



ACTIVITY 2

Thinking About Thinking

DISCUSSION

ACTIVITY 2

Thinking About Thinking

ACTIVITY SUMMARY

Students apply two different modes of cognition—fast thinking and slow thinking—in the context of a health scenario. First, they are introduced to a fictional scenario by reviewing imaginary headlines about a community facing a disease outbreak. They gauge their fast-thinking responses and then slow down their thinking to consider the believability of the headlines and evaluate additional text of the news stories and posts. This sets the stage for a discussion about what students think about when they engage in fast thinking and slow thinking while consuming media.

ACTIVITY TYPE
DISCUSSION

NUMBER OF
40–50 MINUTE
CLASS PERIODS
1–2

KEY CONCEPTS & PROCESS SKILLS

- 1 Slow thinking relies on careful reasoning and is useful for complex or higher-stakes situations. Slow thinking takes time and effort but is less prone to cognitive error when evaluating information and reaching conclusions.
- 2 Fast thinking is useful for straightforward or routine situations and relies on cognitive shortcuts. It is quick and automatic but can lead to flawed conclusions.

NEXT GENERATION SCIENCE STANDARDS (NGSS) CONNECTION:

Compare, integrate, and evaluate sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a scientific question or solve a problem. (*Science and Engineering Practice: Obtaining, Evaluating, and Communicating Information*)

CONCEPTUAL TOOLS



VOCABULARY DEVELOPMENT

infectious disease

(assumed prior knowledge)

a disease that is passed from one organism to another organism

metacognition

the practice of thinking about one's own thinking

noninfectious disease

(assumed prior knowledge)

a disease that cannot be passed from one organism to another organism

organism

(assumed prior knowledge)

an individual animal, plant, or other living life-form

TEACHER BACKGROUND INFORMATION

Disease Outbreak Investigations

In epidemiology, an outbreak occurs when there are more cases of a disease than normally expected for a specific location or time period. Outbreaks can impact anywhere from small localized groups to large populations across continents depending on factors such as the disease-causing agent, its modes of transmission, the extent of exposure, and the size of the population. Outbreaks can be caused by infectious agents (pathogens) or environmental factors such as contaminated water or food.

Some outbreaks can lead to large-scale epidemics, especially if caused by an infectious disease. However, epidemics of noncommunicable diseases (e.g., heart disease, stroke, cancer, diabetes, and chronic lung disease) can occur because of other factors. When an outbreak spreads rapidly to a larger number of people within a community or region, it becomes an epidemic. If an epidemic extends across multiple countries or continents, it is classified as a pandemic.

MATERIALS & ADVANCE PREPARATION

FOR THE TEACHER

VISUAL AID 2.1

"Developing
Communication Skills"

FOR EACH GROUP OF FOUR STUDENTS

— SET OF MEDIA
STORIES CARDS
(8 cards)

FOR EACH STUDENT

— STUDENT SHEET 2.1
"Responding to
Media Headlines"

— STUDENT SHEET 2.2
"Analyzing Media"

TEACHING NOTES

Suggestions for **discussion questions** are highlighted in gold.

Strategies for the **equitable inclusion of diverse students** are highlighted in light blue.

GETTING STARTED (10-20 MIN)

1 Introduce the fictional scenario for the unit.

- Have students read the Introduction and the fictional scenario in Procedure Step 1. Let students know that they will be exploring how community members of the fictional Southsand City respond to the new disease outbreak, Southsand fever. The scenario presented in Procedure Step 1 can be shared with the class in multiple ways. Read the scenario aloud to the class or have individual students read it aloud while others follow along with the text (either as a whole class or in small groups).
- Reading the scenario aloud can better support comprehension for many students, including neurodiverse students and emerging multilingual learners who often have more highly developed listening and oral skills than reading comprehension skills. Alternatively, students can read the scenario independently.
- Consider reviewing the content about infectious diseases in the Science Review in the Student Book if appropriate for your students.
- Follow up by connecting the scenario to thinking about health decisions in students' everyday lives. Ask, **What are some of the health decisions, besides infectious disease, that people have to think about?** As students brainstorm ideas, make a list on the board. Examples can include choosing a snack, deciding when to sleep, or buying a personal hygiene product by seeing an ad or hearing a suggestion from a friend. Support students in sharing their knowledge for everyday health decisions while remaining sensitive to students and families with personal health challenges. Students should not be asked to consider their own personal physical or mental health decisions, as those are typically handled by guardians in conjunction with their healthcare providers.
- Engaging students about their experiences can create a stronger foundation for learning. Support students, particularly those with varied life experiences, in sharing their prior knowledge of and personal experiences with this issue. Specifically validate funds of knowledge—not just textbook knowledge, but also family or cultural insights, practices, and personal histories—by eliciting students' observations and experiences as assets to building understanding. Throughout this unit, encourage students to respond to any topics or questions that arise to which they feel a personal connection—during small-group or class discussions, when students respond to relevant Build Understanding items, and when they write reflections in their science notebooks.

