines for children, including ADHD medications, have been checked to see if the proper amount for the prescribed dose is present.
7. The number for the National Poison Hotline Center: 1-800-222-1222, is prominently posted.
8. 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 the website address: http://www.dea.gov.
9. Any medicines that you are planning to throw out have been put into a locked cabinet and other information on them blocked out.
10. Any expired or unmedicated messages are not 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.
11. Any persons that kids have been in have been blocked out for alcohol, cigarettes, or illegal drugs.
12. All events that may have been used by contractors, sales people, and friends have been inspected for the same things.

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**Hero Group 3: Resisting Bullies and Peer Pressure**

**Group Name:** Cool Group Name

**Group Colors:**

- Blue
- Green
- Yellow

**Action:** We have now taken “Heroic Actions” to protect ourselves and our loved ones. Read through the comic or real life experiences, in which you can see if the proper amount for the prescribed dose is present.

**Resisting Bullies and Peer Pressure Checklist**

- Make a list of adults you can trust and would go to, beyond mom and dad. Be specific, i.e., “my aunt,” “my cousin,” “the mailman,” “mom’s friend” etc.
- All prescription and over-the-counter medicines have been removed from the bathroom counter, the medicine cabinet, and the medicine cabinet in the car.
- All prescription and over-the-counter medicines have been labeled from the children and cabinets and the accessory compartments in the car.
- All prescription and over-the-counter medicines are new in a locked cabinet, safe, or container.
- All the medicines for children, including ADHD medications, 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 the website address: http://www.dea.gov.
- Any medicines that you are planning to throw out have been put into a locked cabinet and other information on them blocked out.
- Any expired or unmedicated messages are not 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.
- Any persons that kids have been in have been blocked out for alcohol, cigarettes, or illegal drugs.
- All events that may have been used by contractors, sales people, and friends have been inspected for the same things.

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**Hero Group 4: Acting to Deal with Emergencies**

**Group Name:** Cool Group Name

**Group Colors:**

- Red
- Blue
- White

**Action:**

- Pair up and practice the following script for calling 911.
- Sign up for a CPR Class and become certified in CPR.
- Script for Practicing to Call in Emergencies.

**Choosing one of the following scenarios as the emergency:**

1. The house across the street is on fire.
2. You see a car accident where someone was hurt.
3. You see someone breaking into a house.
4. Somebody islicosed out or being badly beaten.

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

**Script adapted from “9-1-1 Practice for Children” by the Police Foundation.**

**Student One (Operator):**

“Hi, sorry, you’re calling 911. What is your emergency?”

**Student Two:**

“I’m calling to report a fire!”

**Student One (Operator):**

“All right, please give me your address.”

**Student Two:**

“I live at 123 Main Street. Someone’s house is on fire!”

**Student One (Operator):**

“Do you need an ambulance too?”

**Student Two:**

“Yes, there are a lot of smoke coming out!”

**Student One (Operator):**

“Okay, we’ll send a fire truck and an ambulance to your location.”

**Student Two:**

“Thank you so much!”

**Student One (Operator):**

“Thank you! We’ll be there soon!”

**Student Two:**

“I can’t do that after a night of drinking/drugs.”

**Student One (Operator):**

“Okay, please don’t do that! We’ll be there soon!”

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**Helpful Links**

- ElksKidsZone.org
- Http://www.fdny.org
- Http://www.stopbullying.gov
- For Teens: Justthinktwice.com
- For Parents and Caregivers: Givelifeaboutdrugs.com
- For Teachers: Operationprevention.com

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**Ways to Act Like a Kid and A Hero!**

**What Bobby said:**

- Better to have said:

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

**What Maya said:**

- Better to have said:

  - Then don’t act like a baby...

**What Jose said:**

- 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.

**What Bobby said:**

- Better to have said:

  - Bobby - 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. 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.

**Discuss:** M atch the characters to the actions the comic described them taking.

- Maya ___
- Bobby ___
- FDNY Firefighters ___
- David ___
- Jose ___
- Captain Gade & The ELKS! ___

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**The Kids’ Action:**

- Helped others by learning CPR and using it to save Bobby.
- Warned Alice that their mothers would get mad at them, making her less likely to talk to adults.
- Helped others by taking the lead to educate kids about the dangers of drug use, and the link between bullying and drug abuse.
- Used their filmmaking skills to entertain and educate others.
- Use their critical fire and life safety training to save lives.

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**Thank you for being our hero!**