

Resisting Scientific Misinformation

is a one-week, classroom-tested curriculum unit designed to help **middle** or **high school** students resist false or misleading “scientific” claims.

This unit was created by Andy Zucker, formerly a Senior Research Scientist at the Concord Consortium, and Penny Noyce of Tumblehome, Inc. and STEM Next, with video production assistance from NOVA staff at WGBH.

The materials are free, and include:

- Short video clips
- Student assignments
- Opportunities for students to create misleading ads
- Student evaluation of a variety of “scientific” claims found online
- A method for evaluating questionable claims
- An introduction to the vital roles in science of peer review and professional organizations
- An optional final assessment, as well as daily “check-ins”
- A detailed Teacher Guide



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Resisting Scientific Misinformation is designed for four or five 45-minute class periods, including student homework that may take 1-2 hours in all. Goals are well aligned with the Next Generation Science Standards and the Common Core.

One experienced science teacher says of the unit: *“My students are enjoying the content. What you created is just about perfect.”* Another said, *“The lessons led to really good discussions about the role of science and scientists in society.”*

These free materials are available at <http://tumblehomebooks.org/services/resisting-scientific-misinformation/>. Videos to be shown in class may be downloaded ahead of time, so an internet connection is not required while they are used.

IN A WORLD INCREASINGLY DEPENDENT ON SOCIAL MEDIA FOR NEWS AND INFORMATION, ORWELLIAN ‘ALTERNATIVE FACTS’ AND ‘FAKE NEWS’ PROLIFERATE WHILE EVIDENCE-BASED REASONING SEEMS UNDER ASSAULT.

- Steve Metz, Editor, *The Science Teacher*, September 2017

