

Driver's Ed/Health Education Lesson Plan

Title: Is Marijuana Still a Dangerous Drug?

By Libby Thomas,

School Health Consultant for the American Lung Association of DE

ii

Big Idea: Health is Personal Power

9-12 Unit Cluster Enduring Understandings

- Health is important and personal actions will impact self and others in many ways.
- Internal and external factors influence personal and community health
- Choosing health resources require critical evaluation and analysis
- Refusal, negotiation, and collaboration skills will enhance the health of self and others
- There are barriers that can hinder healthy decision-making
- Several factors influence the formation, achievement and evaluation of a long term personal health plan
- People have the power to create change

Lesson Essential Question(s)

How should marijuana use be regulated for drivers?

Delaware Health Education Standards

Health Concepts	Skills
<input checked="" type="checkbox"/> Tobacco, Alcohol & Drugs	<input type="checkbox"/> INF
<input type="checkbox"/> Injury Prevention & Safety	<input checked="" type="checkbox"/> AI
<input type="checkbox"/> Nutrition & Physical Activity	<input checked="" type="checkbox"/> IC
<input type="checkbox"/> Family Life & Sexuality	<input checked="" type="checkbox"/> DM
<input type="checkbox"/> Personal Health & Wellness	<input type="checkbox"/> GS
<input type="checkbox"/> Mental Health	<input type="checkbox"/> SM
<input type="checkbox"/> Community & Environmental Health	<input checked="" type="checkbox"/> AV

Lesson Summary

The governor signed into law the provision that certain members of our community may use marijuana for the relief of symptoms associated with certain chronic diseases, only with certification from a physician that the person has a specific debilitating condition that would receive therapeutic benefit from the use of marijuana. After receiving the physician certification and applying for and receiving an ID card, that person would be allowed to possess six ounces of marijuana for their personal use. At this time, no provisions or stipulations have been made for driving under the influence of this now legal drug. You know that California has reported a huge increase in the number of drug/alcohol related deaths since the legalization of medical marijuana.

It is the task of the students to research what marijuana is, how it affects the brain and behavior of users, and what laws need to govern its use for drivers. Should it be banned for all drivers as it is now? Is there a legal tolerance such as there is for alcohol use and

driving? Is there a test for a certain level of the drug that could be considered acceptable for a driver?

Students will know...	Students will be able to...
How marijuana affects the brain and behavior Current laws regarding marijuana use in Delaware	Decide whether medical marijuana users should be allowed to drive Advocate for their position with the "governor"

Time

One/two class periods

Materials and Preparation

- Newsprint or whiteboards with appropriate markers
- Computer access or copies of valid and reliable articles and recent news stories
- Highlighters
- Copies of Senate Bill #17 of the 146th general assembly

Resources and Web Links

- <http://legis.delaware.gov/LIS/> for laws of Delaware, including Senate Bill #17, passed first by House and then by Senate on May 13, 2011 and signed by Governor Markell permitting and regulating the use of cannabis for medical reasons
- <http://www.nida.nih.gov/ResearchReports/marijuana/Marijuana3.html>
- <http://www.nhtsa.gov/About+NHTSA/Traffic&Techs/current/Marijuana> for the National Highway Traffic Safety Administration
- <http://webmd.com/mental-health/marijuana-use-and-its-effects>
- <http://www.nida.nih.gov/Infofacts/marijuana.html> for the National Institute on Drug Abuse at the National Institute of Health
- <http://www.nida.nih.gov/MarijBroch/teens/>
- <http://udel.edu/DelawareData> for Delaware specific data about the Delaware School Survey and the Delaware Youth Risk Behavior Survey
- <http://www.whitehousedrugpolicy.gov/drugfact/marijuana>, the Office of National Drug Control Policy
- <http://apps.nccd.cdc.gov/youthonline/AppResults.aspx>, the National Centers for Disease Control and Prevention
- <http://www.goaskalice-cms.org/scripts/printerfriendly.cfm?questionid=1651>, the Columbia University Health Services
- <http://www.drugfree.org> for the Partnership, a national group promoting a drug free America
-

Teaching Steps

1. Present the law signed by the governor in June of 2011 that permits the use of marijuana by certain people who suffer from chronic illness who their physician determines will have therapeutic benefits from the use of the drug.

