

A gold medal with a blue ribbon. The medal is circular with a serrated edge and a rope-like border. The text "Price Hill Champions" is written across the center of the medal in a blue, serif font with a white outline.

# Price Hill Champions

Nutrition and Drug Prevention  
Curriculum

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# Nutrition Lessons

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# Lesson 1:

## The Power Team: The Macronutrients

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### Objectives

1. Define food.
2. Identify the 3 reasons we need to eat.
3. List the 3 macronutrients and describe their role in the body.
4. Identify major sources of each macronutrient.
5. Differentiate between healthy and unhealthy sources of macronutrients.

### Procedure

1. Ask the students to define “food.”
2. Review the correct definition of food by introducing term “nutrient.” (See Vocabulary)
3. Ask the students why we need to eat food/get nutrients.
4. Explain that there are 3 reasons why we need to eat food, then proceed to Activity 1.
5. Introduce the macronutrients.
  - a. Carbohydrates – demonstrate bags of sugar and flour
    - i. Explain that carbohydrates come in two forms:
      1. Short chain carbohydrates are things like table sugar. They break down quickly and provide us with fast energy. [Optional: gesture to 4 short chains made up of 2 paper rings stapled together. Demonstrate that you can pretty quickly rip them apart into 1 ring pieces.]
      2. Long chain carbohydrates are things like bread and pasta. They break down more slowly and provide us with energy for a longer time. [Optional: gesture to 1 chain of 8 paper rings stapled together. Demonstrate that it takes longer to “digest” these into 1 ring pieces.]
    - ii. Proteins – demonstrate red meat (picture) and fish (picture)
      1. These are the building blocks of your body. [Optional: gesture to Lego blocks.] It is what your skin and organs are mostly made of. As you grow, you need protein to get bigger. Both adults and kids need protein to maintain their body, like when you get cut and you need to regrow your skin.
      2. They can also be used for energy. But proteins are like the walls of a log cabin. You could rip down the walls and burn them in the fireplace if you had to, but you wouldn’t if you could find something else to use for energy.
    - iii. Fats – demonstrate oil
      1. Fats are like this winter jacket. They provide warmth, cushioning, and covering.
      2. Your body uses fat to insulate you and keep your warmth inside. That’s why your body is always 100 degrees even when the outside is colder.

3. Fat also cushions you. Can you imagine how uncomfortable it would be to sit without any cushion beneath you?
4. Fat lastly surrounds. Your body is made with cells and each cell is surrounded with a tiny fat layer, which tells the body what can come in and what needs to stay out.
6. Explain that lots of foods have different combinations of these macronutrients, some with lots of one kind, and some with lots of all of them. Explain that the last activity will help us learn what amounts of macronutrients are in some of the foods we eat.
7. Proceed to Activity 2.

### **Vocabulary**

1. Food – any substance that is consumed and provides nutrients.
2. Nutrient - a substance that provides the things essential for growth and the maintenance of life.
3. Macronutrient – nutrient required in large amounts by living things.

### **Activity 1**

1. Before beginning the activity, ask the students to think of reasons why they need to eat food.
2. Explain that there are 6 reasons on the board and that only 3 of them are correct reasons for why we need to eat/obtain nutrients.
3. Have the students select which they think are the correct answers.
4. Answers:
  - a. Correct:
    - i. To keep the heart pumping. [energy]
    - ii. To get taller. [growth]
    - iii. To have fun!
  - b. Incorrect:
    - i. Because my stomach growls during class.
    - ii. To avoid getting “hangry.”
    - iii. To keep the toilet paper companies in business.
5. Resume with number 5 in Procedure.

### **Activity 2**

1. Divide the students into groups of 5-10
2. Assign an adult volunteer to each team. This person will be called “Chef”
3. Provide each student team with 1 copy of Student Form 1 and instruct each team to cut out their ingredients along the dotted lines.
4. Provide each “Chef” with 1 copy of Instructor Form 1 for *each* student on their team and instruct the “Chef” to cut out the foods along the dotted lines.
5. Provide each “Chef” with 1 copy of the answer sheet for the food combinations (Instructor Form 2).
6. Provide each team with a copy of “The Kitchen” paper. (Student Form 2)
7. Explain to the students that they must create 10 different foods by combining any 3 macronutrient ingredients in the kitchen and giving them to the “Chef.” For example,

they may do **3 proteins** or **2 proteins and 1 fat** or **2 fats and 1 carbohydrate**, etc. The order does not matter!

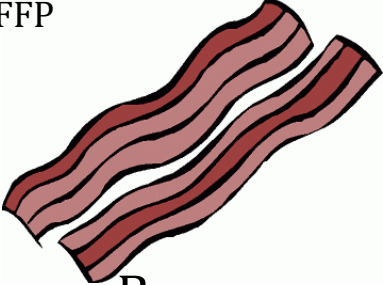


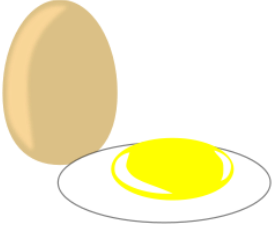






8. Upon a successful combination of ingredients the “Chef” will provide each student with a picture of the created food. If the combination has already been tried, the “Chef” will simply say the name of the food created, letting the kids know that they have already collected that food item.
9. The first team to find all 10 foods wins!
10. After the activity, provide the students with glue sticks and instruct them to glue the created foods in the corresponding space on Student Form 3.

### **Materials**

1. Student Forms 1,2, and 3 (in student handbook)
2. Instructor Forms 1 (1 copy for each student) and 2 (1 copy for each team)
3. Scissors, 2 pairs for every student team (Activity 2); 1 for students, 1 for “Chef”
4. Glue sticks for every student (Activity 2)
5. Optional: 16 1-inch paper strips, for carbohydrate demonstration
6. Optional: Stapler, for paper strips above
7. Optional: Legos, for protein demonstration
8. Optional: Winter jacket, for fat demonstration
9. Optional: Oil, sugar, flour, meat, and fish, for macronutrient demonstration




























# Instructor Form 1

- Volunteer “chefs” should cut along the dotted lines to make 10 individual foods.
- Present the student team with the corresponding picture below when a successful new combination is made.

FFP  Bacon	PPP  Chicken Breast	PPC  Beans
PPF  Egg	CCP  Flour	FFF  Oil
CCC  Sugar	CCF  Garlic Bread	CFF  Snickers Bar
PFC  Milk		

## Instructor Form 2

- When the student team presents their ingredients in the “Kitchen,” locate their first ingredient in the left column.
- Locate their second ingredient in the top row and proceed to the corresponding box.
- Locate their third ingredient and award them their new food, or inform them of which food they created (if they have already created that food item).
- Note: There are repeated items on this grid, since order of ingredients does not matter.

