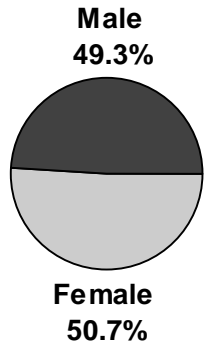
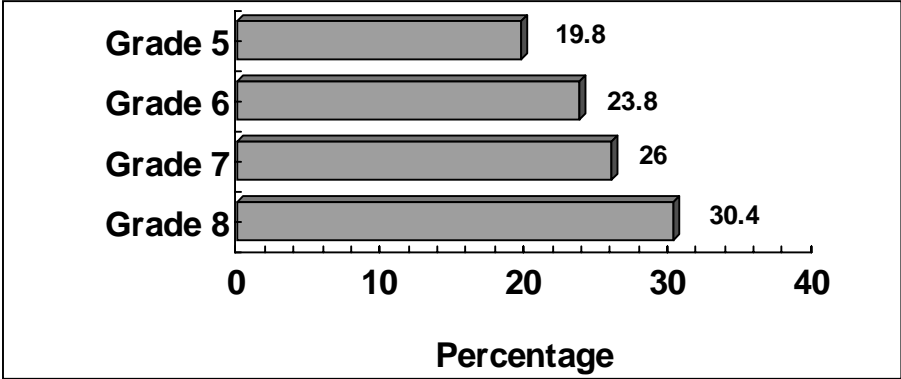
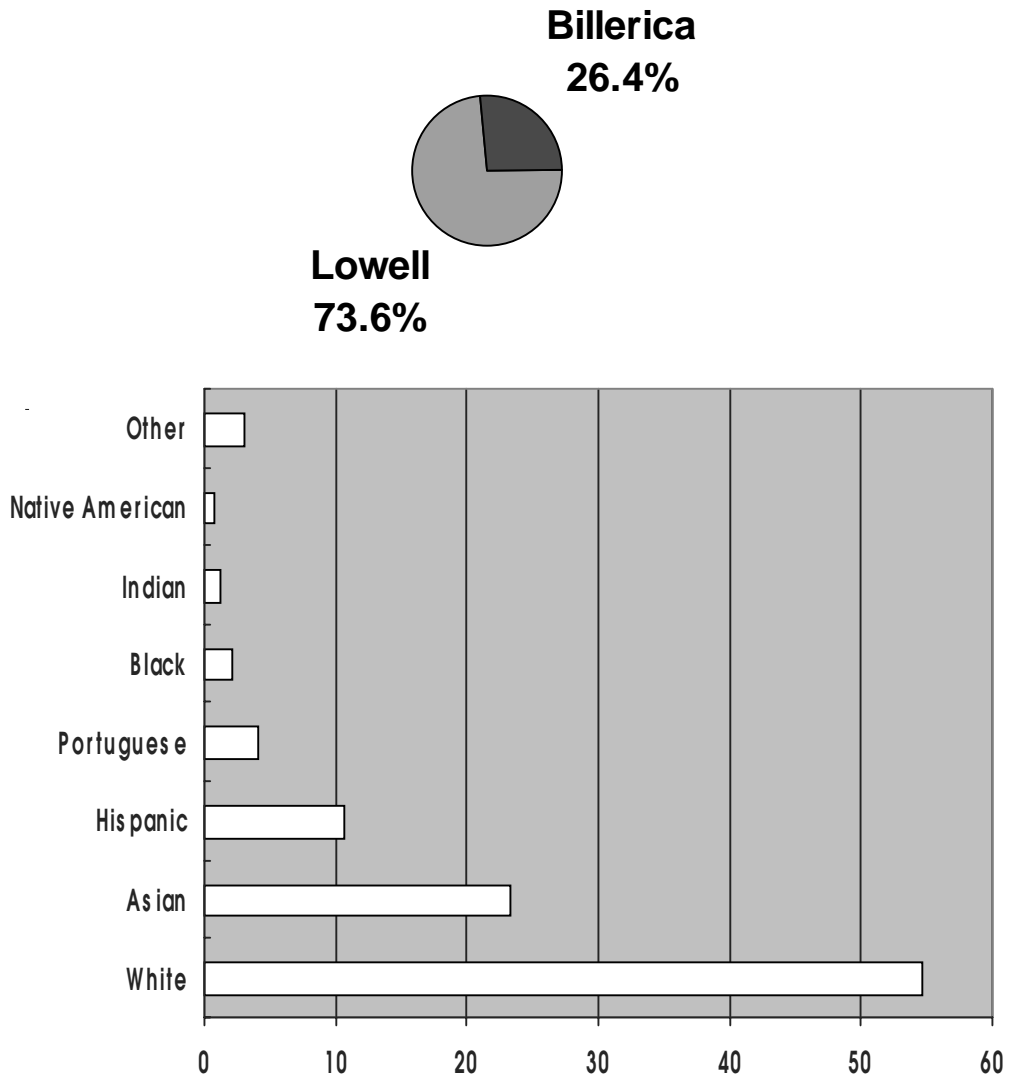
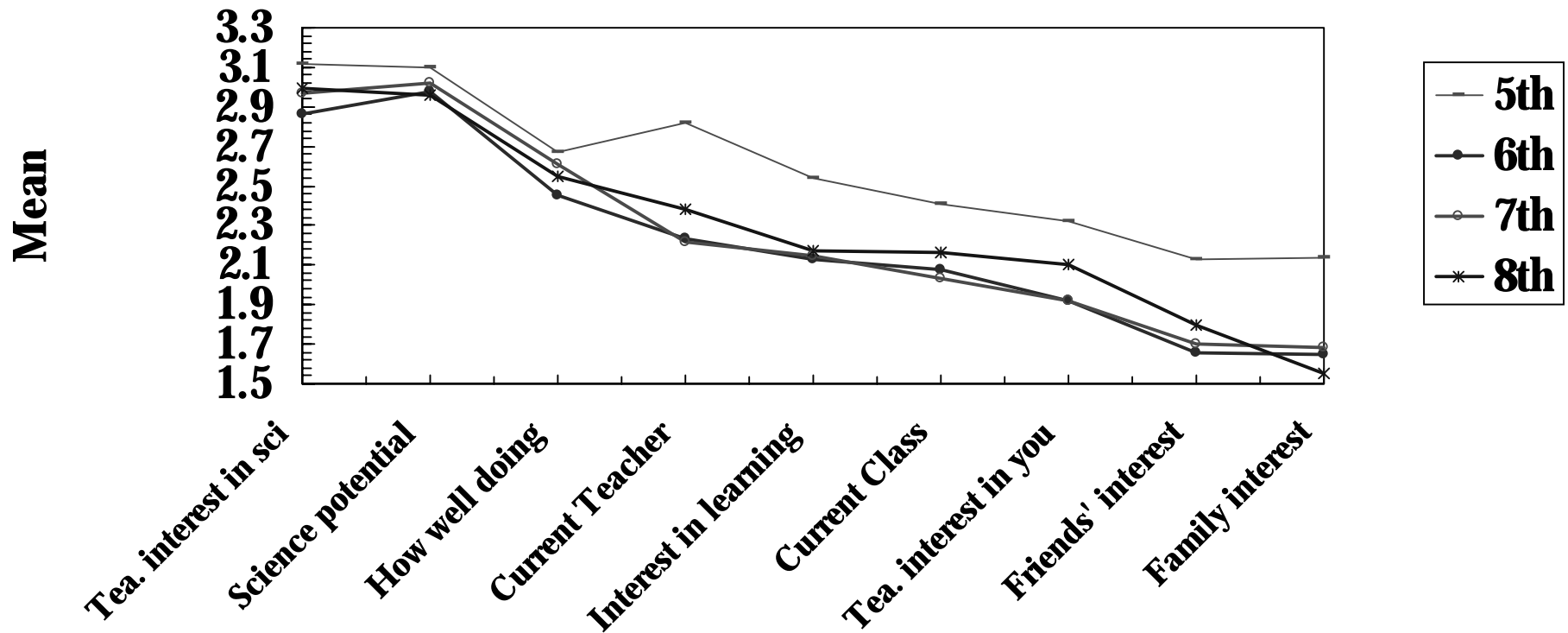


# Figure 1: Respondent Demographics (n = 1539)



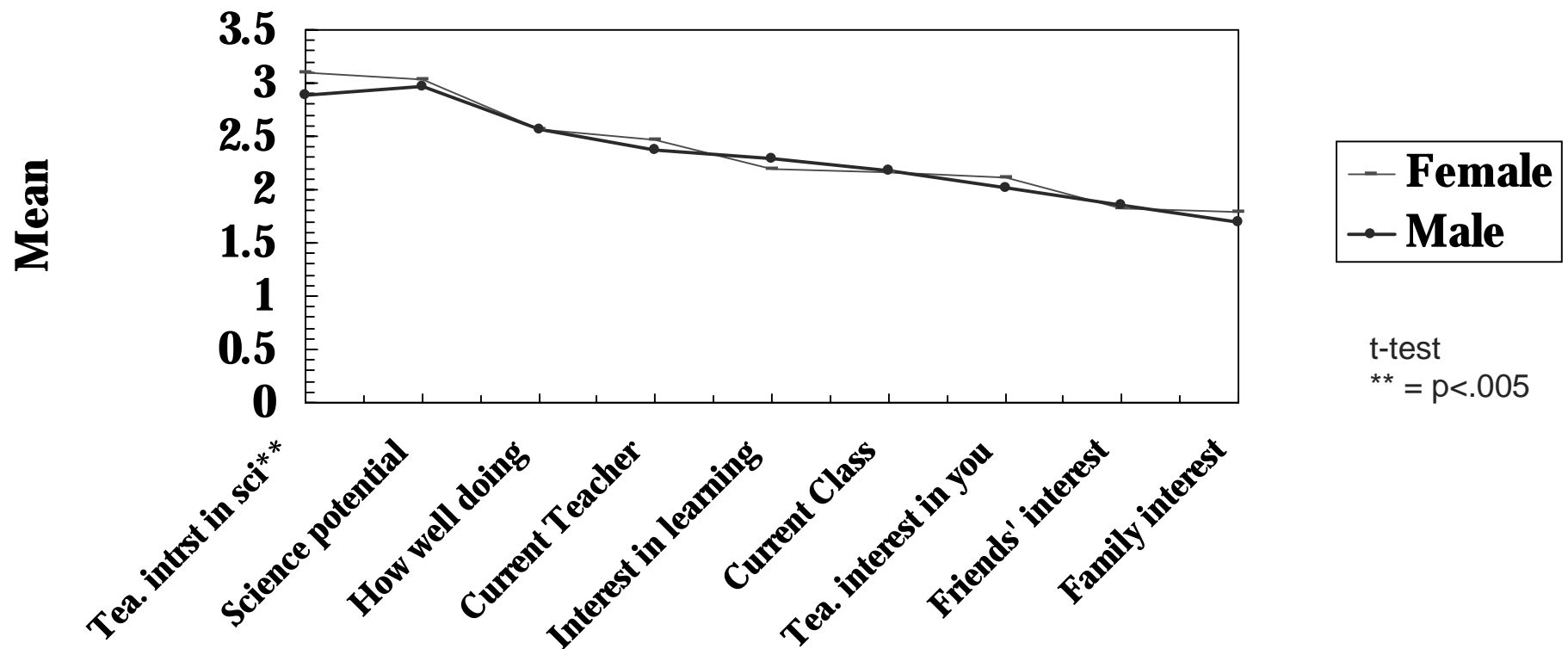
# Figure 2: Attitudes Toward Science Education by Grade (n=1539)



