



ACTIVITY 2

Thinking About Thinking

DISCUSSION

NEWS

BUSINESS NEWS

High exchange rate, high inflation and low growth. The epidemic, which affected the whole world, also affected the economy. It is possible to experience economic crises during the pandemic period. By taking precautions, the primary goal should be to overcome the epidemic period in the highest way. This epidemic has affected the economies of all countries of the world.



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NEWS

Have you ever had a strong response to a media headline?





2 : THINKING ABOUT THINKING

GUIDING QUESTION

How do people use fast thinking and slow thinking in everyday situations?

INTRODUCTION

Imagine someone getting seriously hurt during a sports game and needing immediate care. The situation may depend on the knowledge and actions of first responders. In an emergency, healthcare professionals often have to balance fast thinking and slow thinking. Neither approach is perfect on its own. Instead, the goal is to find a middle ground between making a snap judgment and overthinking a situation. In a similar way, people make choices every day about how to evaluate information. In this activity, you will investigate the use of cognition in a fictional scenario about a disease outbreak.

If you need to review the concept of infectious and noninfectious disease, you will find a Science Review at the end of this activity.



First responders rely on both fast and slow thinking.

CONCEPTUAL
TOOLS



MATERIALS LIST

FOR EACH GROUP OF
FOUR STUDENTS

— SET OF 8 MEDIA
STORIES CARDS

FOR EACH STUDENT

— STUDENT SHEET 2.1
“Responding to
Media Headlines”

— STUDENT SHEET 2.2
“Analyzing Media”

PROCEDURE

PART A: SOUTHSAND NEWS HEADLINES

- 1 Read the following fictional scenario.

Southsand City has had a sudden increase in cases of respiratory illness in the community. There have been many hospitalizations and several unexpected deaths. Some people assume it is an outbreak of a bad flu, but health officials suspect it is a new disease. Rumors are spreading in the community based on stories from local media outlets. Many sources have started calling the illness the Southsand fever, and people are worried about getting sick.

- 2 Imagine you are a resident of Southsand City and see the following media headlines. Read each headline and decide if you would click for more information, repost/share, or ignore the headline. Record your responses on Student Sheet 2.1, “Responding to Media Headlines.”

Phoenix-area residents are now in the peak months for Valley fever infection, and new federal data confirm the threat is... Mortality W... as Valley fe... Maricopa C... is the high... making this... stretch of the year... — a 42 percent... News Today tr... 22,244 in 2024... Being M... is happ... southwe... historica... likely to consider Valley fever as a possible... limited. The... population g... and climate... heavy r... anyone... Its earl... mimic... that pat... or months before the... the United States is... Who Is at Risk and... certain groups are at... Filipino (due... or a weaken... recreation in... landscapers... ATVs, n... to perso... percenta... coccidio... mycosis, a severe form in which the fungus spreads from the lungs to bones, joints, skin, or the brain, causing fungal meningitis that can be fatal even with treatment. Phoenix-area residents who...

HOSPITAL OVERWHELMED!!!
Fever Likely To Be the End of Southsand City

24% Spike in Southsand Fever Follows Wind Festival Event, Say Festival Goers

Lemon Water Proven to Kill Bacteria and Fight Off Southsand Fever

“Neighbors Helping Neighbors”
Volunteer Network Delivers Millions of Groceries to Southsand Fever Families

So-Called “Experts” Blame Southsand Fever Surge on Both Rainfall and Drought

Health Officials Identify Southsand Fever as Infectious and Map Cases

“Don’t breathe on me!”
Local Man Demands Masks After Roommate Contracts Southsand Fever

Differential Diagnostic Tests Confirm Absence of Typical Infectious Disease Markers in Southsand Cohorts

- 3 In your group, share your responses to Student Sheet 2.1 and discuss why you responded as you did. Make sure to address the role of fast thinking and/or slow thinking. Remember to listen to and discuss the ideas of other group members. If you disagree with others in your group, explain why you disagree.
- 4 Slowly reread each headline and work with your group to identify the tone of each media story (not the news itself) as positive, negative, or neutral. Record the group's ideas in the second column on Student Sheet 2.2, "Analyzing Media."
- 5 As an individual, rate how believable the idea about Southsland fever is in the headlines, using a scale of 1–3 where:
 - 1 is believable
 - 2 is somewhat believable
 - 3 is not believable
 Record your responses in the third column of Student Sheet 2.2.
- 6 In your group, discuss what made each headline more believable or less believable, including its tone (positive, negative, or neutral).
- 7 Research studies show that people judge negative headlines faster than neutral ones and that negative headlines are more likely to be clicked on and shared. Look back at your responses on Student Sheets 2.1 and 2.2 and compare this finding with (a) your experience in this activity, and (b) in your everyday life.
- 8 Share your ideas with the class.

