

## *Delaware Model Unit: Health Education*

This unit has been created as an exemplary model for teachers in (re)design of course curricula. An exemplary model unit has undergone a rigorous peer review and jurying process to ensure alignment to selected Delaware Content Standards.

**Unit Title: Stay on Track**

**Designed by: Libby Thomas**

**School Health Consulting for the American Lung Association of DE  
With permission of the Delaware National Guard (DNG) and  
National Center for Prevention & Research Solutions (NCPRS)**

**Grade Cluster: Middle School- One level each for grades 6, 7, 8**

**Time Frame (Number of Lessons): 12 in each grade level**

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### **Summary of Unit**

This health education unit of instruction addressing ATOD prevention has been adapted with permission from three units of instruction, all called Stay on Track, that are promoted at the middle school level by the US Army National Guard. Teachers use a NASCAR theme instruction book (Crew Chief's Handbook) and learning strategies through three grade levels of instruction.

Promoting concentration, decision-making, and goal setting for health needed to race to the finish line, and the need to be drug-free, this unit promotes good health through avoidance of misuse of alcohol and other drugs. Important and integral to the unit are health promotion activities around management of stress for good mental health.

In each level (grade), the curriculum has twelve lessons that are similar, but with different activities and at an increasing level of sophistication. So, there is familiarity with the material for the purposes of reflection and scaffolding as students go on to the next grade. Although the units are designed and promoted for use at all three grade levels, each can be used independently. Driver's Manuals (student workbooks) are supplied for each student by the DNG.

There are pre and posttests available from NCPRS if desired. The pre and posttests are not required to be used with the units because the units have already been evaluated and are on the SAMHSA list of effective model programs.

The Word Wall, Know-Understand-Do chart and the Student Learning Map follow the unit plan.

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Lt Colonel Angela Showell ([angela.showell@us.army.mil](mailto:angela.showell@us.army.mil) or 302-326-7755) of the De Army National Guard is a trainer and administrator for these three curricula. Teachers who wish to be certified to teach *Stay on Track* will receive the curricula and materials after a 6-8 hour course. Please contact Lt Colonel Showell directly for complete information about the training, materials including student supplies, and classroom assistance. National Guard members are available to co-teach some lessons and model lessons that teachers would like to see demonstrated.

## Stage 1 – Desired Results

(What students will know, do, and understand)

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### Delaware Content Standards

- Include those addressed in Stage 3 and assessed in Stage 2.
- 1. Students will understand essential health concepts in order to transfer knowledge into actions for life. Specify core concepts to be addressed: Alcohol, Tobacco, or Other Drugs (ATOD), Mental Health
- 2. Students will analyze the influence of family, peers, culture media, technology and other factors on health behavior.
- 3. Students will demonstrate the ability to access information, products and services to enhance health.\*
- 4. Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
- 5. Students will demonstrate the ability to use decision-making skills to enhance health.
- 6. Students will demonstrate the ability to use goal-setting skills to enhance health.
- 7. Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.
- 8. Students will demonstrate the ability to advocate for personal, family and community health.

### Big Idea

- **Health is Personal Power**

### Unit Enduring Understanding(s)

- **High expectations are important to improved social, health and academic outcomes.**
- **What I know and choose to do can affect the quality of the rest of my life.**

### Essential Questions

- **What is Health?**
- **What prevents people from practicing healthy behavior?**

### Unit Essential Question(s)

- How do my decisions and choices affect my future?
- How can I promote healthy decisions and goal-setting among my peers?

## **Knowledge and Skills**

### **Students will know...**

- Negative effects of certain drugs (marijuana, prescription drugs, inhalants, methamphetamines and alcohol).
- Long-term impairments of illegal, illicit and inappropriate drug use.
- Using drugs will affect achievement of goals.
- Importance of 'gateway' drugs.
- Negative and positive coping methods.
- The basic forms of communication.
- The definition of assertive communication.
- The purpose of advertising and its parts (product, slogan, and picture).

### **Students will be able to...**

- Determine perception vs reality in specific examples.
- Apply National Guard (GUARD) decision-making model to consider options and make decisions.
- Give examples of wishes versus goals.
- Differentiate between short and long term goals.
- Practice steps needed to achieve goals.
- Demonstrate refusal strategies as a means to resist negative peer influences.
- Identify internal and external influences that influence decision making.
- Explain the difference between positive and negative peer pressure.
- Identify advertising appeals and target audience.
- Propose the message that will be sent to the audience.