5 point scale: 0=not at all, 1=slightly, 2=somewhat, 3=very, 4=extremely

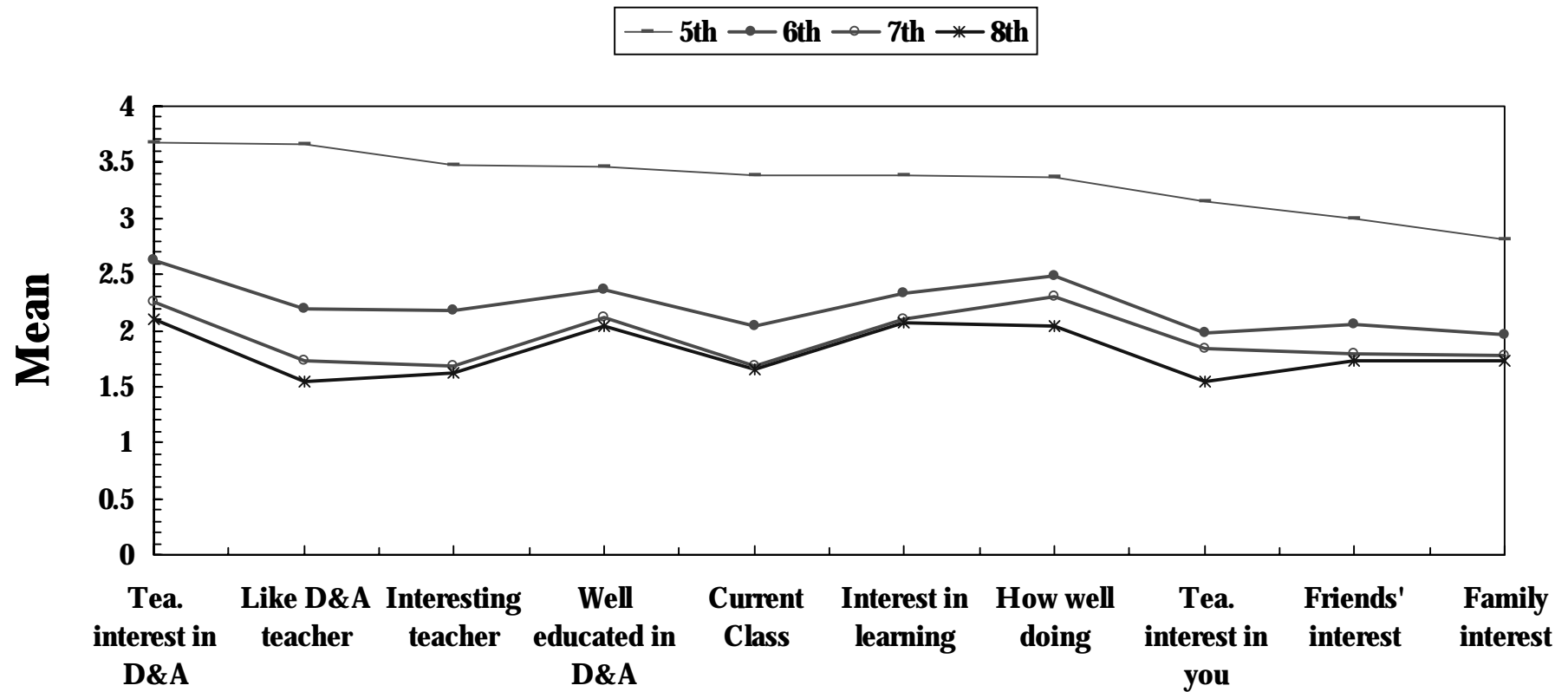
5th grade is significantly different from 6th, 7th, and 8th grades at  $p < .005$  in every category except 1) teacher interested in science, 2) how well are you doing, and 3) science potential

# Figure 3: Attitudes Toward Science Education by Gender (n=1539)



5 point scale: 0=not at all, 1=slightly, 2=somewhat, 3=very, 4=extremely

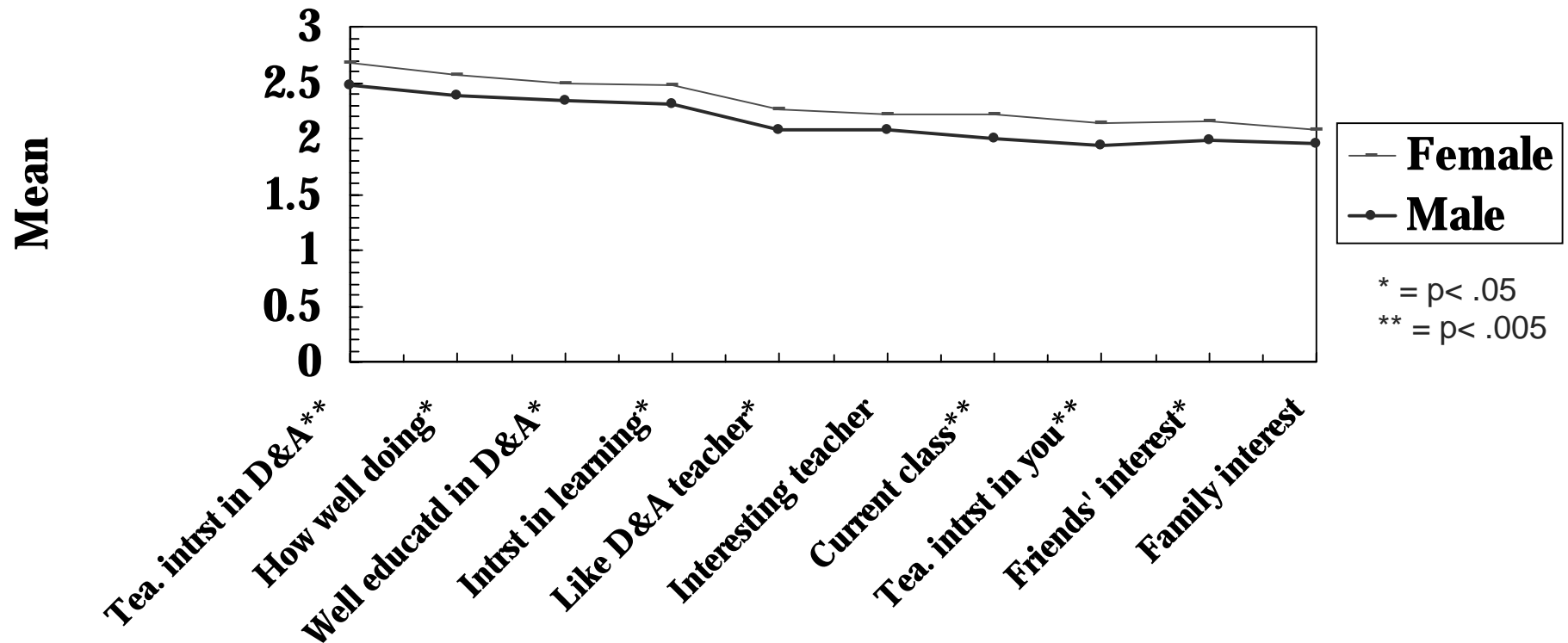
# Figure 4: Attitudes Toward Drug & Alcohol Education by Grade (n=1539)



Chi-Square:  
 $p < .00001$  differences across  
 grades for all items.

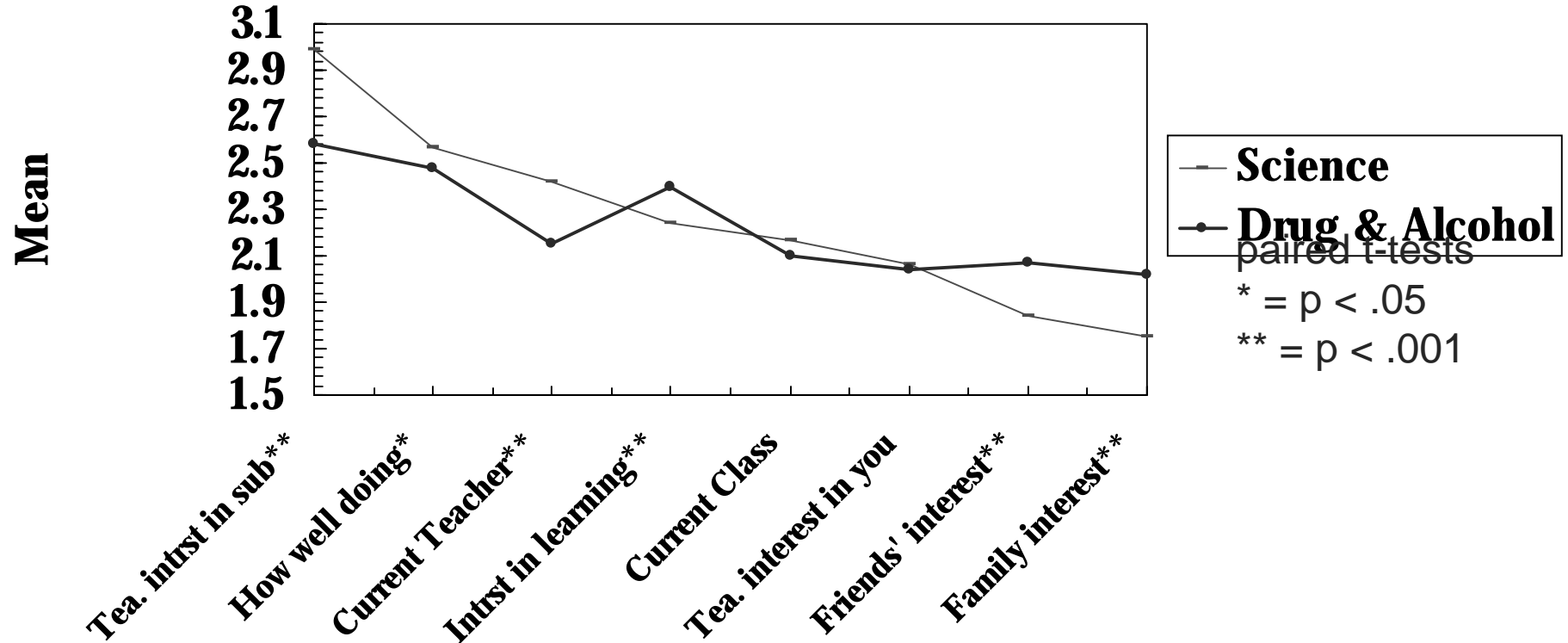
5 point scale: 0=not at all, 1=slightly, 2=somewhat, 3=very, 4=extremely

# Figure 5: Attitudes Toward Drug & Alcohol Education by Gender (n=1539)



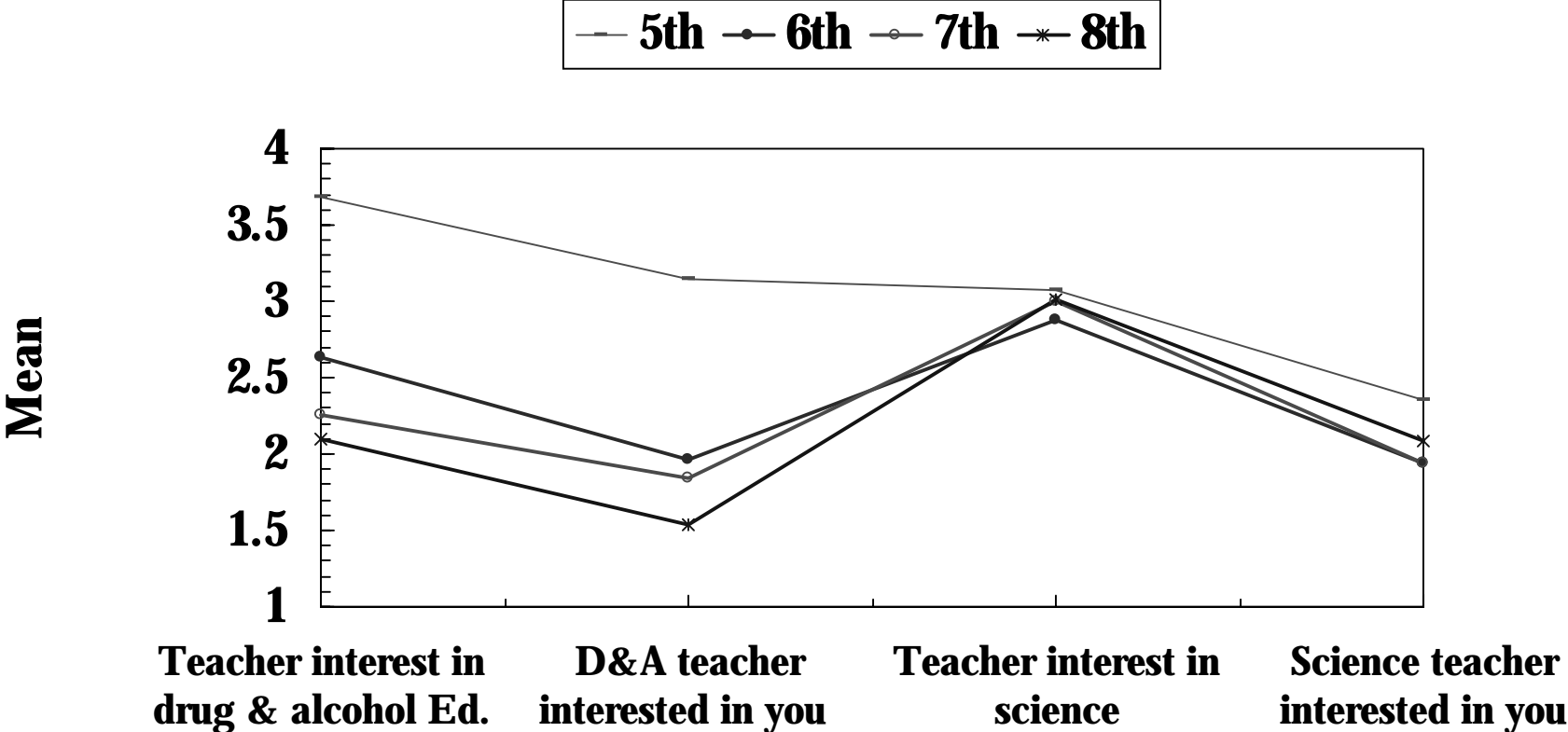
5 point scale: 0=not at all, 1=slightly, 2=somewhat, 3=very, 4=extremely