PART B: SOUTHSAND NEWS ARTICLES AND POSTS

- 9 Carefully read the fictional Media Stories cards, which include headlines from Part A, sources, and the beginning of each news article or post.
- 10 Using the additional information from the Media Stories cards, reconsider what makes each story more believable or less believable. Then, complete the last two columns of Student Sheet 2.2.
- 11 With your group, review your responses on Student Sheet 2.2 and discuss:
 - how your ratings of the believability of each story did or did not change.
 - the role that fast thinking and/or slow thinking played in interpreting the headlines and stories.
- 12 Share your ideas from Step 11 with the class.
- 13 Discuss the role of metacognition in consuming media. **Metacognition** is the practice of thinking about one's own thinking. Use the following questions to guide the discussion about how you were thinking during the activity and in your everyday life:
 - Were you aware of when you used fast thinking and/or slow thinking?
 - Does social media lend itself more to slow thinking or fast thinking? Why?
 - How can metacognition change how you respond to media stories?

BUILD UNDERSTANDING

- ① Imagine that Southsand City resident Lumi is walking her dog along a crowded sidewalk. She sees a person coming toward her who is about to sneeze. As the person approaches to pass her, Lumi can tell that the person is not planning on covering their mouth and nose as they sneeze. Lumi is not sure how Southsand fever actually spreads, but she does not want to get the disease.
 - a If you were Lumi, what would you do?
 - b Would your response be a result of fast thinking and/or slow thinking?
 - c How might your actions be different if you relied solely on fast thinking or solely on slow thinking?
- ② Imagine going online and reading the following post. Do you think most people would believe this post? Explain why or why not. Be sure to use ideas about cognition in your response.



@Juniorrr

April 5

PEOPLE! Green juice can cure your flu! I heard about this from my favorite influencer @DrWellnessGuru. His most recent video states that the fruits and vegetables in Green Juice activate the immune system. My friend drank a glass of green juice and felt better right away. It must work!



- ③ A friend claims that fast thinking is not as useful as slow thinking. Do you agree or disagree? Provide an example(s) to support your reasoning.

CONNECTIONS TO EVERYDAY LIFE

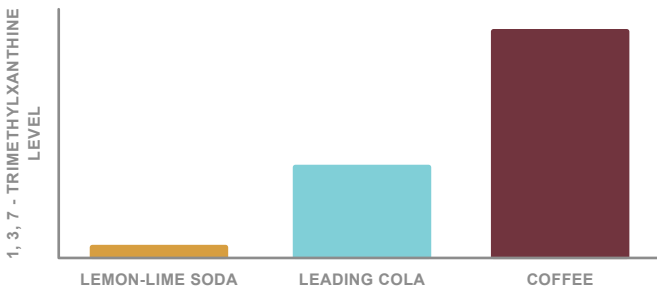
- ④ Imagine someone sees the following photo. They conclude, “The white object in the photo is a UFO! I know that shape. It looks exactly like the flying saucers I’ve seen in movies and pictures.” How is this an example of fast thinking?



- ⑤ Misinformation is false, inaccurate, or misleading information, and it is often spread by people who think it is true. The following post shows an example of misinformation. Do you think misinformation is more likely to be spread as a result of fast thinking or slow thinking? Explain your reasoning using the post as an example.

**@HealthTruthNow**
Official Source for Wellness Facts!

WARNING: Is your coffee TOXIC?
Shocking new research reveals a hidden danger in your daily cup!



Drink	1,3,7-Trimethylxanthine Level
LEMON-LIME SODA	Low
LEADING COLA	Medium
COFFEE	High

Industry won't tell you, but toxin levels in coffee are HIGHER than in sodas!
Don't be a victim! Tap the TRUTH! #CoffeeScam #Detox #HealthAlert

 78.9K Likes  1.2K Shares  257 Comments

 I knew it. Sharing this now.
 Umm... that chemical in the graph is just caffeine.

KEY SCIENTIFIC TERMS

metacognition

SCIENCE REVIEW

Infectious and Noninfectious Diseases

A disease is a disorder of structure or function in an organism. An *organism* is an individual animal, plant, or other living life-form. Unlike an injury, diseases are not caused by direct physical harm (such as a bruise or a cut). Diseases produce specific symptoms depending on the molecules, cells, and organs in the body that they affect. Diseases are generally grouped into two main categories: infectious and noninfectious.

A disease is considered an *infectious disease* if it can pass from one organism to another. These could be the same organism, as in person-to-person transmission, or from one type to another, such as from an insect to a plant.

In contrast, a *noninfectious* disease cannot be passed from one organism to another organism. These include deficiency diseases caused by a lack of nutrients in someone's diet (such as minerals or vitamins), hereditary diseases, and physiological diseases (such as asthma or heart disease that result from lifestyle or environmental factors). However, many diseases do not fit neatly into just one of these categories. For example, some cancers are linked to both hereditary and physiological factors.