PROCEDURE SUPPORT (20-30 MIN)

2 In Part A, students read fictional headlines and evaluate their thinking.

- In Procedure Step 2, hand out Student Sheet 2.1, “Responding to Media Headlines,” and encourage students to read the headlines quickly. As they complete the student sheet, ask them to imagine that they are someone living in the fictional city facing the outbreak. Emphasize that there are no right or wrong answers in this activity; the purpose of the activity is to help students think about their own thinking. As a result, student responses will vary. One sample student response to Student Sheet 2.1 is found at the end of this activity.

TEACHER’S NOTE: Do not distribute the Media Stories cards to students until Part B, Procedure Step 9. For Procedure Step 2, students should only use the headlines printed in the Student Book, which exclude the sources and article text that is included on the cards.

- After Procedure Step 2, students work in groups to evaluate their own thinking and the believability of different media stories in this activity. You may wish to use optional Visual Aid 2.1, “Developing Communication Skills,” to help guide group discussions. Visual Aid 2.1 is a tool to help students effectively participate in group or class discussions by providing sentence starters that students can use to initiate a conversation and express their ideas.
- After groups have discussed their responses to Student Sheet 2.1 in Procedure Step 3, ask a few students to share how and why they responded to a given headline—clicked for more information, reposted/shared, or ignored. Ask, **How was your response influenced by fast thinking, slow thinking, or both modes of thinking?** Students may share that they used fast thinking based on impulse/gut reactions to repost/share, ignore, or click for more information. While fast thinking may dominate their responses, they may also have engaged in slow thinking during or after the fast thinking if they deliberately thought about why a headline was believable or not. For example, a student might ignore the headline “Lemon Water Proven to Kill Bacteria and Fight Off Southsland Fever” because of fast thinking if they reacted to it as boring or irrelevant or because of slow thinking if they think it sounded like a fake medical claim.
- Discuss the identifying features of the headlines that are more likely or less likely to trigger someone to use fast thinking or slow thinking. Possible factors may include the use of all capital letters, exclamation points, and emotional language (e.g., “spike” or “so-called”) as well as headlines conveying positive or negative news. These are all eye-catching devices to prime us for fast thinking.

3 Students assess the believability of the headlines.

- In Procedure Step 4, hand out Student Sheet 2.2, “Analyzing Media,” and encourage students to slow down their thinking by looking at the tone of the headline. Again, emphasize that there are no right or wrong ratings, and the purpose of the exercise is to help students think about their own thinking. While responses will vary, students may well notice that the negative headlines tend to draw more fast thinking. One sample student response to Student Sheet 2.2 is found at the end of this activity.

- In Procedure Steps 5 and 6, students rate and discuss the believability of each headline. Students should not need more than the headline to do so. They should focus instead on how the wording or information in each headline might make it more believable or less believable. Conversely, the use of specific data (e.g., “24%”) or technical terms might increase their trust and overall believability. Finally, students may realize that their background knowledge or personal experience (e.g., skepticism about lemon water as a medical treatment) naturally shapes how believable they find the information.
- In Procedure Step 7, students have an opportunity to reflect on their experiences compared to the research finding that people judge negative headlines faster than neutral ones and that negative news is more likely to be clicked on and shared.