# Figure 6: Attitudes Toward Science and Drug & Alcohol Education (n=1539)



5 point scale: 0=not at all, 1=slightly, 2=somewhat, 3=very, 4=extremely

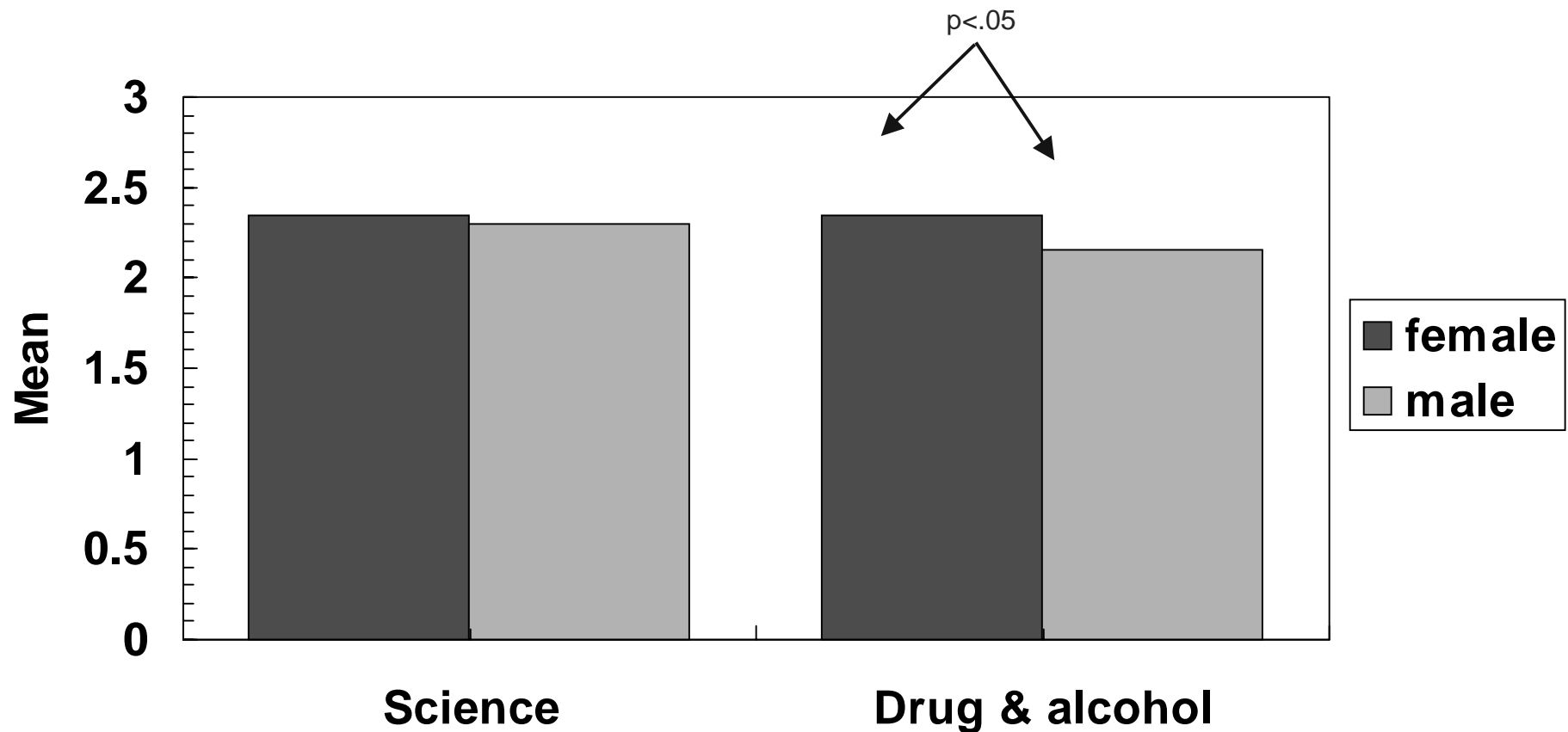
# Figure 7: Science and Drug & Alcohol Education Teachers (n=1539)



5 point scale: 0=not at all, 1=slightly, 2=somewhat, 3=very, 4=extremely

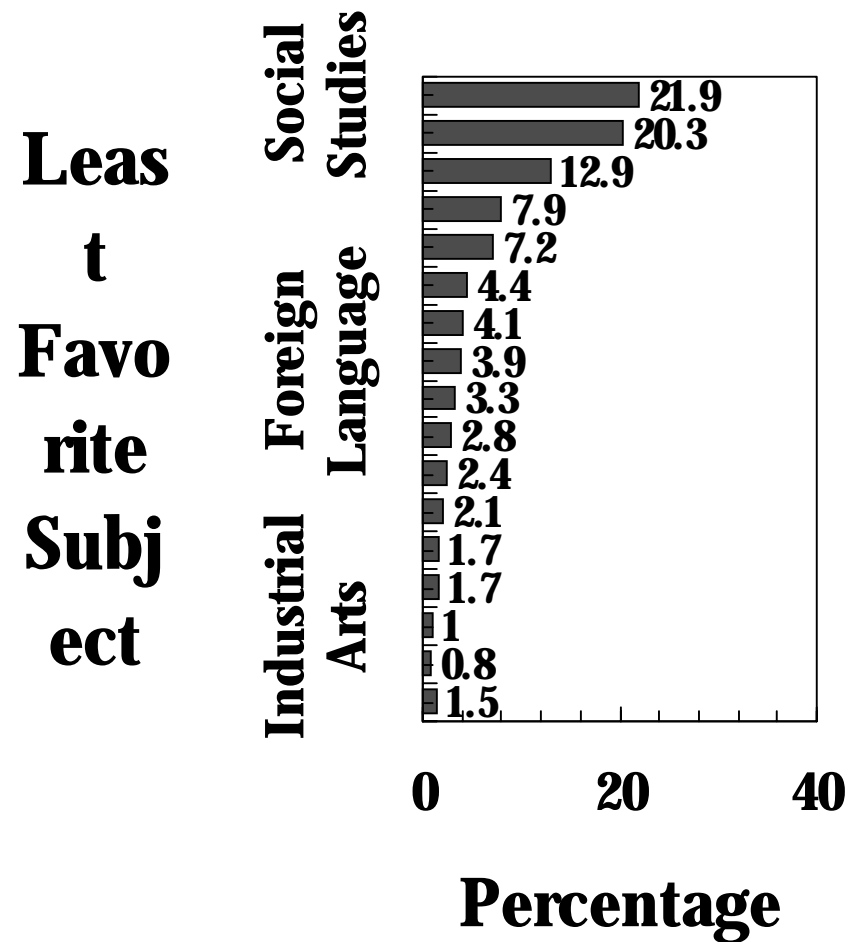
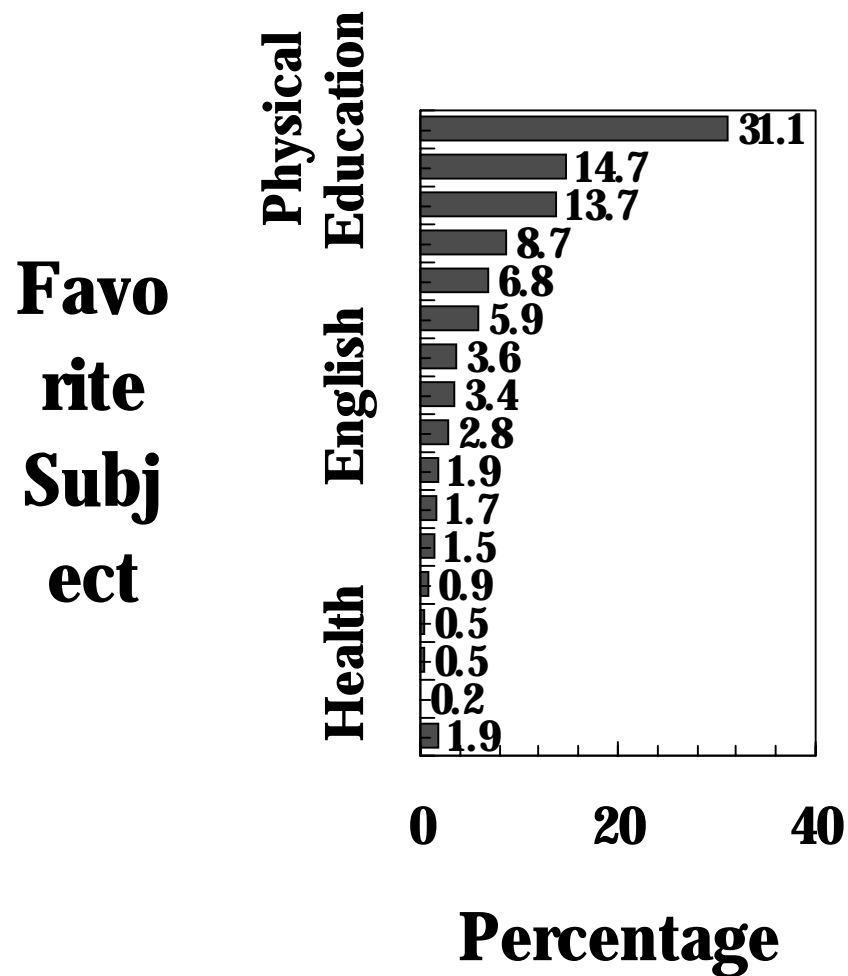
Chi-Square:  
Significant differences at  $p < .00001$  across grades  
for all items except teacher interest in science

# Figure 8: Composite Interest Ratings by Gender (n=1539)



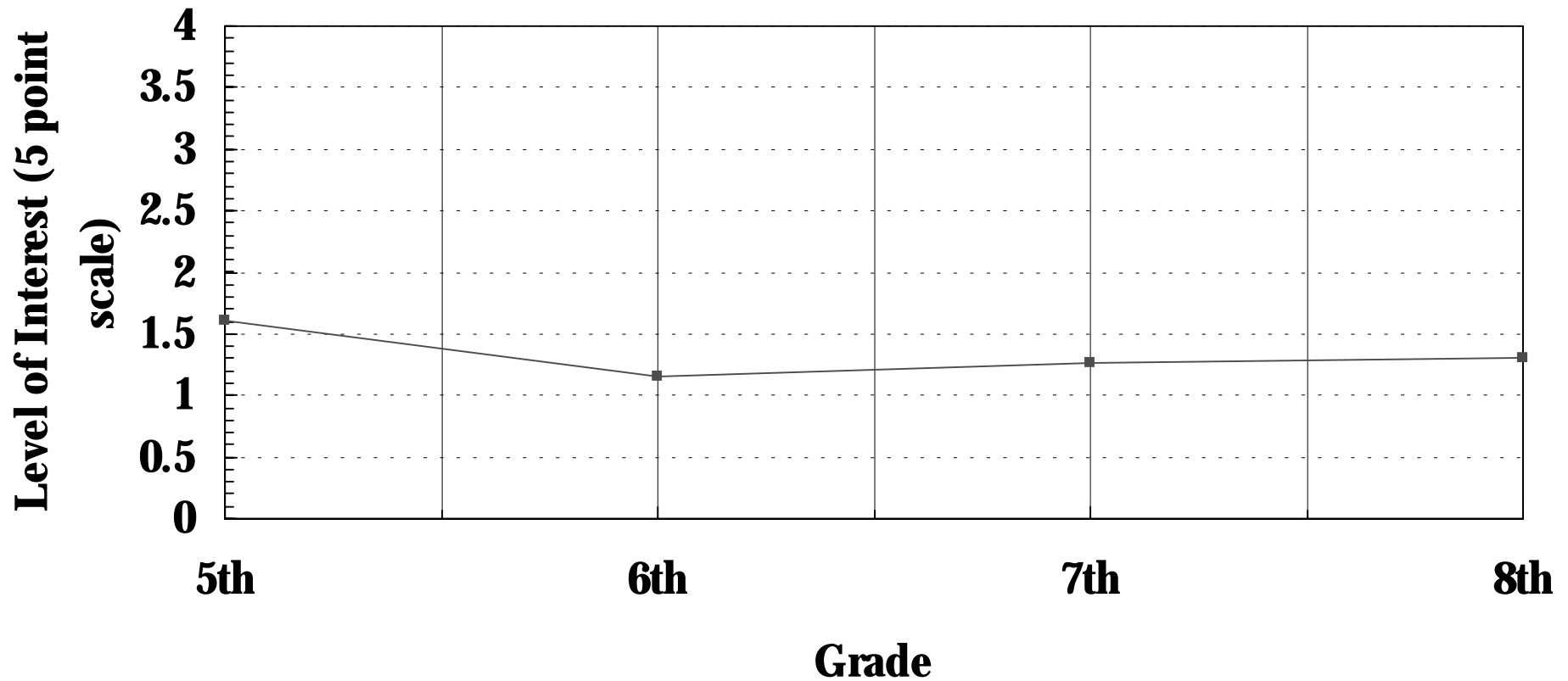
5 point scale: 0=none of the time, 1=very little of the time, 2=some of the time, 3=most of the time, 4=all of the time