	P	F	C
P	PPP -  PPF -  PPC - 	PFP -  PFF -  PFC - 	PCP -  PCF -  PCC - 
F	FPP -  FPF -  FPC - 	FFP -  FFF -  FFC - 	FCP -  FCF -  FCC - 
C	CPP -  CPF -  CPC - 	CFP -  CFF -  CFC - 	CCP -  CCF -  CCC - 



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# Lesson 2: MyPlate

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## Objectives

1. Identify the 5 major food groups and name examples in each
2. Explain how the USDA's MyPlate shows what to eat from each food group
3. Understand what composes a balanced meal
4. Understand the importance of limiting sugar, salt, and fat consumption

## Procedure

1. Ask students what they think it means to be healthy. Students are likely to say fruits and vegetables are important. Then, say that fruits and vegetables represent 2 out of 5 major food groups, and ask if they know what the other 3 are. Write them across the top of the board, and ask for examples of each.
2. Show the class a picture of MyPlate and explain that it shows the five different food groups and represents the importance of eating all 5 food groups every day. Point out that at least half the foods you eat should be fruits and vegetables.
3. Ask the students if they know why it is important to eat from all 5 food groups every day, and after a few responses, explain that when we feed our bodies with all groups, we have energy to play, learn, and grow. Having foods from all 5 food groups also helps to keep us healthy and strong.
4. Next, take a more in depth at each food group. You can go in order of how they are written across the board.
  - a. Fruits: Encourage students to eat fruit as a healthy snack. Explain to them that fruit juice is an option for getting the number of servings of fruit they need in a day, but to choose 100% juice without added ingredients.
  - b. Vegetables: Encourage students to eat all the colors of the rainbow when it comes to vegetables. The subcategories of vegetables are dark green, red and orange, beans and peas, starchy, and other. Have students give examples for each subcategory, and emphasize the importance of having a variety of each.
  - c. Grains: Explain that a grain is food made from wheat, rice, oats, cornmeal, barley, or another cereal grain. Tell them about the two sub-categories of grains, whole grains and refined grains. Whole grains are made with the whole kernel of grain and then refined grains have parts of the kernel removed, which also removes nutrients important for good health. Give examples of refined grains, including white bread, regular pasta, white rice, cornflakes, and most pretzels, crackers, and cookies. Encourage students to replace some refined grains with whole grains in their diet, and emphasize that at least half the grains you eat in a day should be whole grains. Give examples of switches they can make such as whole wheat bread instead of white bread and oatmeal for breakfast instead of a sugary cereal.
  - d. Protein: Tell students protein sources should be varied, and give them some new ideas about where they might be able to get protein such as beans and fish.
  - e. Dairy: Tell students it is important to choose low-fat or fat-free options when making choices for meals and snacks. Dairy provides calcium, which is important for strong bones and healthy teeth.

5. Ask students what seems to be missing from the list, and point out that foods with added sugar, salt, or fat, such as candy, cookies, ice cream, chips, and pop should be avoided and eaten in moderation. They should not be eaten every day because they do not give our bodies good nutrients to learn and grow and be strong and healthy.
6. Hand out the blank MyPlate coloring sheets. Ask students to think about what they just learned about food groups and healthy food options in each group. Have students create their own MyPlate. Instruct them to divide up their plate into the portion sizes for each food group and draw pictures of their favorite foods from each group to create a meal.

### **Vocabulary**

1. Grain- food made from wheat, rice, oats, cornmeal, barley, or another cereal grain
2. Whole grain- grains that contain the entire grain kernel: the bran, germ, and endosperm
3. Refined grain- processed in a mill, which removes the bran and the germ of the grain

### **Materials**

1. MyPlate poster
2. Chalkboard
3. MyPlate blank coloring sheets
4. Crayons, markers, colored pencils

### **Resources**

1. Lesson adapted from Teachers' Guide for education about MyPlate from the USDA's MyPlate website [Serving Up MyPlate: A Yummy Curriculum]  
<http://www.choosemyplate.gov/sites/default/files/printablematerials/ServingUpMyPlate-level3-TeachersGuide.pdf>
2. USDA's Center for Nutrition and Policy Promotion [www.choosemyplate.gov](http://www.choosemyplate.gov)

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# Lesson 3: Nutrition Facts Labels

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## Objectives

1. Understand the importance of looking at serving size
2. Identify how the macronutrients contribute to calories
3. Understand how to read Percent Daily Value numbers
4. Identify which nutrients to limit and which ingredients to avoid
5. Gain an understanding of what a healthy nutrition facts label looks like

## Procedure

1. Ask students how they can tell if a food is healthy. Tell them that nutrition facts labels provide valuable information in determining whether a food is healthy.
2. Show the students a sample nutrition facts label for Macaroni and Cheese. Ask them if they ever look at food labels, and if they do, ask them what things they look for.
3. Serving Size: Tell the students that this is the first item listed on a nutrition facts label. Explain that the number of calories and nutrient amounts listed on the label are for one serving size. If you eat more or less than one serving, you have to consider that when looking at the calories and nutrient amounts.
4. Show the students an example of how eating more than one serving increases the amount of calories and nutrients consumed. If you eat a double serving, you must double the calories and all of the nutrient amounts.
5. Explain that calories provide a measure of how much energy a food contains. Tell the students that controlling calories can help with managing weight. Show the students the general guide for calories for one serving: (40 calories is low, 100 is moderate, and 400 or more is high).
6. Show the students how the amount of macronutrients contributes to the calories in a serving of food. (1g fat = 9 Cal. / 1g carbs. = 4 Cal. / 1g protein = 4 Cal.)
7. Tell the students about nutrients to limit in their diet. Fat, cholesterol, and sodium should be limited to reduce the risk for chronic diseases like heart disease, some cancers, and high blood pressure.
8. Tell the students about the nutrients (Dietary Fiber, Vitamin A, Vitamin C, Calcium, and Iron are important nutrients) that are lacking in many American's diets. Explain that getting enough of these nutrients can help reduce the risk of some diseases and conditions. Calcium keeps bone strong, and dietary fiber promotes healthy bowel function.
9. Explain that the percent daily values indicate how much the nutrients in one serving contribute to the total daily diet. Tell the students about the 5-20 rule (5% DV or less is considered low and 20% DV or more is considered high). Also, explain that % DVs are based on a 2,000 calorie diet. The number of calories you need depends on your age, sex, height, weight, and activity level. Show the students the calorie calculator for kids.
10. Show the students the daily allowance bars for calcium and fat. Explain how the teen goal for calcium intake is 130% of the recommended listed on nutrition labels. Also explain how eating two servings effects the daily allowance for fat.

11. Tell the students about the ingredients list on food labels. Explain that the ingredients are listed in order of weight from most to least. Encourage the students to avoid ingredients like added sugar and partially hydrogenated oils. Show them an example of two yogurt food labels (one with added sugar and one without).
12. Show the students an example of two food labels (2% milk and non-fat milk). Ask the students to point out the difference between the two labels.