Sample Student Responses, Procedure Step 7

- a *In this activity, my student sheets show that I tended to choose “click for more information” and/or “repost/share” for negative headlines more than for positive ones. It’s probably because I’m reacting to the fear in the wording or because I want my friends to see what upsets me. A neutral headline doesn’t make me feel like I have to do anything right away, so I just leave it alone.*
- b *In my daily life, I try to ignore negative headlines because they usually look like clickbait, but it’s hard. I probably do click on negative headlines more often because they use words that make me feel like I’m missing out on something important. Neutral headlines feel more like schoolwork, so they are easy to ignore.*

- In Procedure Step 8, facilitate a class discussion about how student reactions compared to the cited research studies in Step 7. Ask, **Are you more likely to click on or share negative headlines compared to neutral ones? Why?** The important point for discussion is for students to reflect on their own metacognitive responses to media and assess what factors elicit their own fast thinking and/or slow thinking. For example, a student may find that content eliciting negative emotions more often leads them to click on or share content impulsively, an aspect of fast thinking.

4 In Part B, students engage in slow thinking with the media stories.

- In Procedure Step 9, provide a set of 8 Media Stories cards to each group. Inform students that they will now expand their practice of slow thinking by re-evaluating the headlines from Part A with a bit more information. In addition to the headlines, the cards include the first few lines of each article or post and the source.
- Support students, particularly emerging multilingual learners, in sensemaking and language acquisition as they read the text. Circulate around the room and check in with students as they use the strategy to decode scientific ideas and construct meaning as they read. It may be helpful to have students read the news stories and posts aloud.
- For Procedure Steps 10 and 11, circulate and support students as they re-rate and discuss the believability of each headline based on the trustworthiness of its source and whether the article text matches what the headline is claiming.

- For Procedure Step 12, have students share their new ratings for believability and tone. Ask, **Did any of your believability ratings change after more information was provided on the cards?** Students should recognize that their initial ratings could have been driven by fast thinking—reacting to emotional triggers, sensational wording, or shock value. By slowing down to evaluate the source and read the actual text of the article or post, students are engaging in slow thinking. This allows them to notice when a story might be one-sided, catch claims from the headline that might not be true (such as “millions of groceries” or the lemon water “cure”), and/or realize that a headline’s tone might be designed to elicit a strong emotion.
- By comparing their fast thinking and slow thinking, students should recognize that social media is often designed to exploit fast thinking through speed and emotion. Some social media headlines may elicit fear or excitement, but the story details are actually much more ordinary. This makes it even more important to consciously choose a slower, more deliberate approach before deciding what to believe or share.
- Some, but not all, of the new believability ratings for the headlines may increase or decrease, but the number is not the focus of the activity. The point of the exercise is to have students realize that the goal of slow thinking is to move beyond a first impression.

Sample Student Response, Procedure Step 12

In Part A, I used fast thinking to share the “Hospital Overwhelmed” headline because it sounded scary and urgent. But after seeing that the source was a random blog and the text didn’t have any actual data, my slow thinking kicked in. I realized the headline was just trying to freak people out, so I changed my rating from 3 to 1. Because it was a negative headline, I think that helped make it seem believable at first.

5 Lead a discussion on metacognition and media consumption.

- In Procedure Step 13, inform students that they will be reflecting on their own thinking processes—a practice called metacognition—to understand how they consume media in their daily lives.
- You may wish to review the list of prompts provided in Procedure Step 13 and choose only those that might work best for your classroom based on your students’ experiences and the concepts of fast thinking and slow thinking you want to bring out.
- When starting the discussion based on the questions provided in Procedure Step 13, you may want to ask students to pair-share their answers to help prepare their thoughts before the whole class discusses their responses. This allows students to practice articulating their ideas in a low-stakes setting before sharing with the group.
- The goal of this discussion is to have students reflect on their own use of fast thinking or slow thinking while consuming media. Students should understand that metacognition is a tool that allows them to pause and question their initial reactions.