# Figure 9: Favorite & Least Favorite Subjects (n=1539)



# Figure 10: Thought About Becoming a Scientist: Grade Means

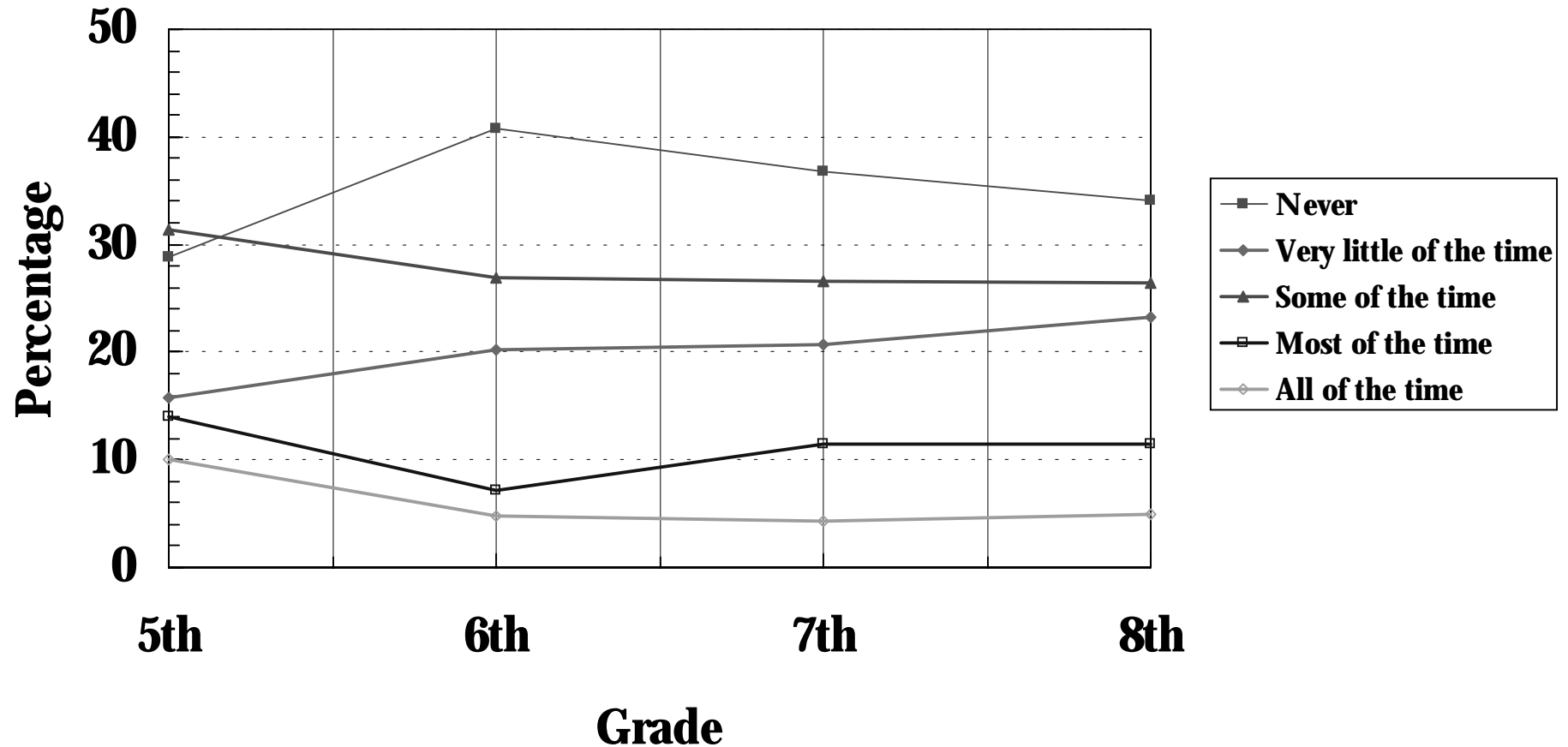
n = 1539



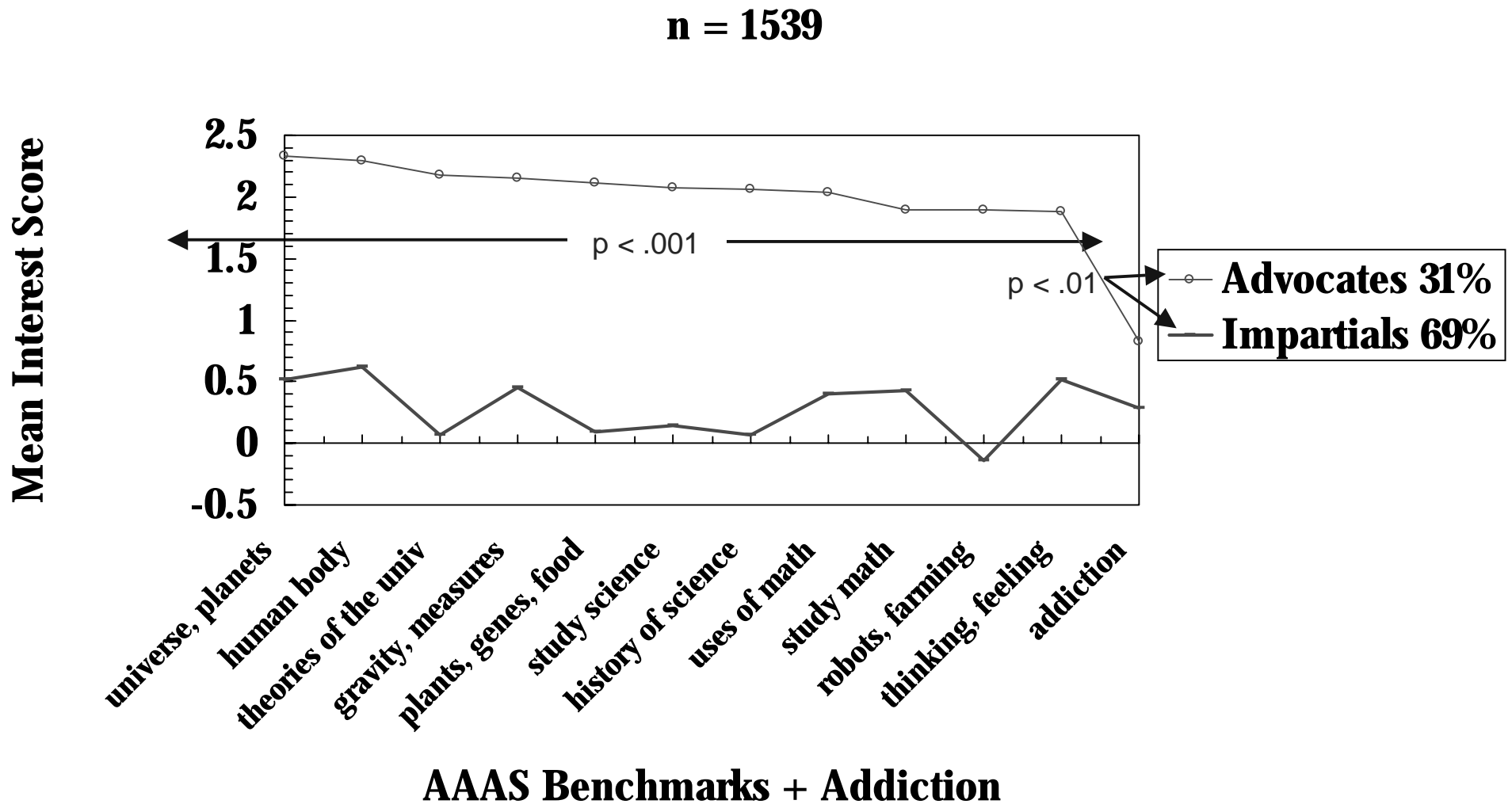
5 point scale: 0=none of the time, 1=very little of the time, 2=some of the time, 3=most of the time, 4=all of the time

# Figure 11: Thought About Becoming a Scientist: Breakdown

n = 1539



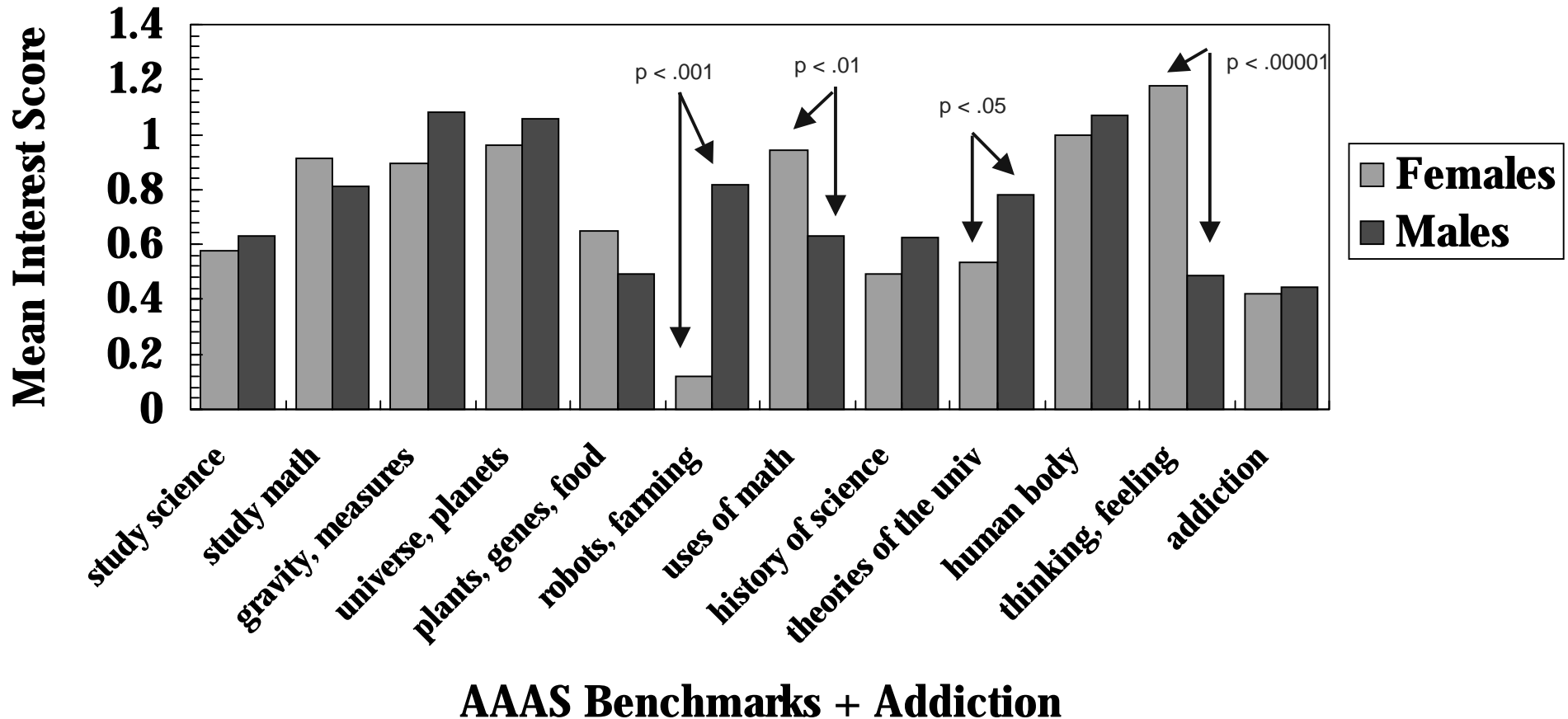
# Figure 12: Science Advocates' vs. Impartials' Interest in New AAAS Standards



7 point scale: -3=completely uninterested, -2=mostly uninterested, -1=somewhat uninterested, 0=uncertain, 1=somewhat interested, 2=mostly interested, 3=completely interested