### **Vocabulary**

1. Trans-Fats: manufactured fats created through a process called hydrogenation; the FDA determined that trans-fats are not “generally recognized as safe” and should be avoided
2. Calcium: mineral found mainly in dairy products; builds strong bones and helps prevent osteoporosis (a condition in which bones become weak and brittle)
3. Dietary Fiber: a type of indigestible carbohydrate that helps with bowel function
4. 5-20 rule: general guidelines saying that 5% DV of a nutrient is low and 20% DV is high

### **Activity**

1. Play the song “Dishin’ the Nutrition Rap” one time.
2. Have the students get in small groups to learn the chorus of the song.
3. Play the song again and have everyone sing along.
4. Have the students fill out the Nutrition Facts word search.
5. With any remaining time, ask the students what they learned.

### **Materials**

1. PowerPoint about nutrition facts labels
2. Dishin’ the Nutrition Rap mp3 file, or use youtube.com if internet is available.

### **Resources**

1. *How to Understand and Use the Nutrition Facts Label*. U.S. Food and Drug Administration. (2003). Accessed: February 28, 2016. Available at: <http://www.fda.gov/Food/IngredientsPackagingLabeling/LabelingNutrition/ucm274593.htm#see3>

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# Lesson 4: Sugar Smart

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## Objectives

1. Define sugar
2. Learn some common foods and drinks that have high sugar contents
3. Learn why too much sugar is bad for health
4. Learn how to lower daily sugar intake
5. Describe how lowering sugar intake can improve health

## Procedure

1. Ask the children to define “sugar”. What drinks do they think have a lot of sugar? Foods?
2. Review the correct definition of sugar- a sweet substance usually in the form of white or brown crystals or white powder that comes from plants and is used to make food sweeter.
3. Talk about common foods and drinks that have a high sugar content: soft drinks, energy drinks, cookies, cereal, candy bars, etc.
4. Ask the children why too much sugar is bad for them.
5. Review the common consequences of too much sugar
  - a. The 5 C’s of Sugary Drinks:
    - i. Calories- drinks with added sugar tend to be higher in calories and therefore may cause weight gain.
    - ii. Content-Sugar fills you up but leaves no room for healthy food with vitamins and nutrients that make your body grow.
    - iii. Cavities-Sugary drinks mixed with bacteria in the mouth produce acid. Each sip of sugary or acidic drink exposes teeth to 20 minutes of danger.
    - iv. Calcium-loss-an increase in high sugar intake often leads to a decrease in milk intake, which can make bones weak. Calcium is what makes your teeth and bones strong.
    - v. Caffeine-some soft drinks contain caffeine, which can cause a person to be nervous, cranky or have problems sleeping.
  - b. Weight gain from excess sugar in the diet can lead to obesity. It can cause daily activities to be painful and difficult. It also puts you at risk for numerous diseases such as heart disease and diabetes.
  - c. Weight gain and excess sugar can lead to Type 2 diabetes. It is a chronic condition that affects the way the body processes blood sugar. It can damage the nerves in your feet so you no longer feel anything. It can lead to many other serious disorders: heart disease, kidney disease, high blood pressure, stroke, etc.
6. Reveal that most people are eating too much sugar.
  - a. Explain that one teaspoon equals four grams.
  - b. Pre-teens and teens should not have more than 5 to 8 teaspoons (20 to 32 grams) of added sugar per day.
  - c. The average teenager consumes 28 teaspoons of added sugar a day. This is equivalent to 22.5 pounds of sugar a year.

7. Use sugar cubes to demonstrate the amount of sugar children should eat in one day as compared to the amount of sugar pre-teens currently eat in one day.
8. Discuss how lowering the amount of sugar they eat can improve their health.
  - a. Fewer cavities-limiting the amount of sugar you eat/drink will result in healthier and stronger teeth.
  - b. Healthier weight- it will make daily activities and sports easier and more enjoyable. It will also lower your chances of developing diseases such as type 2 diabetes or heart disease.
  - c. It helps keep your brain sharp-eating too much sugar can impair cognitive function and reduce proteins that are necessary for memory and responsiveness.
  - d. It helps keep your skin looking young-a lifetime of eating too much sugar can make skin dull and wrinkled.
  - e. Helps keep your skin clear-sugary foods have been found to have an effect of the severity of acne because of the hormonal fluctuations they trigger.
  - f. Better breath-sugar often causes dental decay and cavities, which cause bad breath.
  - g. More energy-too much sugar can cause your body to feel sleepy and sluggish.
9. Provide examples of how to make better choices.
  - a. Buy unsweetened products such as applesauce, oatmeal, and canned fruit
  - b. Drink water instead of Gatorade, soda or fruit juice
  - c. Try eating fruit when you crave something sweet
  - d. Try to have only one sweet per day
  - e. Mix normal sugary cereal with whole-grain cereal
  - f. Buy plain yogurt and add fruit
  - g. Read nutrition labels and try to avoid foods and drinks that have sugar listed as either the first or second ingredient
10. Ask children to provide examples of alternatives to soda and candy bars.
11. Summarize the importance of lowering sugar intake and ways for them to accomplish it.

### **Vocabulary**

1. Sugar-a sweet substance usually in the form of white or brown crystals or white powder that comes from plants and is used to make food sweeter.

### **Activity 1**

1. All children will be given a mix and match worksheet to complete.
2. They will be given 3-5 minutes to complete the activity.
3. The correct answers will be announced and children will be asked to mark each answer that is wrong.
4. Ask if anyone got all of them correct.
5. Discuss how sugar is hidden in everyday foods.

### **Materials**

1. Pens
2. Sugar Mix and Match worksheet

**Activity 2**

1. Compile photos of popular food items that are not necessarily high in sugar, but contain at least some sugar.
2. In small groups, ask children to select which items have sugar and which do not.
3. Reveal the results, reporting the amount of sugar per serving for each item.
4. Discuss with children the concept of “sugar surprises”. Emphasize that these foods do not need to be avoided but they do add sugar to our diets. Explain that this is why we do not need extra sugary snacks, such as soda and candy.

**Materials**

1. Photos of popular food items

**Resources**

1. <http://www.sfgov3.org/ftp/uploadedfiles/shapeupsf/projects/UpdatedSugarSavvy.pdf>
2. <http://www.cyh.com/HealthTopics/HealthTopicDetailsKids.aspx?p=335&np=284&id=2685>
3. <http://www.parents.com/recipes/nutrition/kids/sugar-shock/>

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# Lesson 4: Salt Smart

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## Objectives

1. Explain the importance of maintaining healthy sodium intake
2. Help students gain a good understanding of the amount of sodium they should be consuming each day.