**Stage 2 – Assessment Evidence**  
 (Evidence that will be collected to determine whether or not Desired Results are achieved)

**Suggested Performance/Transfer Task(s)**

**Grade Six:** You have learned about advertising in this unit of instruction. Use your new skills as an advertiser to write or find an advertising slogan that is meant to tempt you to smoke cigarettes. Then turn that slogan around to be an anti-tobacco slogan. Write a short paragraph telling why you decided to change the slogan being sure to include the three characteristics of slogans.

**Rubric:**

Score	
3	Both the slogan and the paragraph are attractive and appealing, showing an understanding of the advertiser’s attempt to coerce the user into the use/abuse of cigarettes/tobacco. The communication of the student’s anti tobacco stance is well shown with relevant information, demonstration of passion and a convincing slogan.
2	Either the slogan or the paragraph is appealing and demonstrates an understanding of the attempt at coercion by the advertiser into the use of tobacco products. The communication of the slogan or paragraph is apparent, but not as convincing or passionate as expected.
1	The slogan and paragraph are unappealing or inaccurate with no obvious understanding of the advertiser’s attempt at coercing the user into the use/abuse of tobacco products. Communication and passion for the anti-tobacco message is not apparent.

**Grade Seven:** You are a student council member who viewed a tv program about the misuse of prescription drugs by middle school students. After you go online at [www.cdc.gov/HealthyYouth/](http://www.cdc.gov/HealthyYouth/) and look at the statistics around that misuse by students in your state, you become even more alarmed about the potential for harm to your fellow students. After careful thought, you decide to ask the principal to focus on this issue during assemblies this school year. To make this request, you will write the principal of your school a letter detailing your concerns and include some ideas for reaching your goal of making all students aware of the pitfalls of using someone else’s prescription medication.

**Rubric:**

Score	
3	The letter follows general business writing rules and is convincing, showing the passion the student feels about the misuse of prescription drugs and the need for all student awareness levels to be raised. At least two ideas were included as well as some data from the CDC.
2	The letter follows general business rules and is somewhat convincing

	<b>about the student’s concerns and the need for student education. At least one idea was included as well as data from the CDC.</b>
<b>1</b>	<b>The letter was poorly written and did not follow general business writing rules and/or is not written in a convincing manner. Ideas were not present or not clearly articulated and no or minimal data was included.</b>

**Grade Eight: You are concerned about the use of medical marijuana in your state without clear rules regarding driving while using the drug. You have read about the increase in drug related fatalities in California since that state instituted the use of medical marijuana several years ago. Using the information from your ‘Driver’s Manual’ as well as facts from teacher-approved websites or other media, prepare a poster and a one-page list of at least ten Talking Points (that you will use as a handout) in a presentation to Governor Markell’s staff when you ask for strict rules about driving under the influence of any drug-prescribed or not prescribed. How will medical marijuana users be responsible drivers?**

**Rubric:**

<b>Score</b>	
<b>3</b>	<b>The student has gathered facts for the talking points and poster that are accurate, relevant, and contain data. The fact sheet is attractive, well-organized, with a minimum of ten talking points and necessary references noted. The poster is creative, accurate and demonstrates the passion felt about this issue.</b>
<b>2</b>	<b>The student has used facts for the talking points and poster that are generally accurate and relevant, with some data points. Both the poster and the fact sheet are attractive and creative, but lack clear organization. Not all references were noted. The passion about this issue is evident.</b>
<b>1</b>	<b>The student has fewer than ten talking points with questionable relevancy and little data. Both the poster and the Talking Points are attractive, but one or both are disorganized with inaccurate or no references for the data points. Passion for the issue is evident.</b>

**“Other Evidence” and “Student Self-Assessment and Reflection” are included throughout each curriculum. There is also a section in each curriculum called *Your Turn at the Wheel* with take-home activities that could be used as formative assessment, with or without grades.**

## **Stage 3 – Learning Plan** (Design learning activities to align with Stage 1 and Stage 2 expectations)

### **Key Learning Events Needed to Achieve Unit Goals**

Lesson plans may be attached to Stage 3 and must include relevant citations and follow U.S. copyright laws.  
<http://www.umuc.edu/library/copy.shtml>

At each level (grade), there are twelve lessons that follow a similar format. The twelve lessons are divided into four units of three lessons. All lessons are to be taught for the integrity of the curriculum. This curriculum is on the SAMSHA list of effective curricula. The lessons are only available through the De National Guard and can be taught only by teachers who have had certification in these curricula (see note). Delaware Health Education Standards addressed in each lesson are listed in parenthesis after each lesson.