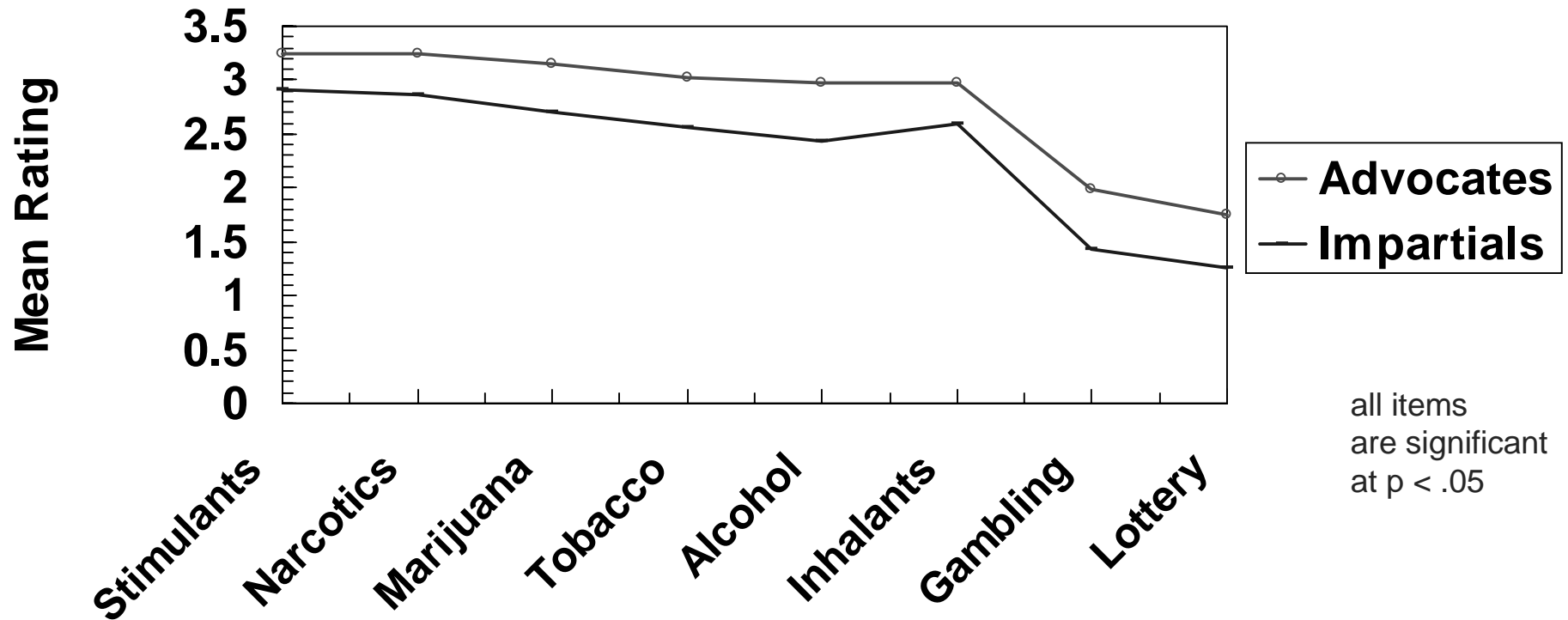
# Figure 13: Males' vs. Females' Interest in New AAAS Standards

n = 1539



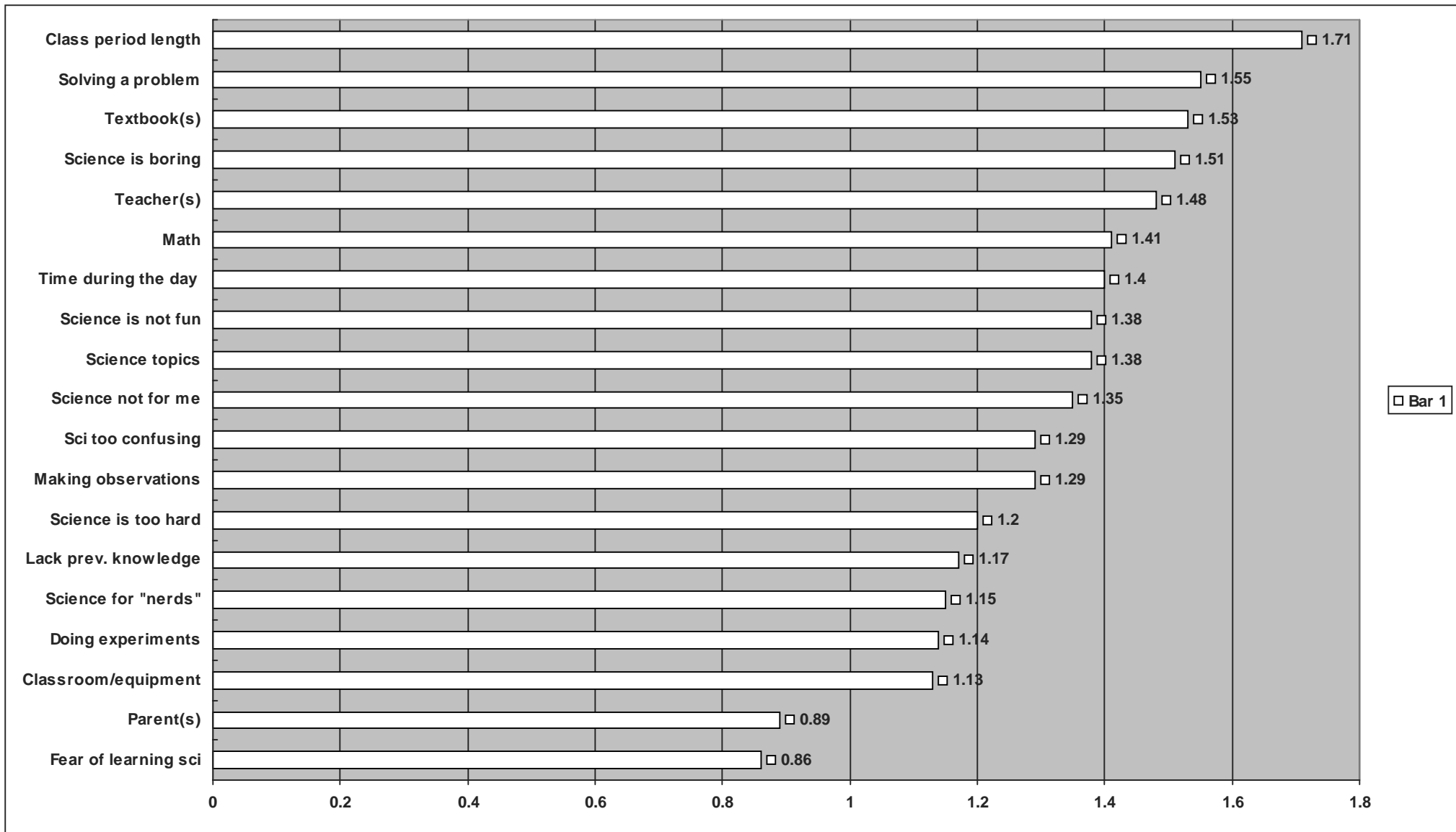
# Figure 14: Perceived Dangerousness of Gambling and Substance Use by Science Advocacy

n = 1593



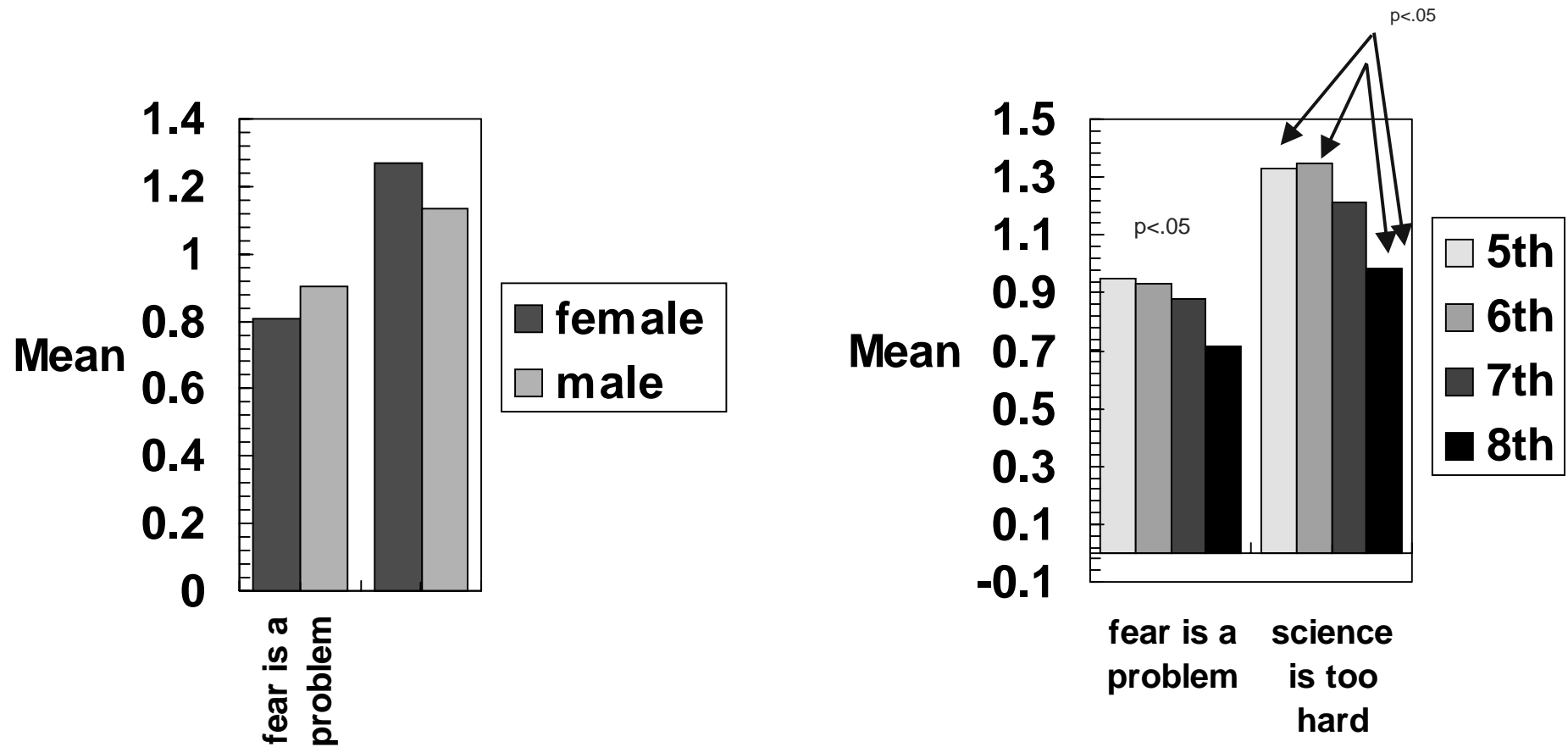
5 point scale: 0=not at all dangerous, 1=slightly dangerous, 2=somewhat dangerous, 3=very dangerous, 4=extremely dangerous