## Procedure

1. Engage the students by listing obvious things that all have sodium
  - a. French Fries
  - b. Potato Chips
  - c. Hamburgers
  - d. French Fries
  - e. The Ocean
    - i. Ask what do all of these things have in common?
2. Explain what salt is?
  - a. Give a history-  
<https://www.sciencedaily.com/releases/2009/03/090310152329.htm>  
<http://090310152329.htm>
    - i. Salt is a compound that is essential for our survival- we need it to enable that our body functions properly
    - ii. Why do we crave it?
      1. A long time ago salt was scarce because our ancestors had a diet rich in vegetables- many also lived far from the ocean.
      2. Because we needed sodium but didn't have access to it often our bodies evolved to conserve the salt we intake
      3. Also, when we intake salt, our brains have a pleasurable reaction- (why it's hard to stop eating those French fries!)
      4. We also tend to remember sources that have high salt
      5. Point: This was great in the past, but now that salt is everywhere we consume too much!
3. What is the daily recommended amount of salt?
  - a. A teaspoon which is equal to 2300 mg of salt each day
  - b. However, the average American consumes 3,400 mg of salt each day
4. Why does this matter?
  - a. Taking in too much salt causes significant health problems
    - i. High Blood Pressure (ask children to raise hands if they have ever heard of someone having high blood pressure)
    - ii. Stroke
      1. Explain that this can lead to inability to move half of your body
5. Discuss with children foods that are high and low in salt- Will be done through the activity.

## Activity

- 1) Guess the Amount of Sodium in Foods



- a. Have the students give an educated guess about the level of sodium in a variety of different foods
- b. Split the children into groups (by grade)
- c. Foods to Use:
  - i. Ramen - 875 mg
  - ii. Spaghetti Sauce - 480 g
  - iii. Spinach - 24 mg
  - iv. Canned Spinach - 689 mg
  - v. Icecream (vanilla) - 54 mg
  - vi. Potato Chips - 112 mg
  - vii. Big Mac - 1007 mg
  - viii. Raison Brand – 350mg
  - ix. Buttermilk Pancakes – 580 mg
  - x. Ketchup- 190 mg
    1. What you put on (hamburger, hotdog, fries) adds even more salt
  - xi. A Slice of Cheese- 200 mg
  - xii. Canned Chicken Noodle Soup - 844 mg
  - xiii. Canned tomato soup - 640 mg
  - xiv. Bagels- 500mg
  - xv. Cream Cheese – 100-200 mg
  - xvi. Peanut and Jelly Sandwich - 227mg
  - xvii. French Fries (10 fries) - 246 mg
- d. End activity with take home message
  - i. A lot of the salt Americans consume is not actively added to the food they eat
  - ii. It is in processed foods so read the labels!

### Vocabulary

1. Salt
2. Recommended Daily Salt Intake

### Resources

1. <https://www.sciencedaily.com/releases/2009/03/090310152329.htm>
2. <http://www.sharemylesson.com/teaching-resource/salt-and-children-and-39-s-health-6069188/>

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# Lesson 6: Healthy Foods that Taste Good

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## Objectives

1. Learn healthy alternatives that taste similar to the foods we like
2. Learn how to eat healthier at school
3. Learn to try new foods

## Procedure

1. Refresh how to read the label
  - a. Emphasize that knowing how to read labels
2. Present a graphic of healthy alternatives
  - a. Include easy things to substitute
  - b. Brown rice vs. white rice
  - c. Wheat bread vs. white bread
  - d. Sweet potato fries vs. French fries
  - e. Guacamole vs mayo
  - f. Whole vegetables and fruits over processed foods
3. Explain why those alternatives are healthier
  - a. Eating brown rice can decrease the risk of type 2 diabetes(1)
  - b. Whole grain bread has more fiber than white bread (2)
  - c. Sweet potato fries are high in beta carotene and have twice as much fiber as regular russet potato fries (3)
4. Present ways to eat healthier in school
  - a. Ask the students some of the options they have at school
  - b. Take a survey on how many students eat school lunches
  - c. Ask how many people think it's possible to eat healthy in school
  - d. For school lunches:
    - i. Pick regular milk over chocolate milk
    - ii. Always eat the vegetable servings
    - iii. Choose whole fruit over juice
5. Trying new foods
  - a. Ask if they like trying new foods
  - b. Ask them to set a goal to try new foods that are good for you
  - c. Some foods take a few tries to really like
    - i. Ask some people to share personal experience with new foods that they did not used to like
  - d. Some foods taste very different when cooked differently
    - i. Broccoli will taste different if it's raw vs. steamed vs. pan-seared
  - e. Keep trying foods you didn't like before
    - i. Your palate changes as you grow, so some of the foods you didn't like before, you might like now
    - ii. Ask students to share experiences with their palate changing

## Vocabulary

1. Alternative
2. Palate

**Activity**

1. Substitute food matching work sheet
  - a. Draw the lines to connect foods that are healthy alternatives to their counterparts
2. Discussion with friends about some of your favorite fruits and vegetables
  - a. Explain why you like them and how it is prepared for you
  - b. Share with the rest of class what foods you might want to try because your friend says it's really good
3. Questions

**Materials**

1. Substitute food matching work sheet

**Resources**

1. <http://www.webmd.com/diabetes/news/20100614/brown-rice-vs-white-rice-which-is-better>
2. <http://kidshealth.org/en/teens/whole-grain-bread.html?WT.ac=ctg>
3. <http://news.yahoo.com/are-sweet-potato-fries-healthier-than-regular-144240920.html>

# Drug Prevention Lessons

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# Lesson 1: Tobacco

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## Objectives

1. Define tobacco and tobacco products.
2. Identify several of the more dangerous toxins in cigarettes.
3. Describe the negative effects of tobacco and second-hand smoke.

## Procedure

1. Ask students if they know what tobacco is and where they can find it. Get examples from them of the types of tobacco products that are available.
2. Review definition of tobacco and discuss the different types of products.
3. Ask students if they know what is in a cigarette.
4. Have students look at ingredient list of a candy bar (Activity 1). Explain how cigarettes do not have an ingredient list.
5. Show prop photo that contains some of the bad ingredients in cigarettes.
6. Explain that cigarettes contain over 4,000 different chemicals. Explain that about 40 have been linked to cancer. Explain that there are also around 400 different toxins in cigarettes.
7. Show sample toxins (Activity 2).
8. Ask students why they would want to inhale this.
9. Point out that cigarettes have a surprise ingredient, sugar.
10. Show sugar bag or packets (Activity 3).
11. Explain that up to 20% of the cigarette is sugar. It makes the cigarette taste better and makes the ingredients easier to absorb.
12. Ask students why they think people smoke.
13. Explain that nicotine is addictive. It is absorbed in blood and travels to the brain. It is a stimulant, so it increases heart rate. Nicotine also creates feeling of relaxation, relieves stress and elevates mood.
14. Mention that there are side effects to smoking (Activity 4).
15. Ask students if they can identify other bad effects of smoking.
  - a. Stains teeth, tongue, fingers
  - b. Smells (hair, clothing)
  - c. Loss of taste, Loss of smell
  - d. Wrinkles
  - e. Acne
  - f. Cigarette burns
  - g. Coughing, can't breathe
  - h. Costs lots of money over time
16. Re-emphasize cost. 1 pack of cigarettes costs about \$6. That is \$42 per week, about \$182 per month, and about \$2,200 per year. Explain that they can buy a lot of other things with \$2,200.
17. Get examples of how much things cost: video game console, bikes, etc. from the students.
18. Ask students if they know what second-hand smoke is.
19. Review definition of second-hand smoke.
20. Revisit addictiveness of nicotine.