#### Grade Six-also called level one

Unit One: Health Education (Delaware Health Education Standard-DHES 1)

Lesson 1: Body Mechanics (DHES 1, ATOD)

Lesson 2: Systems Analysis (DHES 1, ATOD)

Lesson 3: Feeling the Heat (DHES 1, Mental Health)

Unit Two: Decision-Making and Goal Setting

Lesson 4: Spinning Into Reality (DHES 5)

Lesson 5: "Guard" Decisions (DHES 5)

Lesson 6: Keeping Your Eye on the Checkered Flag (DHES 6)

Unit Three: Improving Communication Skills and Interpersonal Relations

Lesson 7: Improving Your Position with Better Communication Skills (DHES 4)

Lesson 8: Don't Get Lost in the Pack (DHES 4)

Lesson 9: Who's Driving this Car Anyway? (DHES 4, DHES 5)

Unit Four: Media Influences

Lesson 10: Warning Flag: Proceed with Caution (DHES 2)

Lesson 11: Crushing the Appeal (DHES 2)

Lesson 12: Driving Home the Message (DHES 8)

#### Grade Seven-also called level two

Unit One: Health Education

Lesson 1: Keeping your Engine Clean (DHES 1)

Lesson 2: Losing Control (DHES 1)

Lesson 3: Pit Stop (Taking time to deal with stress)(DHES 1)

Unit Two: Decision-Making and Goal Setting

Lesson 4: Are you Really on the Right Track? Perception Detection (DHES 5)

Lesson 5: Into the Future, Drug Free (DHES 5, DHES 6)

Lesson 6: Why am I Doing This? (DHES 5)

Unit Three: Improving Communication Skills and Interpersonal Relations

Lesson 7: Circuit Maker (DHES 4)

Lesson 8: Assertive Communication Skills (DHES 4)

Lesson 9: Not Everyone is on your Team (DHES 2, DHES 5)

Unit Four: Media Influences

Lesson 10: Yellow Flag (Caution). Advertisements: Make your own Decision

(DHES 5)

Lesson 11: Closing in on the Competition (DHES 2)

Lesson 12: Throw the Black Flag at Tobacco (DHES 8)

Grade Eight-also called level three

Unit One: Health Education

Lesson 1: System Override (DHES 1)

Lesson 2: Risky Ride (DHES 1)

Lesson 3: Shifting into Overdrive (DHES 1)

Unit Two: Decision-Making and Goal Setting

Lesson 4: Making Adjustments: Perception Analysis (DHES 5, DHES 6)

Lesson 5: Keep your Eye on the Checkered Flag (DHES 6)

Lesson 6: Goal-A Dream with a Deadline (DHES 6)

Unit Three: Improving Communication Skills and Interpersonal Relations

Lesson 7: Avoiding a Shutdown (DHES 4)

Lesson 8: Don't be a Pushover: Be Assertive (DHES 4)

Lesson 9: Not Everyone is on your Team (DHES 2)

Unit Four: Media Influences

Lesson 10: Make your own Decisions: Don't let the Media Decide for You  
(DHES 2, DHES 4)

Lesson 11: Edging Out the Competition (DHES 2)

Lesson 12: Counter-Alcohol Ads (DHES 8)

## Resources and Teaching Tips

### Resources

[www.drugabuse.gov](http://www.drugabuse.gov) for news and information from the National Institute on Drug Abuse (NIDA).

*Marijuana Abuse* (2011) from NIDA can be retrieved at [www.nida.nih.gov/ResearchReports/Marijuana/default.html](http://www.nida.nih.gov/ResearchReports/Marijuana/default.html)

*Marijuana: Facts for Teens* is a PDF available from [www.nida.nih.gov/MarijBroch/teens/](http://www.nida.nih.gov/MarijBroch/teens/) that has facts and FAQs that would help teens make healthy decisions.

*Marijuana Facts and Figures* is a nine page report, including an overview, found at [www.whitehousedrugpolicy.gov/drugfact/marijuana/marijuana\\_ff.html](http://www.whitehousedrugpolicy.gov/drugfact/marijuana/marijuana_ff.html) to increase teacher background knowledge.

Information about adolescent prescription drug abuse at The Partnership at Drugfree, [www.Drugfree.org](http://www.Drugfree.org).

*Alcohol and Drug Problem Overview (2011)*. PDF from [www.Drugfree.org](http://www.Drugfree.org).

[www.americanlegacy.org](http://www.americanlegacy.org) has information about tobacco addiction.

Information on the National Prevention Strategy and the National Prevention Council can be found at: <http://www.healthcare.gov/center/councils/nphpphc/strategy/index.html>.

American Lung Association of Delaware is an excellent resource for tobacco and marijuana use prevention information.

