

The Claim Game

Purpose

Students will evaluate the validity of claims based on the amount and quality of the evidence cited.

Materials

For each student: copy of Black Line Master (BLM) *The Claim Game*, paper, pencil

For each group of students: materials and props for commercial

Activity

A. Pre-Activity Preparation

Photocopy the BLM *The Claim Game* for each student and cut the copies across the dotted lines.

B. Pre-Activity Discussion

1. Tell students that companies make claims about their products through advertisements. Give an example, such as a toothpaste company claiming that its whitening toothpaste “Gets teeth whiter!”
2. Have students give examples of claims they have heard in advertisements.
3. Ask students: “Do you think everything that advertisements claim is true?”
4. Explain the terms *evaluating* and *validity*. Tell students that the validity of a claim can be evaluated by doing experiments and research.

C. Researching a Claim

1. Divide the class into groups of two or three students.
2. Explain the term *consumer* and the purpose of a consumer protection agency. Tell students that each group will represent a consumer protection agency whose job it is to prove a claim about a product as either valid or invalid.
3. Instruct each team to choose a product that makes a specific claim that can be tested. Inform students that they will be conducting research to show that the claim is either true or false.
4. Tell students that each group will present its evidence in the form of a commercial. The commercials will either support the product or warn consumers that the claims about the product are false.

(continued)

EXTENDING
THE



ACTIVITY

Have each group of students videotape its commercial. Show the videos during class and/or share them with other classrooms.

connecting
across the



curriculum

English/ Language Arts

Instruct each student to choose a company that makes a claim for a product. Have each student write a letter to the company, requesting their research on and evidence for their claims.

Standards Links
5.2.8, 5.5.10

Activity (continued)

5. Explain that the rest of the class will evaluate the claim based on the amount and quality of the information presented in the commercial.
6. Distribute the top half of the BLM *The Claim Game* to students and have students follow the directions written on it.
7. Take time to visit each group and discuss its plans.
8. Once you have reviewed each group's plans, instruct students to begin working on their research/experiments and commercials. Give students a date to give their presentations.

D. Evaluating Claims

1. When students have completed the commercials, have each group present its commercial to the class.
2. Tell students that as they evaluate each commercial's claim, they need to decide whether they would buy the product based on the amount and quality of evidence provided.
3. Hold a discussion after each commercial. Ask questions such as:
 - Was there enough information presented?
 - Do you feel the information was well researched, either through resources or experimentation?
 - Do you think the claim is valid? Why or why not?


E. Self Evaluation


1. Distribute the bottom half of the BLM *The Claim Game* to students and tell them to follow the directions on the sheet.
2. Once students have completed the questions, have them share their answers.
3. When discussing claims that were not proven, tell students that sometimes companies share only a portion of the data they collected. Explain to students that they might have done their experiment differently than the company making the claim. Also, point out that it is necessary to do experiments more than once to really prove or disprove a claim.

Questions for Review


Basic Concepts and Processes

At the conclusion of the activity, ask questions such as the following:

 Why is it important to evaluate claims made by others, instead of just believing them?

 How do you know this?

 Why do scientists often repeat each other's experiments?

 How do you know this?

Name: _____

The Claim Game

Directions: Choose a product that makes a specific claim. Research the product, and decide how you will test the claim. Use a separate sheet of paper to answer the following questions.

Step 1: Record the following information on your paper.

1. Name of the product you have chosen:
2. Product brand and company:
3. Advertising Claim:
4. Your plan to convince your audience that the claim is true/false:

Step 2: Do an experiment and/or research before answering this question.

Do you have enough evidence to prove or disprove the advertising claim?

- a. If you have enough evidence to support the claim, begin plans for a commercial in support of the product.
- b. If you do not feel you have enough evidence to support the claim, prepare a commercial that will warn consumers that the claim may be false.

Name: _____

Wrapping It Up

Directions: After completing the activity, use a separate sheet of paper to answer the following questions.

1. What is the company's claim about the product?
2. Did you demonstrate that the claim was valid or invalid?
3. Describe how you demonstrated this claim. (e.g. did you do research and/or perform an experiment?)
4. How did your audience react?
5. Do you feel there was enough evidence to support this claim?

The Claim Game

Teacher Directions

Make a photocopy of the BLM *The Claim Game* for each student and cut the sheets across the dotted line.

Distribute the top half of the BLM *The Claim Game* after the students get into their groups. Have students answer the questions on a separate sheet of paper. Review students' answers and discuss the plans with each group.

After all commercials are presented, distribute the bottom half of the BLM *The Claim Game* and have students answer the questions on a separate sheet of paper.

Have students share their answers.

Answer Key

Answers will vary.