SYNTHESIS OF IDEAS (10-20 MIN)

6 Discuss the relationship between fast thinking and misinformation.

- Use Build Understanding item 3 as a formative assessment to gauge how well students understand the relationship between fast thinking and slow thinking. Review student responses as a class and emphasize that one thinking mode is not inherently better than the other; they are complementary systems that we often use together. While fast thinking is essential for quick decisions, remind students that slow thinking is a vital tool for reducing errors—especially when evaluating complex or suspicious information.
- Use Connections to Everyday Life item 5 to discuss the relationship between fast thinking and misinformation in our modern media landscape. Acknowledge to students how challenging it can be to avoid spreading misinformation, as social media is specifically designed to trigger our fastest, most emotional impulses and to gain our attention. Emphasize that while it takes effort, the habit of slowing down our thinking can be a worthwhile way to ensure that we are sharing accurate information with our community.
- You may want to review the relationship between misinformation in the context of social media and in scientific inquiry. In the Student Book, *misinformation* is defined as false, inaccurate, or misleading information, and it is often spread by people who think it is true. In science, however, the term *misinformation* is defined as information that asserts or implies claims that are inconsistent with the weight of accepted scientific evidence at the time (reflecting both quality and quantity of evidence). This use of the term *misinformation* is not as nefarious in the context of science as it can be in the context of the media. Instead, it is an integral part of scientific iteration. Scientific claims that are determined to be misinformation can evolve over time as new evidence is gathered, scientific knowledge accumulates, and claims advance. Misinformation in this context is more about the dynamic nature of scientific knowledge than a focus on disinformation.
- Finish the activity by revisiting the Guiding Question, *How do people use fast thinking and slow thinking in everyday situations?* Use responses to this question to formatively assess students' understanding of the key concepts and process skills related to metacognition of fast thinking and slow thinking.

SAMPLE STUDENT RESPONSES

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.

Responses will vary. One sample response is shown below.

- a If you were Lumi, what would you do?

If I were Lumi, I would definitely quickly move out of the way so I did not get exposed to the person's sneeze. I wouldn't want to get Southsand fever or anything else.

- b Would your response be a result of fast thinking and/or slow thinking?

I would respond automatically, so that would be a result of fast thinking.

- c How might your actions be different if you relied solely on fast thinking or solely on slow thinking?

If I used slow thinking, I would stop and think through what my chances are of getting Southsand fever in the situation, which has a lot of unknowns to think about. If I slowed down to think through it, I wouldn't move to get out of the way and would probably get sneezed on!

- 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.

@Juniorrrr

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!

Student responses may vary. Two possible responses are shown below.

Yes, because many people would respond with fast thinking. They would see that the post provides evidence (friend felt better after drinking the juice), and he provides a quick solution to a common illness.

No, because if you use slow thinking, you would realize there could be an alternative explanation to the friend's improvement.

- 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.

I don't agree with my friend because fast thinking is very efficient. If I thought about every small decision I made during a single day, everything would take forever, and I would be exhausted!

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?

This is fast thinking because the friend is automatically spotting a connection between things—the object and the shape of a flying saucer from movies. They didn't stop to check if it could be a reflection or a drone. They just instantly matched it to a shape they already knew. They are also relying on a single piece of information—the object's shape—and ignoring everything else in the photo, like the fact that there is a window and reflections of other objects.

- 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.

Misinformation is more likely to be spread by fast thinking because it is much harder to spot errors compared to slow thinking. It can trigger a quick reaction. For example, in the post, a fast thinker wouldn't stop to research the name. Instead, they would just see a scary-sounding chemical and assume it's a dangerous toxin. Looking for more information about the chemical or its risks would slow down thinking and could reduce the chance the misinformation is spread.

MEDIA HEADLINE	CLICK FOR MORE INFORMATION	REPOST / SHARE	IGNORE
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			

MEDIA HEADLINE	CLICK FOR MORE INFORMATION	REPOST / SHARE	IGNORE
HOSPITAL OVERWHELMED!!! Fever Likely To Be the End of Southsand City	X		
24% Spike in Southsand Fever Follows Wind Festival Event, Say Festival Goers	X	X	
Lemon Water Proven to Kill Bacteria and Fight Off Southsand Fever			X
“Neighbors Helping Neighbors” Volunteer Network Delivers Millions of Groceries to Southsand Fever Families			X
So-Called “Experts” Blame Southsand Fever Surge on Both Rainfall and Drought	X		
Health Officials Identify Southsand Fever as Infectious and Map Cases			X
“Don’t Breathe on Me!” Local Man Demands Masks After Roommate Contracts Southsand Fever	X		
Differential Diagnostic Tests Confirm Absence of Typical Infectious Disease Markers in Southsand Cohorts			X