Centers for Disease Control has information on alcohol, tobacco and other drugs as well as recent national and state data at [www.cdc.gov/HealthyYouth/](http://www.cdc.gov/HealthyYouth/)

### Teaching Tips

- Delaware is a "NASCAR" racing state so students will be intrigued with the logo and theme of the three curricula.
- Using the racing theme and vocabulary keeps student interest high.

### Accommodations/Differentiation

- Use different techniques for student engagement
  1. Flash cards
  2. Transparencies
  3. Write answers in "Driver's Manual" for review
  4. Fill in the blank and short answer worksheets
  5. Group work and independent work
  6. Homework assignments for parent involvement and student review
  7. Student response elicited with planned questions for discussion
  8. Extension activities



## Design Principles for Unit Development

At least one of the design principles below is embedded within unit design

- International Education** – the ability to appreciate the richness of our own cultural heritage and that of other cultures and to provide cross-cultural communicative competence.
- Universal Design for Learning** – the ability to provide multiple means of representation, expression and engagement to give learners various ways to acquire and demonstrate knowledge.
- 21<sup>st</sup> Century Learning** – the ability of to use skills, resources, and tools to meet the demands of the global community and tomorrow’s workplace. (1) Inquire, think critically, and gain knowledge, (2) Draw conclusions make informed decisions, apply knowledge to new situations, and create new knowledge, (3) Share knowledge and participate ethically and productively as members of our democratic society, (4) Pursue personal and aesthetic growth.(AASL, 2007)

21<sup>st</sup> Century Learning is demonstrated by students using critical thinking skills to critique and rewrite advertisements meant to entice people to smoke or use alcohol and other drugs. Slogans and ads are found that promote negative health habits and are rewritten to become anti-smoking, anti-drug messages. Students are asked to use a Delaware Army National Guard decision-making model (GUARD) to consider positive health choices and make some personal goals. Students will then use knowledge and skills to advocate for others.

## Connections to Other Areas

Suggestions for integrating instruction with other curricular areas, school support services (health services, counseling, nutrition services, and school climate), families, and communities.

This unit is promoted and taught by the Delaware Army National Guard. To build capacity for greater implementation, the Delaware Army National Guard delivers the program through professional development events to classroom teachers. Teachers can obtain training and supplies for the unit by contacting Lt Col Angela Showell at 302-326-7755 or [angela.showell@us.army.mil](mailto:angela.showell@us.army.mil). In addition, Delaware Army National Guard instructors are available to model or co-teach at the classroom teacher’s invitation.

Teachers may want to invite the school nurse or counselor into the classroom to share information and resources for students and families. Parent nights may include strategies for parents to reinforce the lessons with their children.

Keep up to date on local data by checking <http://www.udel.edu/delawaredata/>

WORD WALL  
Stay on Track!

Advocacy

Communication

Coping

Decision Making Tool (GUARD)

Drugs (alcohol, marijuana, tobacco, prescription, OTC)

Goal

Illegal/illicit drugs

Impairment

Interpersonal relations

Intoxication

Listening

Paraphrasing

Perception vs reality

Prediction

Refusal

Stress

**Know, Understand, Do**  
**Middle School Health Education Unit on ATOD Prevention**  
**Stay on Track!**

**Key Learnings:**

- Knowledge of essential health information impacts the adoption of healthy behaviors.
- High expectations are important to improved social, health, and academic outcomes.
- What I know and choose to do can affect the quality of the rest of my life.

**Unit Essential Questions:**

- How do my decisions and choices affect my future?
- How can I promote healthy decisions and goal setting in my community?

**Standards and grade level expectations addressed in this unit:**

**Standard 1:** Students will comprehend concepts related to health promotion and disease prevention to enhance health.

**Students will:**

- 1.8.1 Analyze the relationship between healthy behaviors and personal health.
- 1.8.7 Describe the benefits of and barriers to practicing healthy behaviors.

**Standard 2:** Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

**Students will:**

- 2.8.2 Describe the influence of culture on health beliefs, practices, and behaviors.
- 2.8.3 Describe how peers influence healthy and unhealthy behaviors.
- 2.8.5 Analyze how messages from media influence health behaviors.
- 2.8.9 Describe how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.