21. Explain that nicotine is very addictive. It is very hard to quit once you get started. Explain that once a person stops smoking, that person's body goes through withdrawal, which means that the person's body wants more nicotine.
22. Explain that it does not take very much tobacco use to get addicted. People have shown signs of addiction with just two cigarettes per week.
23. Revisit alternative forms of tobacco. Note that none of the alternative forms of tobacco are safe.
  - a. Chewing tobacco. Place a pinch of tobacco between the lip and gum. Constantly have to spit out the saliva that builds up. It is not safe. Still exposed to cancer.
    - i. Chewing tobacco is more addictive than cigarettes! It puts more nicotine in your system than smoking a cigarette.
  - b. Hookah. Water pipes with special tobacco. Often flavored. These are every bit as harmful as cigarettes.
    - i. One hour of hookah is the same as smoking 100 cigarettes. That's the same as smoking 5 packs of cigarettes an hour.
  - c. E-cigarettes. This is like a portable hookah. Still consuming nicotine. It still affects the lungs. It still affects the brain (increased likelihood of addiction, impaired cognitive and memory).
  - d. Lozenges, sticks, others. These are just like chewing tobacco.

### **Vocabulary**

1. Tobacco- Product that is prepared from leaves of the tobacco plant. It is then cured: air dried, heated, or exposed to sunlight.
2. Tobacco products- cigarettes, chewing tobacco, hookah, lozenges, tobacco strips (these look like breath strips), e-cigarettes.
3. Nicotine- Addictive chemical that is present in tobacco.
4. Second-hand smoke- Created when the smoker exhales OR from the burning end of the cigarette or cigar. Other people are exposed to all of the bad effects of smoking a cigarette directly.

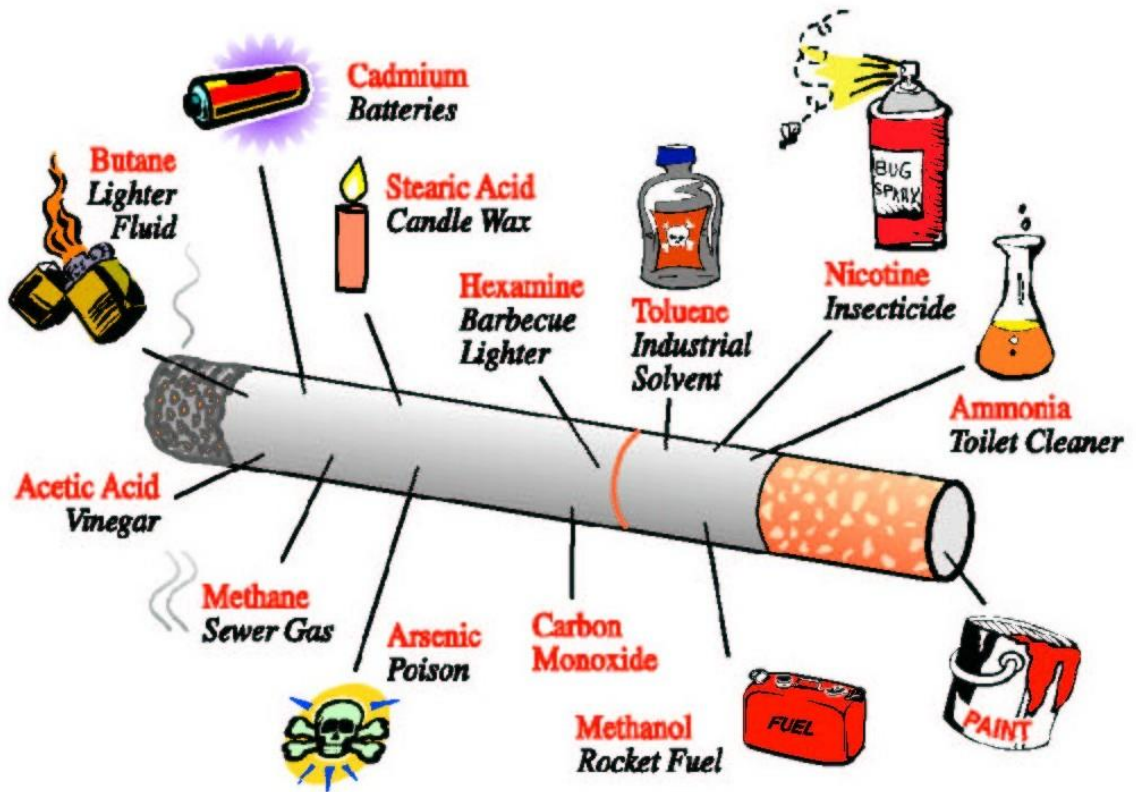
### **Activity**

1. Read ingredient list for a candy bar.
2. Show sample toxins.
3. Show packets or bag sugar
4. Surgeon general warning

### **Materials**

1. Props: Candy bar with clearly labelled ingredient list
2. Props: Ammonia, Nail polish remover, Arsenic, Vinegar Insecticide, Tar

3. Props: Photo



<http://2.bp.blogspot.com/-z7umup9EWuE/UFdCcA8KLOI/AAAAAAAAAe0/kwZ1jHLacwk/s1600/smoke.jpg>

4. Props: Sugar  
5. Props: Surgeon general's warning

**SURGEON GENERAL'S WARNING: Smoking Causes Lung Cancer, Heart Disease, Emphysema, and May Complicate Pregnancy.**

**Resources**

1. 1-800-QUIT-NOW (1-800-784-8669), or 1-855-DÉJELO-YA (1-855-335-3569) for Spanish speakers
2. <http://www.smoking-facts.net/Teen-Smoking-Facts.html>
3. <http://www.hamiltoncountyohio.gov/hr/Benefits/Wellness/SCPrograms.asp>
4. <http://www.smokefree.gov/>
5. <http://smokefree.gov/talk-to-an-expert>
6. <http://teen.smokefree.gov/>
7. <http://espanol.smokefree.gov/>

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# Lesson 2: Alcohol Dangers and Risks

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## Objectives

1. Enable students to identify alcoholic beverages
2. Educate students regarding the risks and consequences of consuming alcohol
3. Teach students the dangers of drunk driving or being in a car with someone who has consumed
4. Debunk popular myths about alcohol
5. Familiarize students with the impact alcohol consumption has on society and the dangers that come with consumption