MEDIA STORY	HEADLINE		HEADLINE + STORY	
	POSITIVE, NEGATIVE, OR NEUTRAL TONE?	BELIEVABILITY OF CLAIM (1 = HIGH, 3 = LOW)	BELIEVABILITY OF CLAIM (1 = HIGH, 3 = LOW)	WHAT MAKES IT MORE BELIEVABLE OR LESS BELIEVABLE?
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				

MEDIA STORY	HEADLINE		HEADLINE + STORY	
	POSITIVE, NEGATIVE, OR NEUTRAL TONE?	BELIEVABILITY OF CLAIM (1 = HIGH, 3 = LOW)	BELIEVABILITY OF CLAIM (1 = HIGH, 3 = LOW)	WHAT MAKES IT MORE BELIEVABLE OR LESS BELIEVABLE?
HOSPITAL OVERWHELMED!!! Fever Likely To Be the End of Southsand City	<i>negative</i>	2	3	<i>Source is a blog, and text says only 8% of beds are full, which is actually pretty low. This does not match what the headline says!</i>
24% Spike in Southsand Fever Follows Wind Festival Event, Say Festival Goers	<i>neutral</i>	2	1	<i>The bulletin explains the math (12 out of 50 is 24%) and gives a specific location. The official source makes the spike believable. The title lacked data and was less believable.</i>
Lemon Water Proven to Kill Bacteria and Fight Off Southsand Fever	<i>negative</i>	3	2	<i>Seems like it could happen, but she is an influencer, not a doctor or nurse. The science explanation doesn't make sense. The "big pharma" line makes it sound like she is selling something.</i>
"Neighbors Helping Neighbors" Volunteer Network Delivers Millions of Groceries to Southsand Fever Families	<i>positive</i>	2	3	<i>A million groceries seems like more than is possible. The source is iffy, and no volunteer numbers are given.</i>
So-Called "Experts" Blame Southsand Fever Surge on Both Rainfall and Drought	<i>negative</i>	2	1	<i>The science (rain then drought) makes sense now and is from university researchers. Conclusion seems unlikely.</i>
Health Officials Identify Southsand Fever as Infectious and Map Cases	<i>neutral</i>	1	1	<i>Source is a university, and they provide specific data (8 patients at a construction site). Also says they need more data.</i>
"Don't Breathe on Me!" Local Man Demands Masks After Roommate Contracts Southsand Fever	<i>negative</i>	2	3	<i>This is believable as a personal story but not supported as medical news. But it seems real for how one person is reacting.</i>
Differential Diagnostic Tests Confirm Absence of Typical Infectious Disease Markers in Southsand Cohorts	<i>neutral</i>	1	1	<i>Now that I see that the source is a medical journal, the medical jargon makes sense. It's credible because it explains what they don't know yet.</i>

COMMUNICATION	SENTENCE STARTERS
to better understand	One point that was not clear to me was... What if we tried...? I have an idea. We could try...
to disagree	I see your point, but what about...? Another way of looking at this is... I'm still not convinced that...
to challenge	How do you reach the conclusion that...? What makes you think that...? How does it explain...?
to look for feedback	What would help me improve is... Does it make sense, what I said about...?
to provide positive feedback	One strength of your idea is... Your idea is good because...
to provide constructive feedback	The argument would be stronger if... Another way to do it would be... What if you said it like this...?

The Southsand Patriot Blog

HOSPITAL OVERWHELMED!!!

Fever Likely To Be the End of Southsand City

Inside sources report that 8% of the intensive care beds at Southsand City Hospital are filled with sick patients. Some think that a single cough from one of them could infect dozens more in the hospital. If people don't start taking preventative actions for this invisible killer, then...