# Figure 15: Obstacles to Science Education (n=1539)

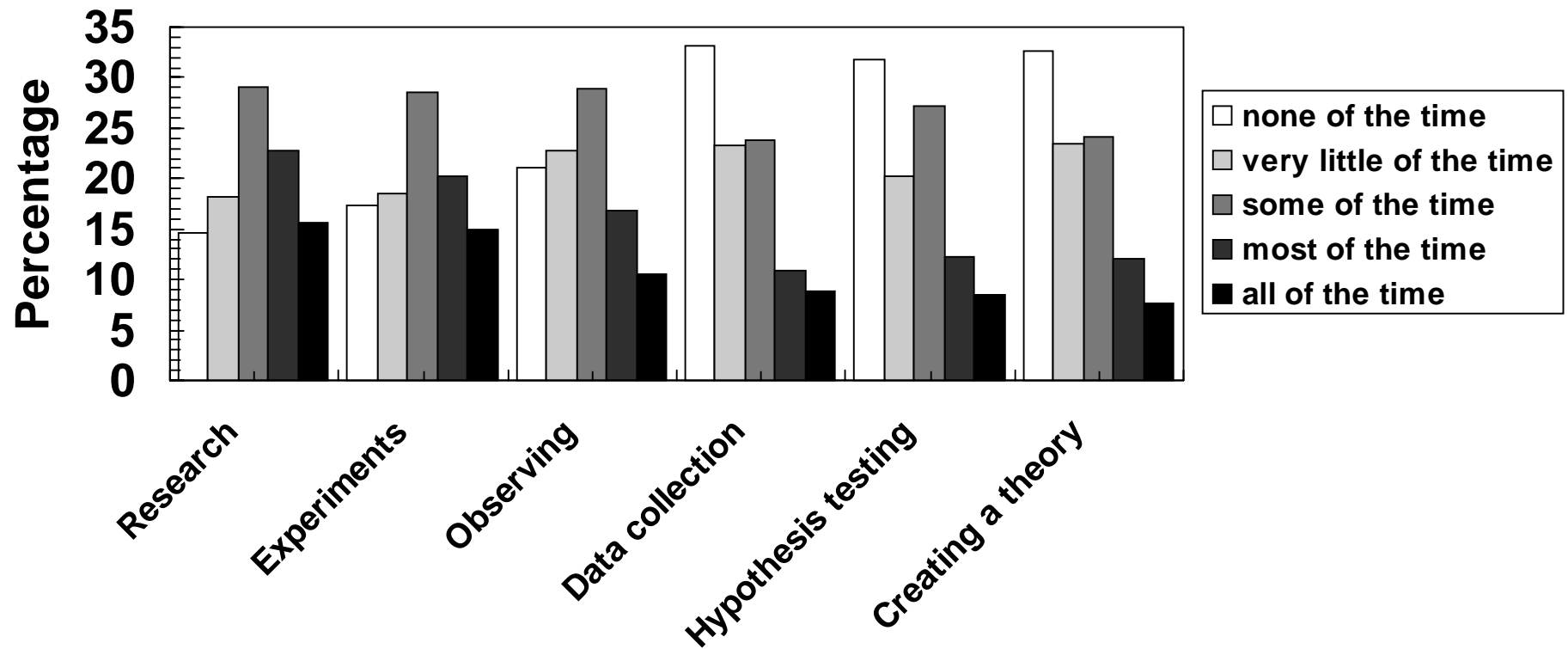


5 point scale: 0=none of the time, 1=very little of the time, 2=some of the time, 3=most of the time, 4=all of the time

# Figure 16: Students' Reported Obstacles in Science Education (n=1539)

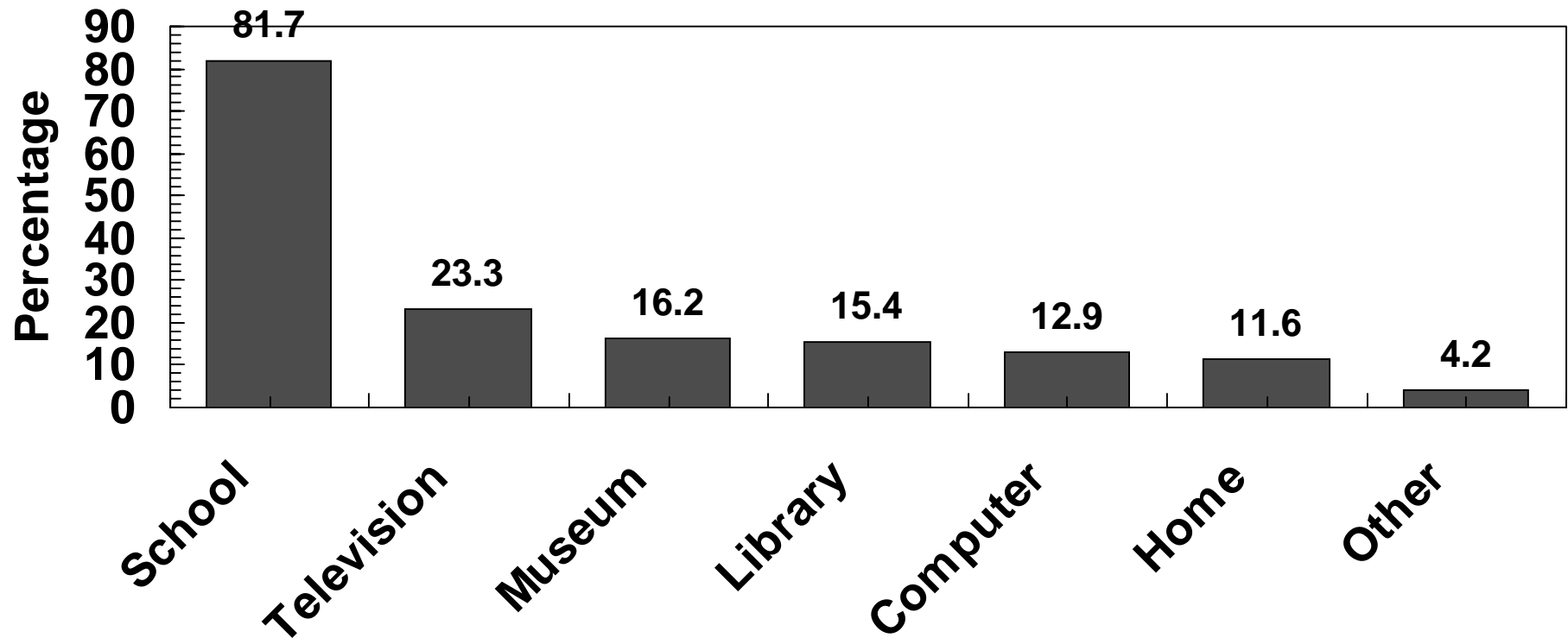


# Figure 17: Experience Doing Science-Related Activities (n=1539)



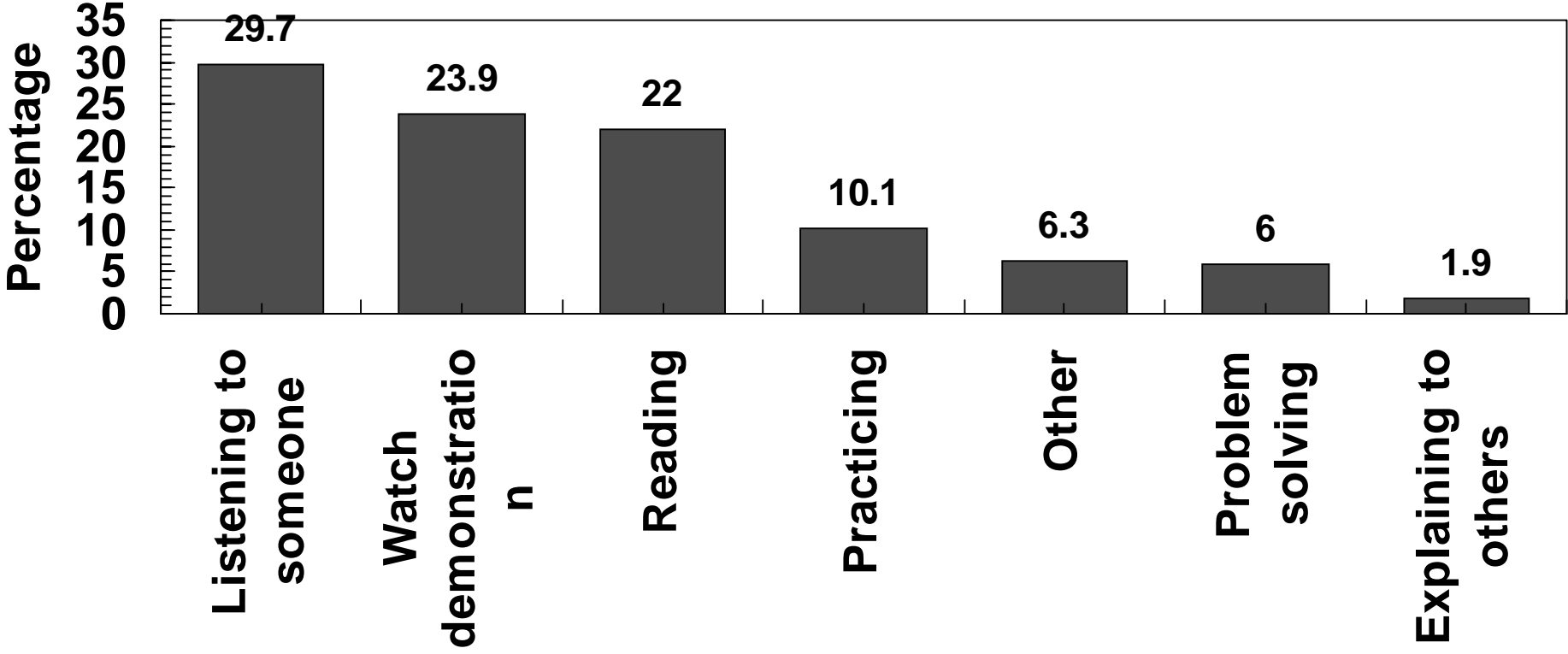
# Figure 18: Where Respondents Learn Most About Science (n=1539)

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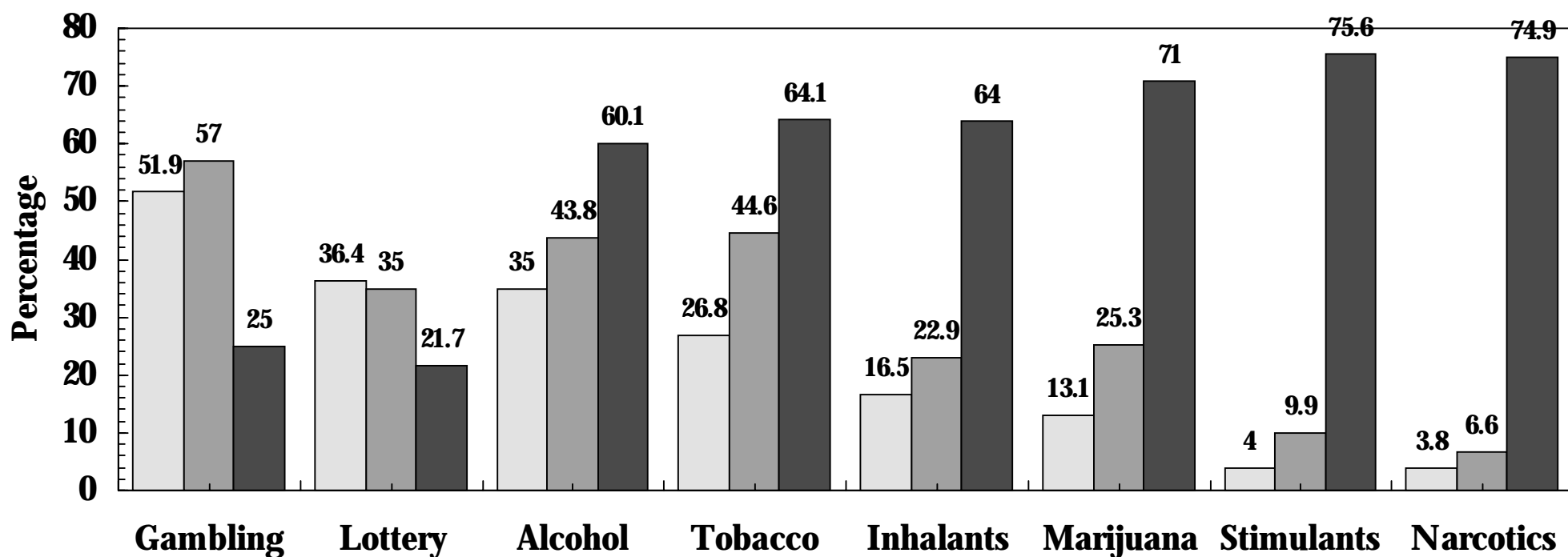
# Figure 19: How Respondents Learn Best

(n=1539)