**Standard 4:** Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

**Students will:**

4.8.1 Apply effective verbal and non-verbal communication skills to enhance health.

4.8.2 Demonstrate refusal and negotiation skills that avoid or reduce health risks.

**Standard 5:** Students will demonstrate the ability to use decision-making skills to enhance health.

**Students will:**

5.8.2 Determine when health-related situations require the application of a thoughtful decision-making process.

5.8.4 Distinguish between healthy and unhealthy alternatives to health-related issues or problems.

5.8.6 Choose healthy alternatives over unhealthy alternatives when making a decision.

**Standard 6:** Students will demonstrate the ability to use goal-setting skills to enhance health.

**Students will:**

6.8.1 Assess personal health practices.

6.8.3 Apply strategies and skills needed to attain a personal health goal.

**Standard 8:** Students will demonstrate the ability to advocate for personal, family, and community health.

**Students will:**

8.8.1 State a health-enhancing position on a topic and support it with accurate information.

*National Health Education Standards, 2<sup>nd</sup> edition (2007).* American Cancer Society: Athens, GA, pp. 43-46

**Know, Understand, Do**  
**Middle School Health Education Unit on ATOD Prevention**  
**Stay on Track!**

<b>Students will KNOW</b>	<b>Students will UNDERSTAND</b>	<b>Students will DO</b>
<ul style="list-style-type: none"> <li>• Negative effects on certain drugs</li> <li>• Negative and positive coping methods</li> <li>• National Guard decision-making model (GUARD)</li> <li>• The forms of communication</li> <li>• Definition of assertive communication</li> <li>• The purpose of advertising and its parts (product, slogan, and picture)</li> </ul>	<ul style="list-style-type: none"> <li>• Using drugs can change achievement of goals</li> <li>• Importance of 'gateway' drugs</li> <li>• People have choices</li> </ul>	<ul style="list-style-type: none"> <li>• Identify perception vs. reality in certain situations</li> <li>• Choose between a wish and a goal</li> <li>• Differentiate between short and long term goals</li> <li>• Demonstrate refusal strategies as a means to resist negative peer influences</li> <li>• Identify influences on decision-making</li> <li>• Explain the difference between positive and negative peer pressure</li> <li>• Apply Guard decision-making model (GUARD) to consider options and make decisions</li> <li>• Advocate drug-free position with student project</li> <li>• Identify advertising appeals and target audience</li> <li>• Recognize the message being sent to the audience</li> <li>• Complete Project advocating drug-free position</li> </ul>

**Student Learning Map**  
**Middle School ATOD Prevention Unit**  
**Stay on Track!**

Key learning: Avoidance of alcohol, tobacco, and other drugs helps people reach their goals.

Unit EQs: How do my decisions and choices affect my future?  
 How can I promote healthy choices and goal-setting in my community?

Drugs  Stress	Decision-Making and Goal Setting	Communication Skills and Interpersonal Relations	Media Influences
Lesson EQs:  What is a drug?  What do drugs do?  How do I recognize and deal with stress?	Lesson EQs:  How do I make good decisions?  What is a GUARD based decision?  How do goals keep me on track?	Lesson EQs:  How do I understand and be understood?  What are assertive, effective, and appropriate communication skills for interpersonal relations?  What helps me make decisions?	Lesson EQs:  How do we assess ads?  Can I reduce the effects of negative alcohol ads?  How can I advocate for people to be drug- free?

## Teacher Background Information on Marijuana



- ✿ Marijuana is the most commonly used illicit drug
  - ✓ 104 million Americans have tried marijuana (National Survey on Drug Use and Health 2009)
  - ✓ 16.7 million Americans age 12 and over have used marijuana in the past month
  - ✓ 733% of 12-17 year-old students used marijuana last month
  - ✓ 2.3 million persons age 12 and over used marijuana within last month
  - ✓ 42% of graduating seniors will have tried marijuana
  - ✓ WHO ranks U.S. at top for prevalence of marijuana use
  
- ✿ Marijuana is made from the hemp plant (cannabis sativa)
  - ✓ Dried leaves, stems, flowers, and seeds
  - ✓ Can be smoked, made into tea, eaten in salads
  - ✓ Active chemical is THC (delta-9-tetrahydrocannabinol)
  - ✓ Often only illegal drug use, but sometimes combined with other illegal drugs, such as crack
  - ✓ Called grass, pot, reefer, weed, maryjane, mj, bc bud, bud, chronic, dope, ganja, and herb (Office of National Drug Control Policy)
  
- ✿ Important concepts
  - ✓ Younger onset increases likelihood of addiction
  - ✓ Immature brains may have impaired development
  - ✓ Use can impair short-term memory and judgment, and distort perception
  - ✓ Can be addictive-withdrawal similar to nicotine withdrawal
  - ✓ Drug is widely available, some grown locally at indoor and outdoor sites
  - ✓ Use contributes to 374,000 emergency department visits in 2008 (Drug Abuse Warning Network – DAWN)