SCIENTIFIC THINKING FOR ALL: A TOOLKIT
UNIT 5: SKILLS TO EVALUATE THINKING, ACTIVITY 2: MEDIA STORIES CARDS

SOUTHSAND COUNTY HEALTH DEPARTMENT BULLETIN

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

Initial interview data from a team of city health officials has shown that 12 of the 50 cases of Southsand fever occurred 4–6 days after attending Saturday's Wind Festival at the Pinwheel Pavilion. These patients had spent more than 4 hours at the outdoor "Desert Stage" concert at the festival. Officials are beginning to investigate if the food served at the festival or the windy conditions could have been responsible for...

SCIENTIFIC THINKING FOR ALL: A TOOLKIT
UNIT 5: SKILLS TO EVALUATE THINKING, ACTIVITY 2: MEDIA STORIES CARDS



@HealthGuru_Chloe

June 25

Lemon Water Proven to Kill Bacteria and Fight Off Southsand Fever

According to local influencer Health Guru Chloe, lemon water works at a cellular level to alkalize your body's pH, creating a biological environment that flushes out deep-seated toxins and destroys bacteria. Big pharma has not discovered this yet because . . .

SCIENTIFIC THINKING FOR ALL: A TOOLKIT
UNIT 5: SKILLS TO EVALUATE THINKING, ACTIVITY 2: MEDIA STORIES CARDS

COMMUNITY COUNTS NEWSLETTER

"Neighbors Helping Neighbors"

Volunteer Network Delivers Millions of Groceries to Southsand Fever Families

Community organizers have reported that grocery donations shattered their expectations and that they have had a flood of volunteers to help families with members who are sick from Southsand fever! This is so much better than the way local health officials are responding to this crisis . . .

SCIENTIFIC THINKING FOR ALL: A TOOLKIT
UNIT 5: SKILLS TO EVALUATE THINKING, ACTIVITY 2: MEDIA STORIES CARDS

THE SOUTHSAND CHRONICLE

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

OPINION: Some disease experts at the local state university have noted that the current outbreak has occurred after a 6-week period of heavy rain and then a 10-week period of drought. They argue that this combination could create conditions where heavy rains first provide the perfect condition for the biological agent that causes infection and then drought contributes to its spread. It sounds like utter nonsense to me because...

SCIENTIFIC THINKING FOR ALL: A TOOLKIT
UNIT 5: SKILLS TO EVALUATE THINKING, ACTIVITY 2: MEDIA STORIES CARDS

State University Medical Research Report

Health Officials Identify Southsand Fever as Infectious and Map Cases

Disease researchers mapped cases of Southsand fever and identified an 8-patient cluster at a new construction site. Medical evaluations confirmed an infectious organism, ruling out noninfectious factors such as heatstroke or chemical exposure. More data is needed to determine if the outbreak is spread person-to-person or...

SCIENTIFIC THINKING FOR ALL: A TOOLKIT
UNIT 5: SKILLS TO EVALUATE THINKING, ACTIVITY 2: MEDIA STORIES CARDS



re/southsand • 2 days ago
CarlWatts

“Don’t breathe on me!”

Local Man Demands Masks After Roommate Contracts Southsand Fever

My roommate came home from an ER visit last Monday after having a high temperature and trouble breathing; doctors diagnosed it as Southsand fever. I’m not going to get sick like all those people, so now I am making my roommate wear a mask, and I’m wearing one even inside our apartment. I can feel the germs in the air every time he walks by!

77 12 Share

SCIENTIFIC THINKING FOR ALL: A TOOLKIT
UNIT 5: SKILLS TO EVALUATE THINKING, ACTIVITY 2: MEDIA STORIES CARDS

MEDICAL INSIGHTS JOURNAL

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

This technical update comes from lab tests performed by researchers at the Southsand City Regional Hospital. Although the symptoms of Southsand fever look like a typical respiratory infection, high-precision lab tests have failed to find any traces of the viruses that cause the flu or the common cold. Researchers are now investigating other organisms that cause disease.

SCIENTIFIC THINKING FOR ALL: A TOOLKIT
UNIT 5: SKILLS TO EVALUATE THINKING, ACTIVITY 2: MEDIA STORIES CARDS