# Figure 20: Students' Use, Friends' Estimated Use, & Perceived Dangerousness\*

n = 1539



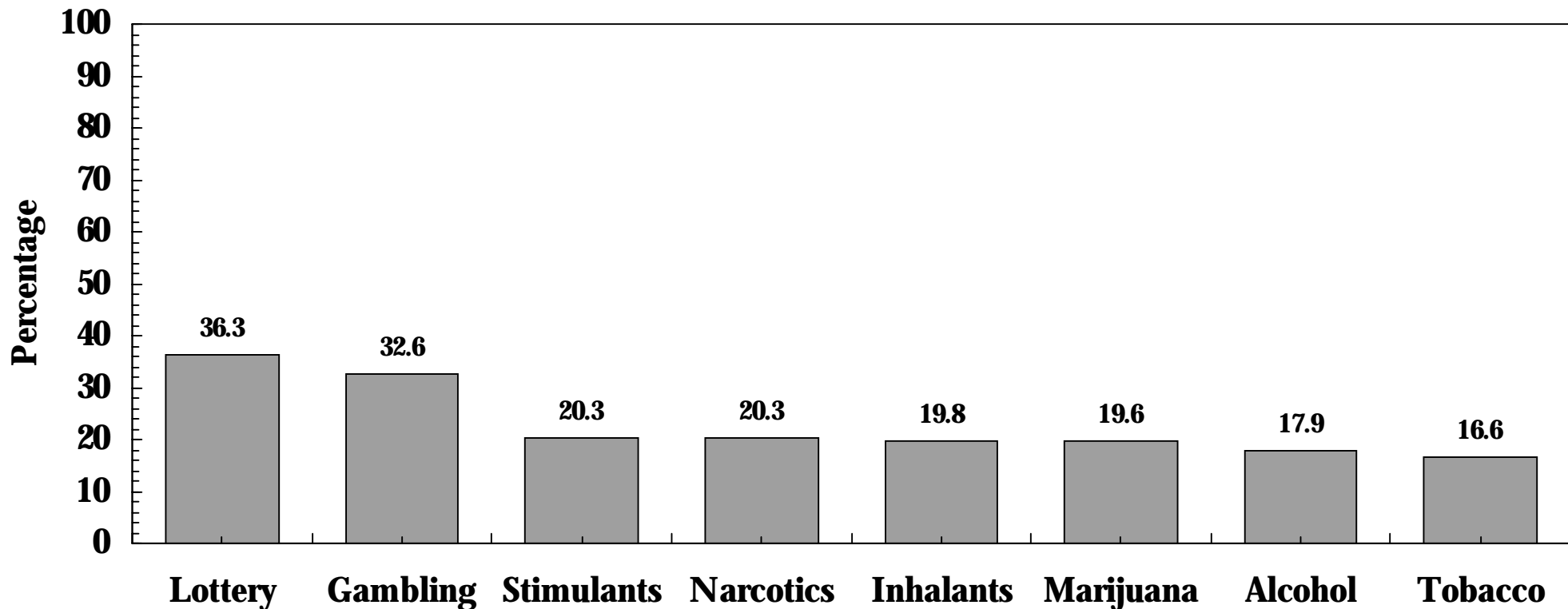
□ Student Use    ■ Friends' Use    ■ Perceived as dangerous\*

\*reported "very" or "extremely" dangerous

# Figure 21: Prevalence of Students who Rated Gambling and Substance Use Activities as "Not at all Dangerous"

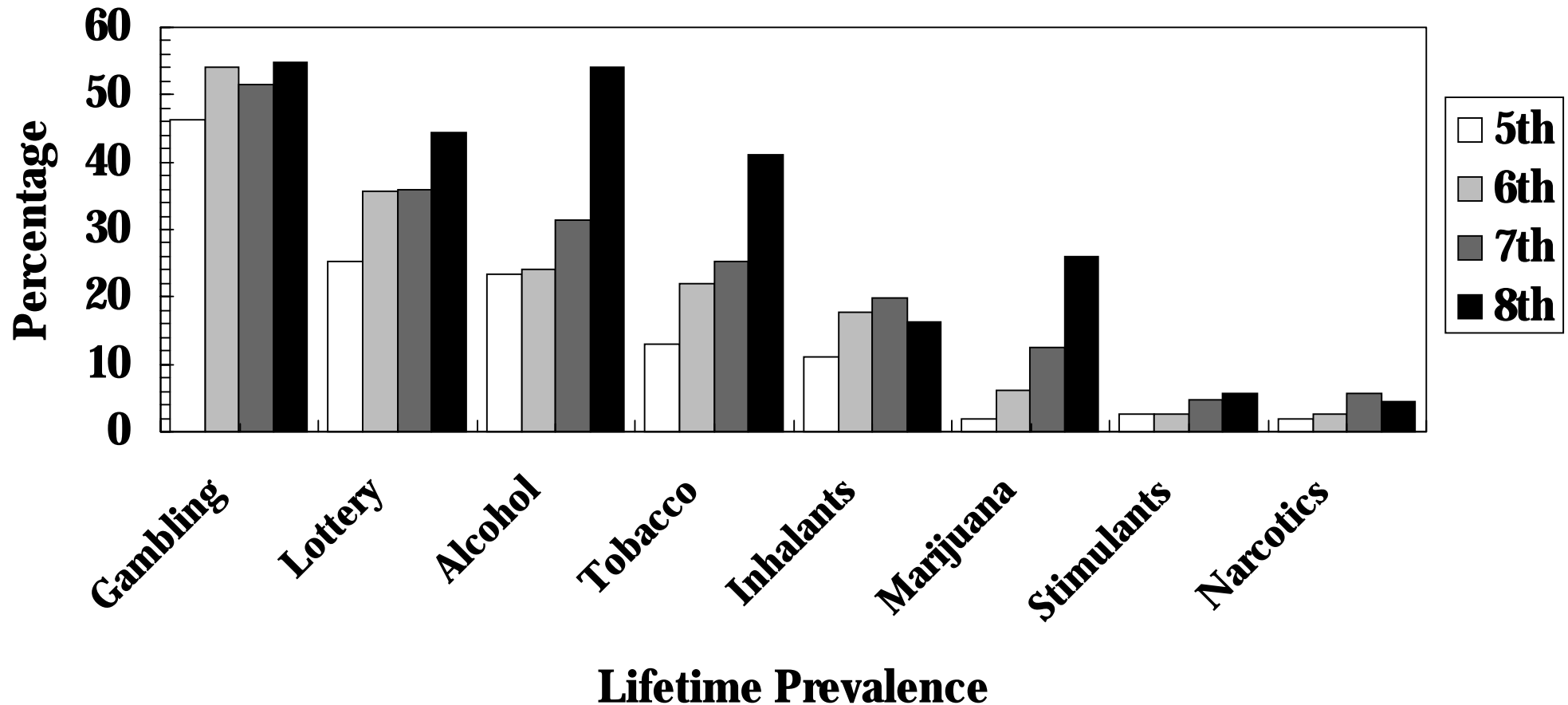
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n = 1539



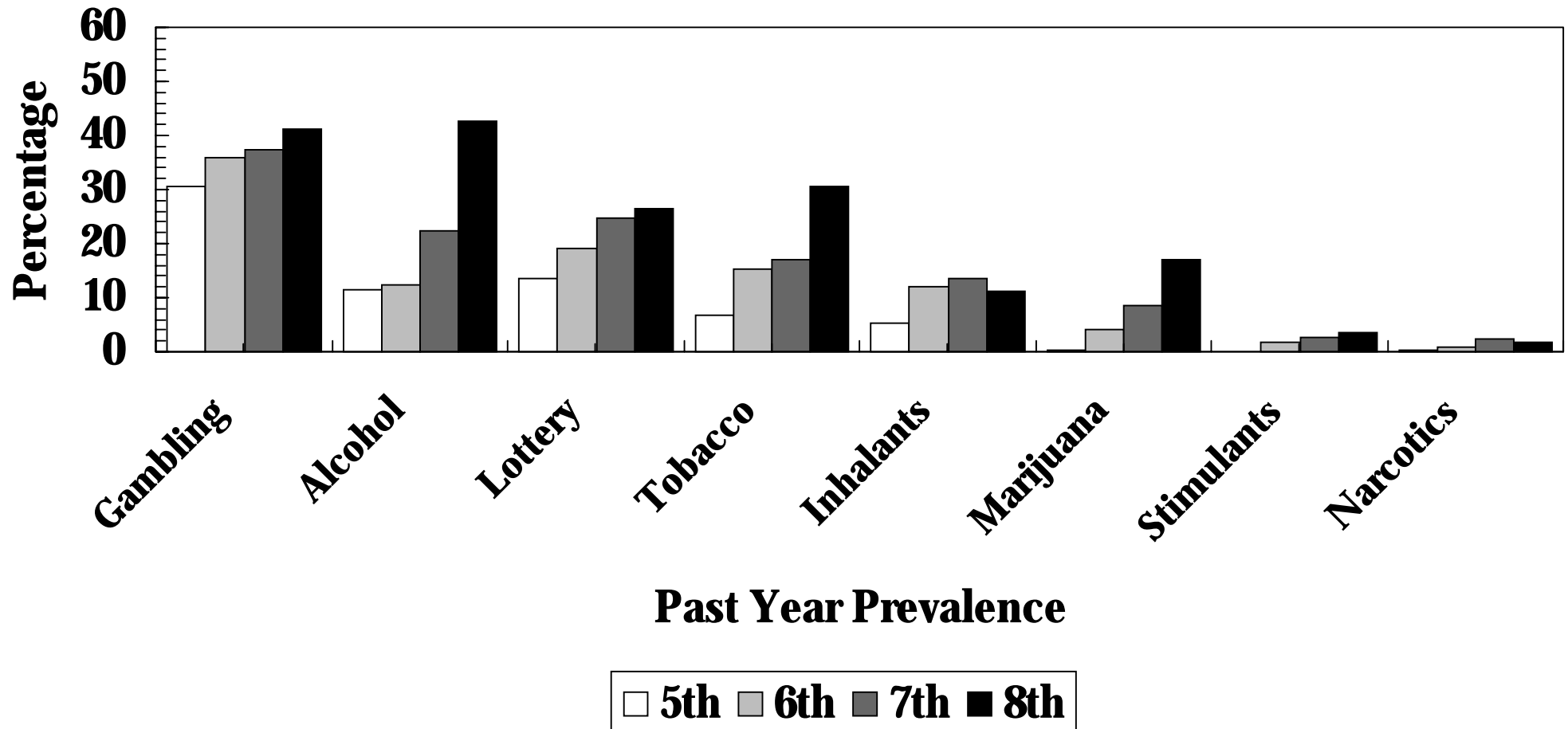
# Figure 22: Lifetime Prevalence of Gambling & Substance Use by Grade

n = 1539



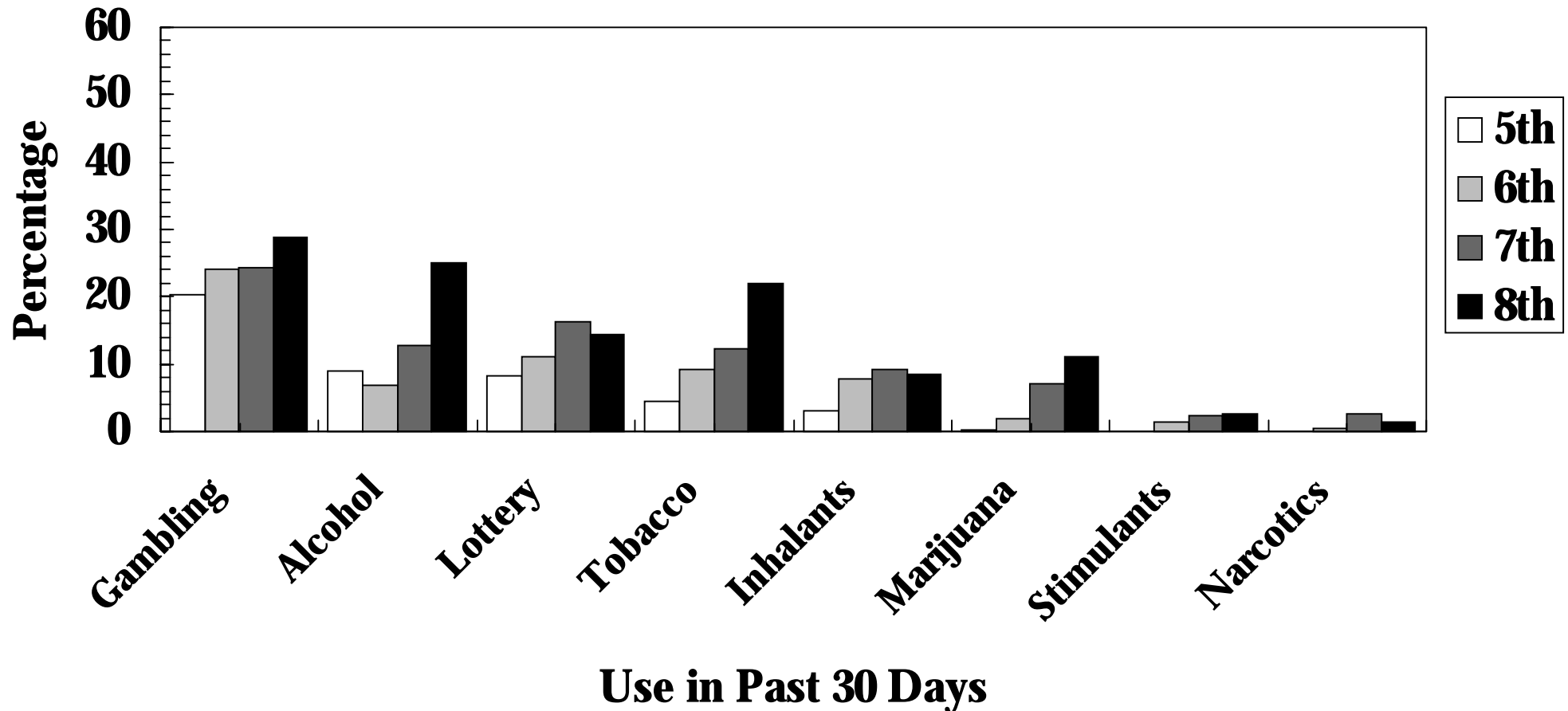
# Figure 23: Past Year Prevalence of Gambling & Substance Use by Grade