## Why use it?

- ✓ Almost immediate feeling of euphoria and relaxation with heightened sensory perception, laughter, altered time perception and increased appetite followed by sluggishness or depression (<http://www.nida.nih.gov/MariBroch/teens/>)
- ✓ Drug impairs new memories and alters focus, so it impairs driving, sports, learning, etc.
- ✓ Impairs attention, judgment, coordination and balance
- ✓ Increases heart rate
- ✓ Whites of eyes are red due to enlarged blood vessels in eyes
- ✓ Lasts 1-3 hours
- ✓ Smoking has more effect than eating or drinking the drug
- ✓ Some users experience an acute psychosis particularly when ingesting the drug rather than smoking it
- ✓ Can lead to addiction, chronic cough, bronchitis

## Medicinal marijuana

- ✓ Sativex, a chemically pure mixture of THC and cannabidiol, is available in UK and Canada for treatment of cancer-associated pain and multiple sclerosis
- ✓ Delaware has just approved marijuana for the treatment of certain conditions under specific circumstances making other issues, such as impaired driving, become important



## References:

[http://www.whitehousedrugpolicy.gov/drugfact/marijuana/marijuana\\_ff.html](http://www.whitehousedrugpolicy.gov/drugfact/marijuana/marijuana_ff.html)

<http://www.udel.edu/delawaredata/Files/ddatagrams/V5%20-%2002%20Marijuana%20Use%20and%20Perceptions.pdf>

Research Report Series: *Marijuana Abuse* (2010) at

<http://www.drugabuse.gov>

<http://marijuana-info.org>



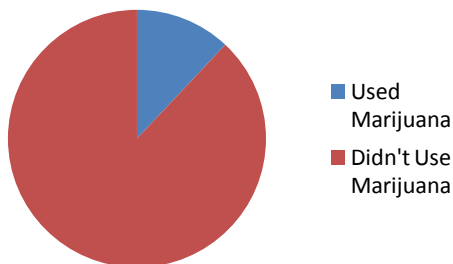
# Marijuana Use by Delaware 8<sup>th</sup> Grade Public School Students

By University of Delaware  
Center for Drug and Alcohol Studies  
From the 2010 Delaware School Survey



## Prevalence of Marijuana Use

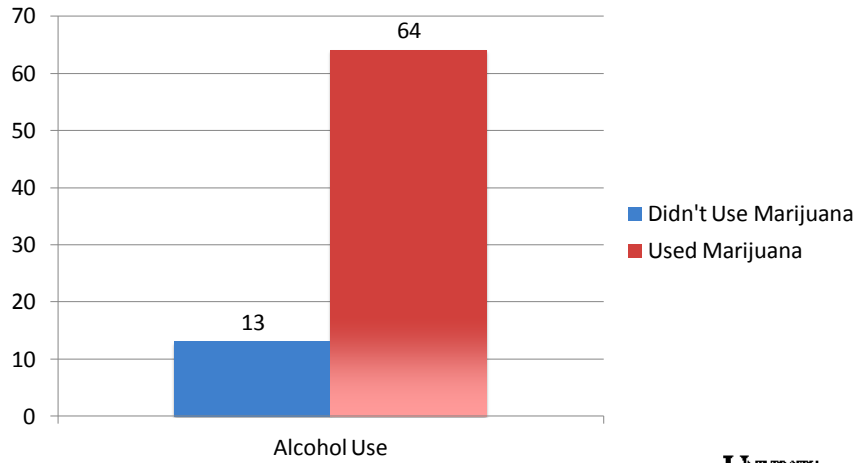
One in four 8<sup>th</sup> graders (24%) has tried marijuana; 12% have used marijuana in the past month.



Source: 2010 Delaware School Survey



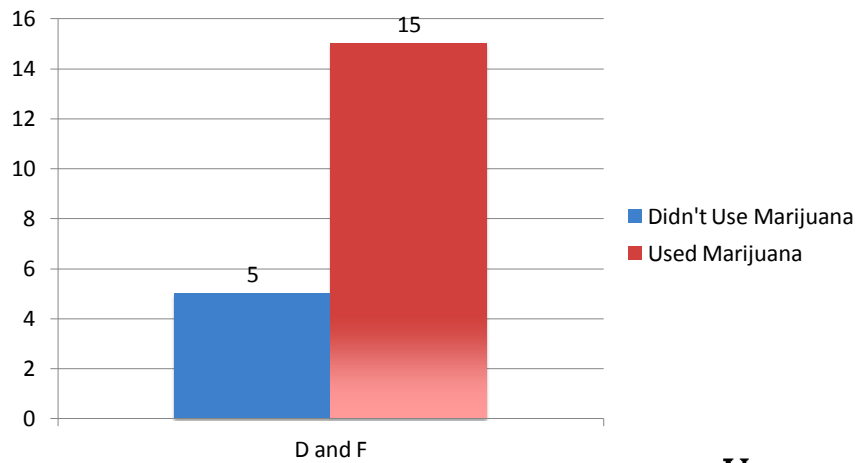
Students who report they have used marijuana in the past month are also much more likely to report using alcohol in the past month.