## Procedure

1. Begin with why the talk is relevant and how to identify risks
  - e. Statistics for use or feel free to use your own
  - f. 1 in 4 8<sup>th</sup> grader say they consumed alcohol in the past month
  - g. 18% of eighth graders have gotten drunk
  - h. Teen alcohol use kills 4,700 people each year more than all other drugs combined
  - i. Kids who start drinking young are 7x more likely to die in an alcohol related crash
2. Next move teaching students about how to identify alcohol
  - j. Define standardized drinks (Can pull images from [http://pubs.niaaa.nih.gov/publications/Practitioner/pocketguide/pocket\\_guide2.htm](http://pubs.niaaa.nih.gov/publications/Practitioner/pocketguide/pocket_guide2.htm))
    - i. One 12 oz can beer
    - ii. 1.5 oz 40% liquor
    - iii. 5oz table wine
  - k. Show pictures of and share popular brands of alcohol and establish that alcohol can sometimes look like soda or non alcoholic beverages
    - i. These can include common,
  - l. Teach that, if in doubt, ask an adult and do not consume
3. Effects of alcohol on the developing brain
  - m. Teach the following about the effects of alcohol on developing minds.
    - i. Inhibitions and memory: People may say and do things that they will regret later, or possibly not remember at all. Inhibitions are lost - leading to poor decision making.
    - ii. Decision-making skills: When they drink, individuals are more likely to be impulsive. They may be at greater risk for having an alcohol-related traffic crash, getting into fights, or making unwise decisions about sex.
    - iii. Coordination and physical control: When drinking leads to loss of balance, slurred speech, and blurred vision, even normal activities can become more dangerous.
    - iv. Death: Drinking too much alcohol can also lead to death. If people drink too much, they will eventually get sleepy and pass out. Reflexes



like gagging and breathing can be suppressed. That means they could vomit and choke, or stop breathing completely.

4. How to tell if someone has been drinking
  - n. Tell students common signs of intoxication including but not limited to
    - i. Slurred speech
    - ii. Odor of alcohol on the breath
    - iii. Difficulty walking or forming sentences
    - iv. Loss of coordination
5. Myths about alcohol
  - o. Remind students that nothing can reduce one's level of intoxication other than time. Especially not
    - i. Showering, drinking coffee, exercise, etc
  - p. Tell students that alcohol consumption will not make them cool, popular, etc and that it is a dangerous behavior
6. Drinking and Driving
  - q. Share Facts
    - i. In 2013, 10,076 died, one crash every 52 minutes.
    - ii. Everyday 28 people die as a result in drunk driving
  - r. Tell Legal definition
    - i. For those under 21, even one drink impairs the ability to drive. (>0.00 is intoxicated driving)
  - s. Emphasize that students should also avoid getting into a vehicle with someone they suspect has been drinking
7. Legal repercussions of drinking
  - t. It is against the law for anyone under the age of 21 to consume, possess, or transport alcohol
    - i. Share that this means even one sip or
    - ii. "Holding it for a friend" are against the law

### **Vocabulary**

1. Standard drink- 5oz wine, 12oz beer, 1.5 oz liquor
2. Drunk driving- dangerous act of driving a vehicle while intoxicated that kills thousands each year
3. Underage consumption- any amount of alcohol consumed under the age of 21 is considered underage consumption and has mental and legal consequences

### **Activity**

1. If possible, enlist help of local police department procure "drinking goggles" and an officer to administer their use
2. Have one student or teacher pretend to have been drinking and asking students to get in the car with them. Have students practice saying no and thinking of reasons/excuses not to
3. Have the student right up a skit in which one student (or teacher) is the "bad guy" and asks another student to consume alcohol. Another student plays the "hero" and practices saying no to the beverage

4. Measure 12oz, 5oz, and 1.5oz of water and place into equal size glasses, have students guess which size is which. Include various sizes of containers so students understand relative amounts

### **Materials**

1. Beer goggles (optional)
2. Cups in which to place measured quantities of water
3. Water
4. Projector or monitor to show pictures of standard drinks, drinking driving accidents, popular brands of alcohol

### **Resources**

1. **The National Alcohol and Substance Abuse Information Center**
  - a. 800-784-6776
2. For pictures/resources and information
  - a. <http://www.madd.org/>
3. For general information and information geared towards health
  - a. <http://www.cdc.gov/alcohol/>
4. Generally good resource for alcohol education
  - a. <http://www.alcholeducationtrust.org/>

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# Lesson 3: Marijuana

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## Objectives

1. Understand what marijuana is
2. Know the different names of marijuana on the street
3. Understand the different forms and ways to make marijuana
4. Know the unique facts of marijuana
5. Understand the short term effects of marijuana on the body
6. Understand the long term effects of marijuana on the body
7. Understand that marijuana is a gateway drug
8. Understand the law and use of medical marijuana
9. Introduce some life stories of marijuana users

## Procedure

1. Began by asking if the kids know what marijuana is and knows how it smells like
  - a. Do they know what a skunk smells like? Weed smells like a skunk
2. Explain its unique facts
  - a. #1 most commonly used illegal drug in the US
  - b. Most users are adolescents and young adults
  - c. Recreational use is illegal in Ohio and most of the United States
3. Explain what Cannabis is
  - a. It is a type of plant that marijuana is made from
    - i. Describe the different form of marijuana
  - b. Different names on the street include weed, pot, blunt, joint, grass, hash
  - c. Use pictures to help with the explanation
4. Explain the forms of marijuana and the different ways it is used
  - a. Weed, hash, hash oil, food
  - b. Can be smoked or consumed
  - c. Use pictures to help with the explanation
5. Explain its short term effect
  - a. THC enters the brain
  - b. The feeling is described as "high" or "stoned"
  - c. Time feels slower and you feel sluggish
  - d. Impairs coordination and balance
    - i. Do not drive or be driven by those who are high
  - e. Increases appetite
  - f. It can decrease motivation and concentration
  - g. Side effects include anxiety, panic paranoia, and confusion
  - h. Typical looks of a person that is high
6. Explain its long term effect
  - a. Addiction
  - b. Deficits in learning, memory, attention, executive function
  - c. Less cognitive ability
  - d. Heavy use during adolescence may lead to abnormal brain development
  - e. Respiratory damage

- f. General dissatisfaction with life achievement, mental health, and social relationships
7. Explain that it is a gateway drug
  - a. It's very common and people that use it will likely have other drugs in possession
  - b. It's effects are not as aggressive as other drugs which leads to false perception of drugs
8. Proceed to Activity
  - a. If time permits, lead a mini discussion and ask the kids about what they thought of the video, and if they have had experience or know someone that is going through the things presented in the video
9. Explain medical marijuana
  - a. Medicinal marijuana is legal in some states
  - b. Some people are prescribed for health concerns
  - c. Just like cold medicine, don't take what you don't need!
  - d. Trust your doctor to make the decision for you!
10. Have the students complete the Marijuana Worksheet
  - a. Answer any last questions