2. Look at the provisions of the law:
 - Must have doctor's diagnosis and certification of need
 - Must obtain and carry ID card
 - Has prohibitions on public use and driving under the influence of marijuana
 - Employers may prohibit impairment from the drug at work
 - Insurance providers do not have to cover cost
 - Only six ounces may be in possession with ID card
3. State: Delaware has a bill permitting the medical use of marijuana for possibly hundreds of Delawareans. In California, Washington State and others where medical marijuana is already in use, legislators and advocates are vigorously promoting legalization of marijuana for adult users in their states for the revenue that regulation and taxation would produce. It seems only a matter of time before that debate comes to Delaware. We know that deaths associated with impaired driving have increased by 55% in California since medical marijuana legislation passed there. As a new driver, you want to drive safely and to be safe on the road. You have decided to form an activist group to promote safe driving in Delaware by creating a task force that will persuade the governor and others to legislate safe driving."
4. In this lesson, you will, in small groups, research the science and statistics of marijuana use and prepare a list of talking points that you will present to the legislators.
 - Two students will study the law and prepare to be the Governor, Lt. Governor or local legislator. These students will consider rebuttals they may need to make to the arguments made by the task forces.
 - Small groups will use either the computer or prepared articles to research information about marijuana, especially as it relates to driving behaviors and consequences.
5. The governor and Lt governor are charged with choosing the most compelling, most accurate argument for safe driving legislation within the parameters of the present law.
 - Each group has ten minutes to present their facts and the summary of their safe driving argument.
 - Rules of engagement
 1. All groups have equal time
 2. All opinions are respected
 3. The judges' decision is final
 4. Talking out of turn means a lost turn

Teacher Webquest on Marijuana and Driving

- Resources and links above are government and health sources that are generally accepted as having valid and useful information
- News stories are dependent on the publication and author for validity and often have an agenda
- It is suggested that the teacher prepare a list of accepted sites for this student research or approve the site or article before permitting use
- Beware of .com—usually, but not always, valid resources end with .org or .gov
- Links on Marijuana use and driving are provided below

<http://www.drugfree.org/join-together/drugs/drivers-high-on-marijuana-are-....>

<http://checkyourself.com/fivemyths.aspx>

<http://www.drugabuse.gov/Infonfacts/driving.html>

<http://www.physorg.com/print155993781.html>

<http://www.goaskalice-cms.org/scripts/printerfriendly.cfm?questionid=1651>

http://alcoholism.about.com/cs/pot/f/mjkids_faq13.htm?p=1

<https://apps.nccd.cdc.gov/youthonline/App/Results.aspx?TT=A&OUT=0&SI>

http://www.cbsnews.com/2741-204_162-664.html#ixzz1YPZiryIw

<http://www.foxnews.com/health/2010/10/19/benefits-marijuana/print>

http://balancedpolitics.org/marijuana_legalization.htm

http://www.whitehousedrugpolicy.gov/drugfact/marijuana/marijuana_ff.html

<http://www.nida.nih.gov/MarijBroch/teens/>

<http://www.nida.nih.gov/Infonfacts/marijuana.html>

<http://www.webmd.com/mental-health/marijuana-use-and-its-effects>

<http://www.drugabuse.gov/tib/marijuana.html>

<http://www.nhtsa.gov/About+NHTSA/Traffic+Techs/current/Marijuana+&>

<http://www.katu.com/news/politics/national/130709568.html>

http://www.nytimes.com/2011/05/12/us/12brfs-MEDICALMARIJ_BRF.html

<http://www.nida.nih.gov/ResearchReports/marijuana/Marijuana3.html>

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)

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