Source: 2010 Delaware School Survey



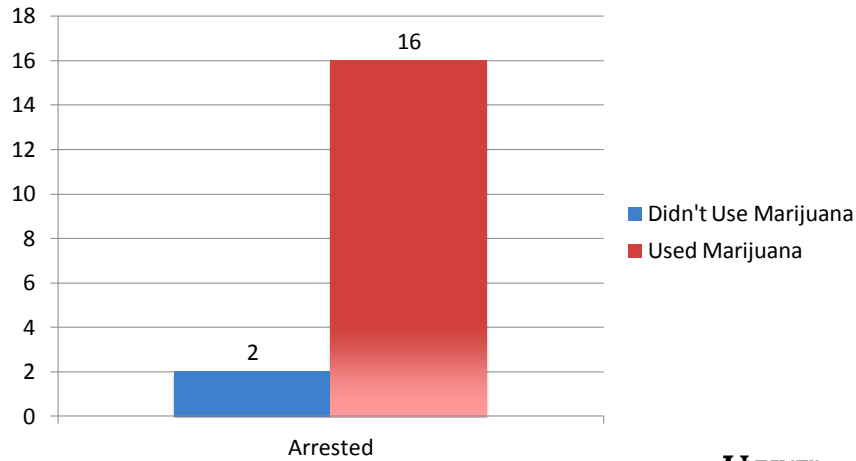
Delaware 8<sup>th</sup> grade students who say they used marijuana in the past month are three times more likely to report poor grades in school.



Source: 2010 Delaware School Survey



Delaware 8<sup>th</sup> graders who used marijuana in the past month are 8 times more likely to have been arrested.



Source: 2010 Delaware School Survey

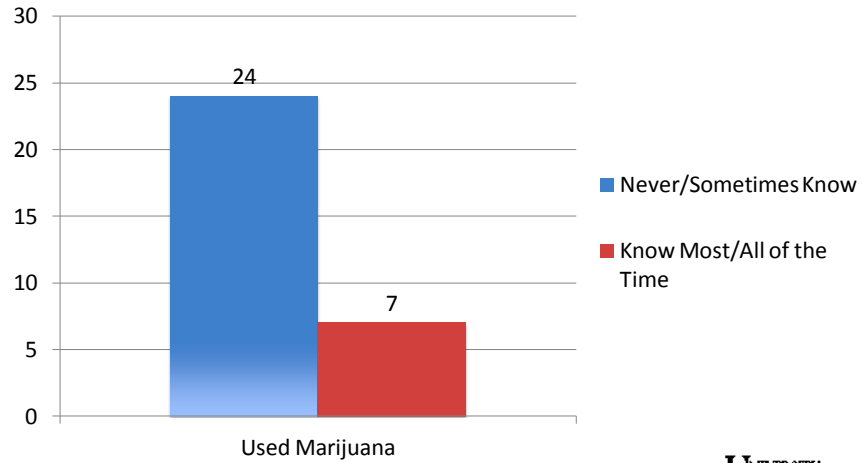


Delaware 8<sup>th</sup> graders who used marijuana in the past month are more than three and a half times more likely to have been suspended or expelled from school in the past year.

Source: 2010 Delaware School Survey



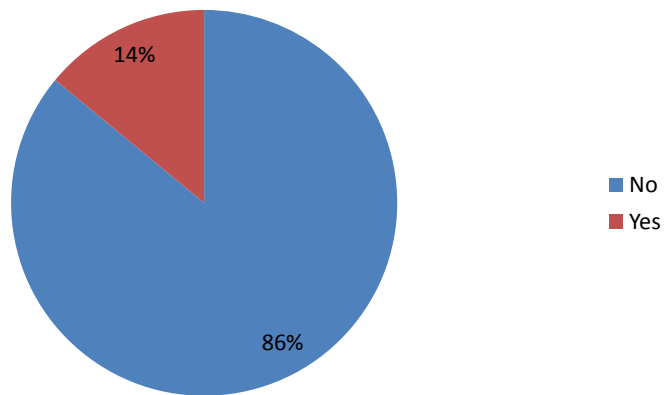
Delaware 8<sup>th</sup> graders who say their parents know where they are, (most or all of the time when they are not in school) are more than three times less likely to have used marijuana in the past month.