### **Activity**

1. [www.drugfreeworld.org/real-life-stories/marijuana.html](http://www.drugfreeworld.org/real-life-stories/marijuana.html)
2. Marijuana Worksheet

### **Material**

1. Marijuana Power Point Presentation
  - a. Computer with internet access, projector and white screen
2. Marijuana Worksheet

### **Resource**

1. [www.drugabuse.gov](http://www.drugabuse.gov)
2. [www.teens.drugabuse.gov](http://www.teens.drugabuse.gov)
3. [www.easyread.drugabuse.gov](http://www.easyread.drugabuse.gov)
4. [www.drugabuse.gov/drugs-abuse/marijuana](http://www.drugabuse.gov/drugs-abuse/marijuana)
5. [www.researchstudies.drugabuse.gov](http://www.researchstudies.drugabuse.gov)
6. [www.irp.drugabuse.gov](http://www.irp.drugabuse.gov)

### **Bibliography**

1. <http://www.drugabuse.gov/publications/research-reports/marijuana/what-scope-marijuana-use-in-united-states>
2. <http://www.governing.com/gov-data/state-marijuana-laws-map-medical-recreational.html>
3. <http://www.drugs.ie/resourcesfiles/guides/HPM00053.pdf>
4. <http://www.drugabuse.gov/publications/research-reports/marijuana/marijuana-addictive>
5. <https://www.calstate.edu/atod/workshops/2013-14/DRUG-Advancing-Marijuana-Prevention-Through-Social-Norms-Change-Campaigns.pdf>
6. <http://www.drugabuse.gov/publications/marijuana/marijuana-gateway-drug>

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# Lesson 4: Hard Drugs

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## Objectives

1. Understand what makes a drug a “hard drug” as opposed to a “soft drug”
2. Define addiction
3. Understand what hard drugs are most prominent in this area.
4. Learn the common effects, side-effects, and risks associated with Heroin, Meth/Amphetamines and Cocaine/Crack
5. Complete a Venn Diagram sorting drugs in to categories of Hard, Mixed, and Soft
6. Brainstorm ways to say “NO”

## Procedure

1. Divide the students into small groups and pose the following questions: “What do you think makes a drug a hard drug or a soft drug”, “Come up with your own definition of addiction”
2. Gather the attention back together; ask for a couple groups to volunteer their answers. Give the definitions of the words to the students.
3. Provide the students in each group with the connect-the-dot/fill-in-the-blank worksheet to learn the effects, side effects, and risks of each hard drug that is most prominent in the area. Ask them to fill in the drugs as the instructors go through the accompanying informational guide.
4. Gather the attention back together; ask for a couple groups to explain the answers.
5. Ask the students to identify common drugs as either hard drugs or soft drugs or mixed based on their addictive quality.

## Vocabulary

1. Hard Drug - A hard drug is a drug that leads to physical addiction. Many countries do not allow people to make, sell or use some of these except for medical purposes.
2. Soft Drug - A soft drug is a drug that does not lead to physical addiction.
3. Addiction - A behavioral syndrome characterized by the compulsive seeking, psychological dependence, or use of a substance despite adverse consequences in the social, psychological and/or physical aspects of the user’s life.

## Activity

1. Define addiction and hard/soft drugs in a small group.
2. Match effects, side effects, and risks of the most common hard drugs in the area with the drug name.
3. Divide a drug list into hard drugs/soft drugs/mixed drugs.

## Materials

1. Construction paper and writing utensils for defining hard and soft drugs, and addiction.
2. Copies of the matching and Venn Diagram worksheet for each small group.

## Resources

1. <http://www.drugs.ie/resourcesfiles/guides/HPM00053.pdf>

2. <http://www.drugs.ie/resourcesfiles/guides/HPM00682.pdf>
3. <http://www.ncpc.org/resources/files/pdf/drug-abuse/elementary-drug-prevention-part1.pdf>

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# Lesson 5: Medicine Safety

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## Objectives

1. Learn the differences between over-the-counter, prescription, and recreational drugs
2. Learn how to identify the active ingredients in a medicine, warnings, and main side effects from a pill bottle
3. Learn how to safely follow the instructions on a pill bottle
4. Learn when and how to contact the Poison Help Line

## Procedure

1. Begin by asking students to describe what a medicine is. Ask, “When would one take a medicine?” Write answers to prompts on the board.
2. Define the difference between medicines and drugs. All medicines are drugs, but not all drugs are medicines.
3. Guide students through the similarities and differences between over-the-counter and prescription drugs by creating a Venn diagram on the board of their features. Ask students where recreational drugs would fit on the diagram and contrast them with the other two types of drugs.
4. Hand out “*Drug Facts Label*” worksheets to students.
5. Describe how every over-the-counter medicine has a *Drug Facts* label that looks the same but lists information specific to the type of medicine within the bottle.
6. Describe how to find the “Active Ingredients” of a drug and their uses, projecting a sample *Drug Facts Label* on a screen to serve as a visual guide.
7. Have students describe the active ingredients and uses of the “drug” on the worksheet.
8. Divide students into groups of 2-3 and give groups three minutes to come up with two ways to use medicines safely based on what is written on the *Drug Facts* label.
9. Have each group share their ideas with the class and make a list of their suggestions on the board. Using their list, review basic tenets of medicine safety with the class:
  - a. Medicines should be stored in a safe, dry place, and out of the reach of children and pets.
  - b. Keep medicines in their original bottle, box, or tube, and store the directions in an easy-to-find place.
  - c. Use only the dose listed on the label and no more.
  - d. Only use the medicine for the length of time listed on the bottle.
  - e. If you have any questions or don’t feel better after using a medicine, contact your doctor, nurse, or pharmacist.
  - f. If your medicine is past the expiration date, contact your doctor, nurse, or pharmacist for information regarding how to proceed.
  - g. Never use other people’s prescription medications or share yours.
10. Describe situations of OTC and prescription drug misuse and how to contact the Poison Control Center in emergencies.
11. Conclude by having students return to their small groups and complete the “Medicine Storage” activity as time permits.

## **Vocabulary**

1. Drug- a medicine or other substance which has a physiological effect when ingested or otherwise introduced into the body
2. Medicine- a substance that changes the way your body works in order to treat or prevent a disease.
3. Misuse- taking a medicine in a manner other than what is directed by the *Drug Facts* label or a doctor.

## **Medicine Storage Activity**

1. Divide students into groups of 2-3 and pass out one worksheet (link listed under “Materials”) to each group.
2. Read the directions aloud and give students 3 minutes to circle the medicine storage errors in the picture.
3. Spend the last 5 minutes reviewing the worksheet with students as a whole class, asking groups to share their findings out loud.
4. Summarize the most important elements of proper medicine storage before concluding the activity.