n = 1539

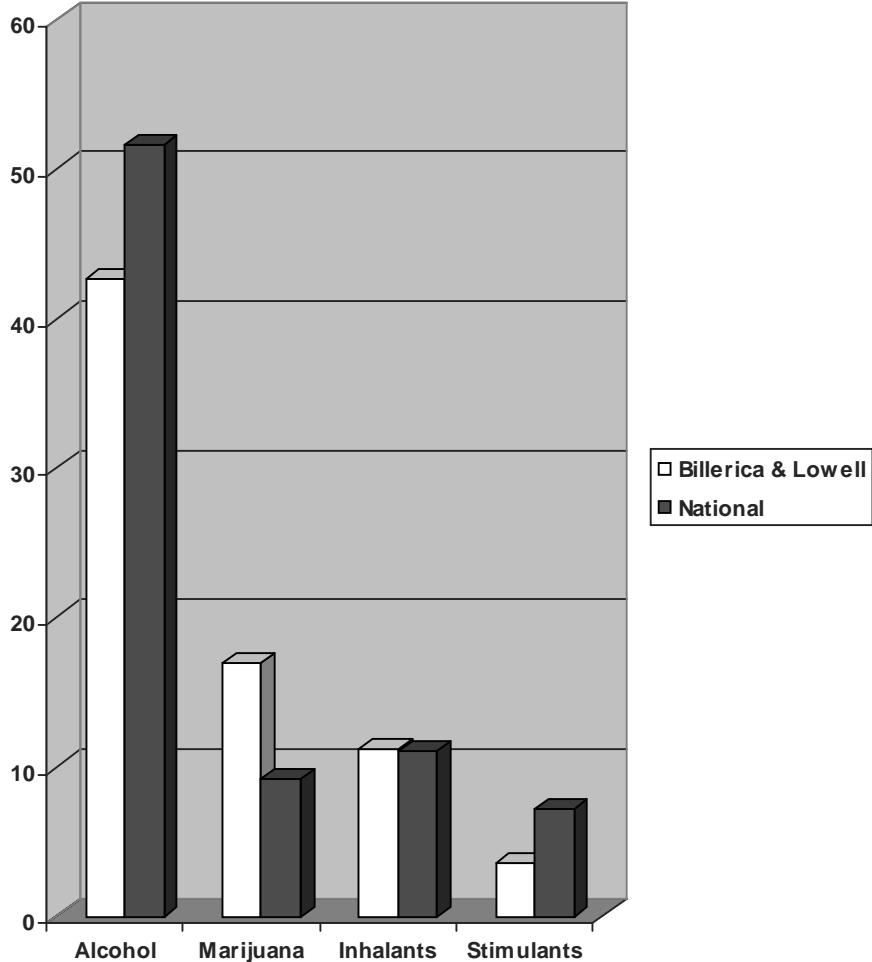
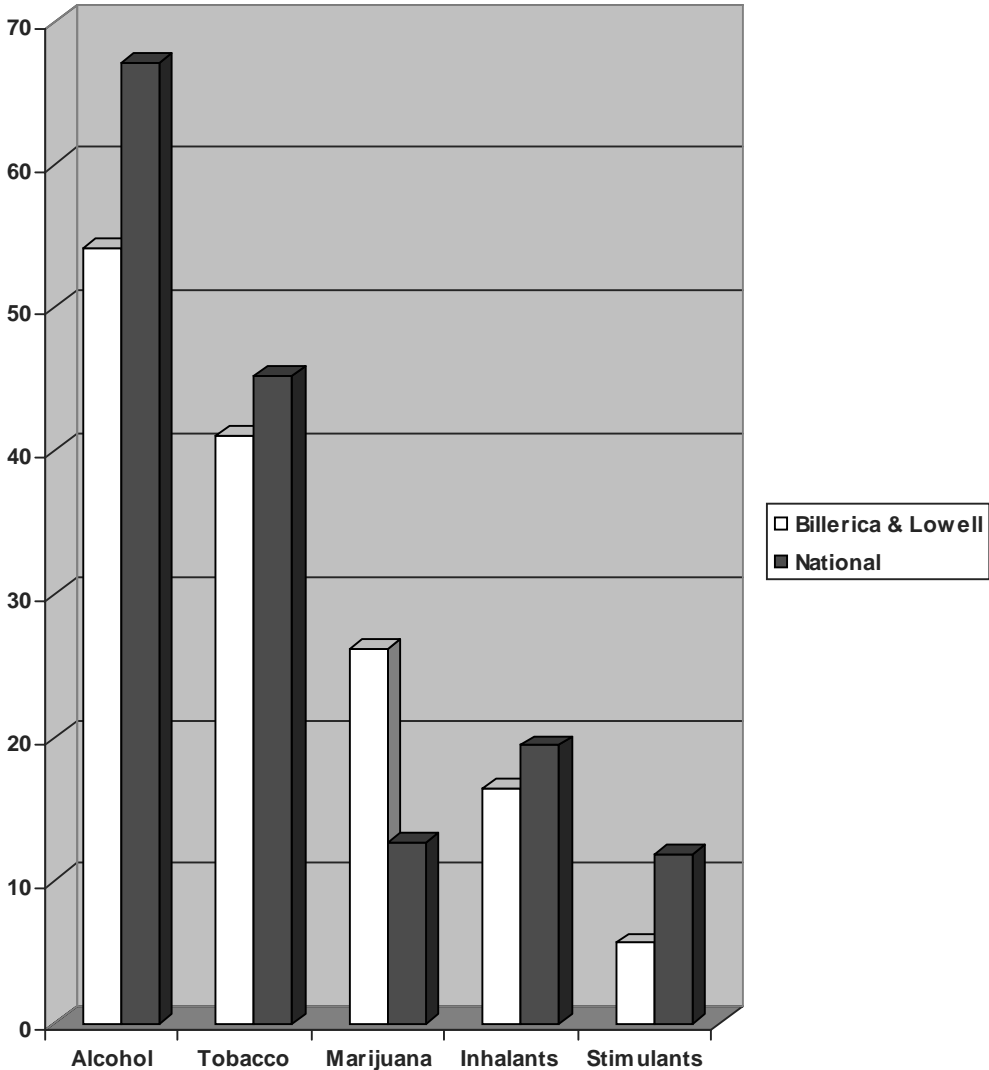


# Figure 24: Current Prevalence of Gambling & Substance Use by Grade

n = 1539

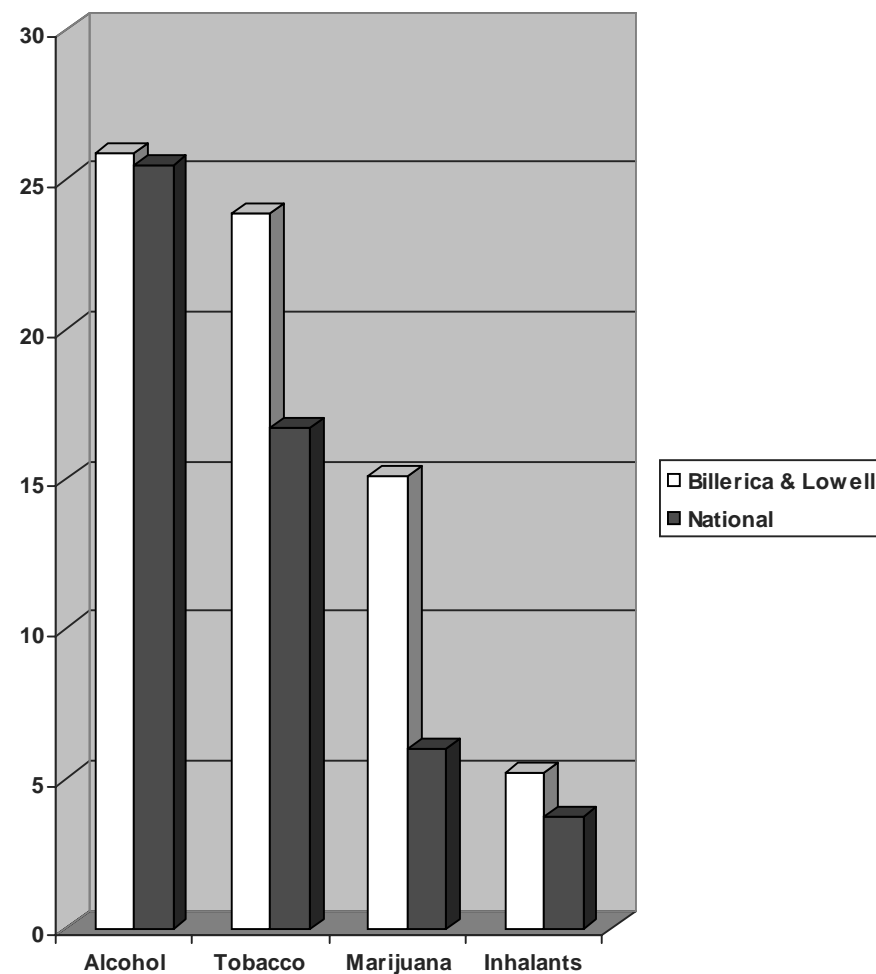
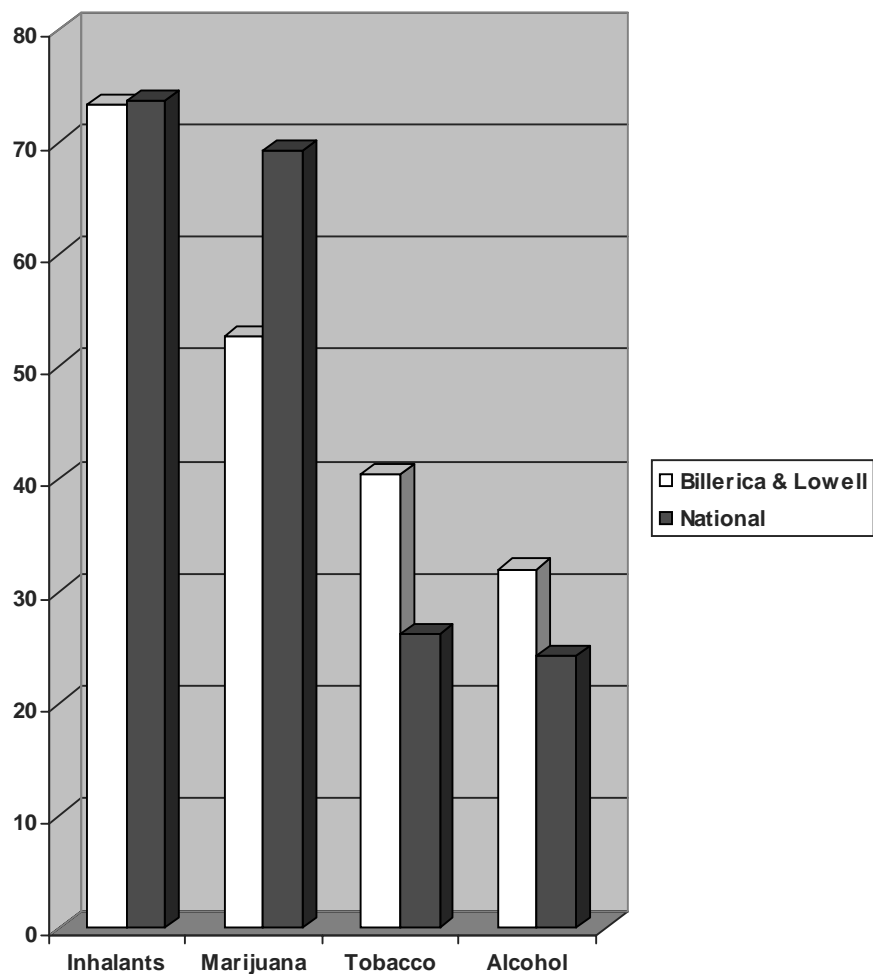


# Figure 25: Eighth Grade Students' Substance Use (n=467, n=18,300)



\*National data taken from Monitoring the Future, US DHHS, 1993

# Figure 26: Eighth Grade Friends' Estimated Use (n=467, n=16,535)



\*National data taken from Monitoring the Future, US DHHS, 1993