Source: 2010 Delaware School Survey



Delaware 8<sup>th</sup> Graders Who Have, in the Past Year, Ridden in a Car With Someone Who Had Been Smoking Marijuana



Source: 2010 Delaware School Survey



By 11<sup>th</sup> grade, almost half (46%) of students have tried marijuana, and 24 % have used marijuana in the past month.

Source: 2010 Delaware School Survey



Delaware 11<sup>th</sup> graders who have used marijuana in the past month are four and a half times more likely to have been arrested.

Source: 2010 Delaware School Survey

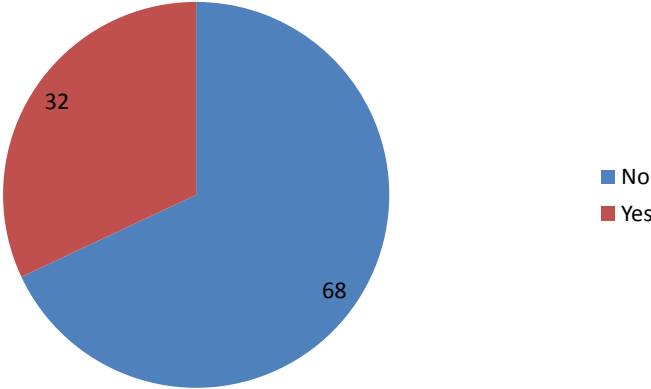


Delaware 11<sup>th</sup> graders who have used marijuana in the past month are three times more likely to have been suspended or expelled from school.

Source: 2010 Delaware School Survey



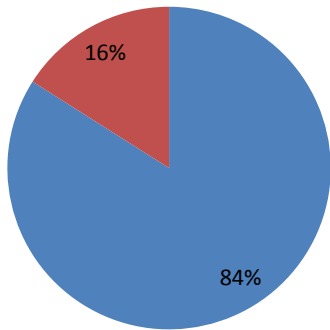
Delaware 11<sup>th</sup> Graders Who Have Ridden in a Car in the Past Year With Someone Who Had Been Smoking Marijuana



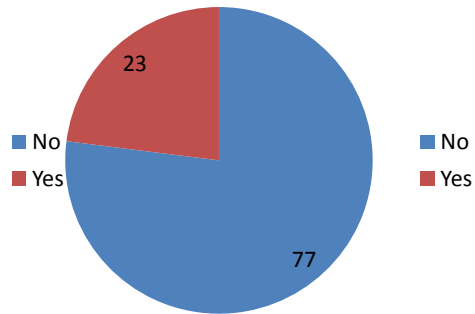
Source: 2010 Delaware School Survey



**Delaware 11<sup>th</sup> Graders Who Smoked Marijuana and Drove in the Past Year**



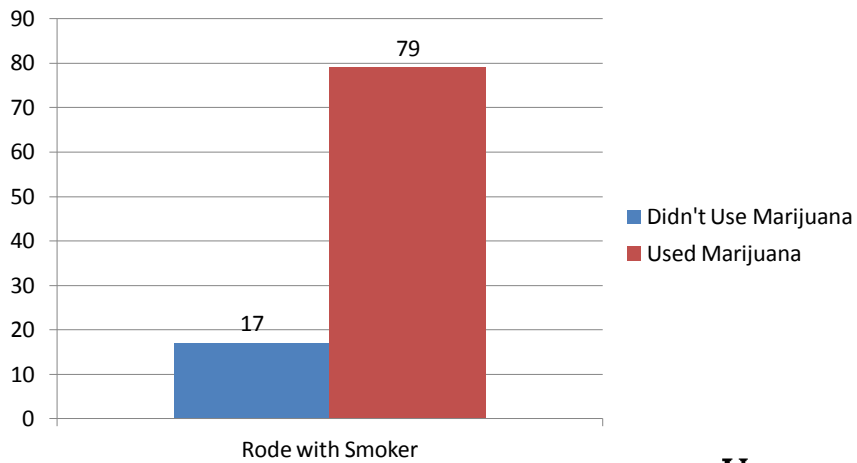
**Delaware 11<sup>th</sup> Graders Who Drank Alcohol and Drove in the Past Year**



Source: 2010 Delaware School Survey  
Excludes 11<sup>th</sup> graders who do not drive



**Delaware 11<sup>th</sup> Graders who Rode with Someone Smoking Marijuana in the Past Year by Past Month Marijuana Use**



Source: 2010 Delaware School Survey