## **Materials**

1. *Drug Facts* Label worksheet:
  - a. <http://www.fda.gov/downloads/Drugs/ResourcesForYou/Consumers/BuyingUsingMedicineSafely/UnderstandingOver-the-CounterMedicines/UCM175759.pdf>
2. Medicine Storage Activity worksheet:
  - a. [http://www.scholastic.com/otcmedsafety/pdfs/AAPCC\\_56\\_Wksht5Prntble.pdf](http://www.scholastic.com/otcmedsafety/pdfs/AAPCC_56_Wksht5Prntble.pdf)

## **Resources**

1. FDA “Medicines in My Home” teachers’ kit for grades 6-8:
  - a. <http://www.fda.gov/Drugs/ResourcesForYou/Consumers/BuyingUsingMedicineSafely/UnderstandingOver-the-CounterMedicines/ucm093548.htm>
2. Scholastic “Over-The-Counter Medicine Safety” curriculum:
  - a. <http://www.scholastic.com/otcmedsafety/teachers/index.htm>



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# Lesson 6: Drug Safety Wrap-Up

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## Objectives

1. Learn the definition of drug addiction and the basic ways through which it can affect the human body.
2. Address any questions students might have regarding material covered in previous lessons on drugs.

## Procedure

1. Using a whiteboard/chalkboard to write down key terms and points, describe how drugs (prescription, over-the-counter, and recreational) are chemicals that act directly on the brain, affecting how we perceive the world and the brain's communications with other parts of the body.
  - a. Since different drugs have different chemical compositions, they will affect the brain in distinct ways.
2. Have students break up into pairs and complete the "Voluntary vs. Involuntary Actions" activity.
3. Review the definition of drug addiction and describe its association with a loss of voluntary control over drug use.
4. Describe how continued drug use can lead to changes in the brain that affects judgment, memory, learning, decision-making, and behavior and how these changes underlie the destructive compulsions of drug addiction.
5. Briefly describe how family history, genetics, and environmental factors may influence an individual's predisposition to drug addiction. Thus, individuals can respond to drugs in very different ways.
6. Pass out two index cards to each student. Ask students to write down any questions they might have about topics covered in the drug prevention curriculum.
7. Walk around the room with a shoebox or similar container to collect the students' questions.
8. Spend the rest of the class time answering student questions and addressing any major gaps in knowledge that become apparent through the session.

## Vocabulary

1. Drug addiction- a behavioral syndrome characterized by the compulsive seeking, psychological dependence, or use of a substance despite adverse consequences in the social, psychological and/or physical aspects of the user's life.
2. Voluntary- behavior that is conducted intentionally, of one's own free will.
3. Compulsive- behavior that results from an irresistible urge, regardless of whether or not it leads to pleasure or reward.

## Voluntary vs. Involuntary Actions Activity

1. Pass out one copy of the "Voluntary vs. Involuntary Actions" worksheet to each student pair.
2. Ask students to spend three minutes brainstorming and filling out the worksheet with actions or activities that qualify as voluntary (e.g. singing, eating, talking) versus involuntary or compulsive (e.g. breathing, urinating, sleeping).

3. Spend two minutes asking students to share their ideas with the class and write them on the board.

### **Materials**

1. Voluntary vs. Involuntary Actions Worksheet
2. Index cards
3. Shoe box (or similar container)

### **Resources**

1. Georgia Department of Education “Rx Understanding: Be Smart About Prescription Drugs” lesson plans for grades 5-8:
  - a. [https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Curriculum-and-Instruction/Documents/Prescription%20Drug%20Abuse%20Prevention%20Program\\_Grades%205-8%20Lesson%20Plans.pdf](https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Curriculum-and-Instruction/Documents/Prescription%20Drug%20Abuse%20Prevention%20Program_Grades%205-8%20Lesson%20Plans.pdf)
2. NIDA for Teens “Brain and Addiction” fact sheets:
  - a. <https://teens.drugabuse.gov/drug-facts/brain-and-addiction>
3. NIH National Institute on Drug Abuse “Free Resources for Teachers: Middle School”:
  - a. <https://www.drugabuse.gov/free-resources-teachers-middle-school>

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# Glossary

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**5-20 rule** - general guidelines saying that 5% DV of a nutrient is low and 20% DV is high

**Addiction** - A behavioral syndrome characterized by the compulsive seeking, psychological dependence, or use of a substance despite adverse consequences in the social, psychological and/or physical aspects of the user's life.

**Calcium** - mineral found mainly in dairy products; builds strong bones and helps prevent osteoporosis (a condition in which bones become weak and brittle)

**Compulsive** - behavior that results from an irresistible urge, regardless of whether or not it leads to pleasure or reward.

**Dietary Fiber** - a type of indigestible carbohydrate that helps with bowel function

**Drug** - a medicine or other substance, which has a physiological effect when ingested or otherwise introduced into the body

**Drunk Driving** - dangerous act of driving a vehicle while intoxicated that kills thousands each year

**Food** - any substance that is consumed and provides nutrients.

**Grain** - food made from wheat, rice, oats, cornmeal, barley, or another cereal grain

**Hard Drug** - A hard drug is a drug that leads to physical addiction. Many countries do not allow people to make, sell or use some of these except for medical purposes.

**Macronutrient** - nutrient required in large amounts by living things.

**Medicine** - a substance that changes the way your body works in order to treat or prevent a disease.

**Misuse** - taking a medicine in a manner other than what is directed by the Drug Facts label or a doctor.

**Nicotine** - Addictive chemical that is present in tobacco.

**Nutrient** - a substance that provides the things essential for growth and the maintenance of life.

**Refined grain** - processed in a mill, which removes the bran and the germ of the grain

**Salt** - a white crystalline compound that is essential for our body to function. It is used to flavor and preserve food but when consumed in excess it leads to severe health consequences such as a stroke or high blood pressure.

**Second-hand smoke** - Created when the smoker exhales OR from the burning end of the cigarette or cigar. Other people are exposed to all of the bad effects of smoking a cigarette directly.

**Soft Drug** - A soft drug is a drug that does not lead to physical addiction.

**Standard drink** - 5oz wine, 12oz beer, 1.5 oz liquor

**Sugar** - a sweet substance usually in the form of white or brown crystals or white powder that comes from plants and is used to make food sweeter.

**Tobacco** - Product that is prepared from leaves of the tobacco plant. It is then cured: air dried, heated, or exposed to sunlight.

**Tobacco Products** - cigarettes, chewing tobacco, hookah, lozenges, tobacco strips (these look like breath strips), e-cigarettes.

**Trans-Fats** - manufactured fats created through a process called hydrogenation; the FDA determined that trans-fats are not “generally recognized as safe” and should be avoided

**Underage consumption** - any amount of alcohol consumed under the age of 21 is considered underage consumption and has mental and legal consequences

**Voluntary** - behavior that is conducted intentionally, of one’s own free will.

**Whole grain** - grains that contain the entire grain kernel: the bran, germ, and endosperm