Hi there!

I'm glad you're using this resource. Continue to check our website (realsciencechallenge.com) to find more resources. And, sign up for our newsletter to receive updates on materials that will be available soon.

I spend countless hours writing, researching, editing and generating graphics/charts for each question. I want to continue creating useful content for you to use - however, I also want to ensure my work is fairly compensated.

Therefore, below are the terms and conditions for use of our materials.

What is allowed:

- photocopying our content for your students to use.
- posting a copy of our content (ie. questions, rubrics) on a password protected site for your students to access and/or complete.
- copying our questions into your tests or assignments. Please give credit in this case.

What is not allowed:

- Selling our content.
- Repackaging our content in your own materials and then selling it. NOTE: giving credit to
 us still does not make this okay.
- Distributing and/or posting our content online (for example, on social media or a blog.

Thank you for supporting us. And, we look forward to helping you with your teaching practice. Please feel free to reach out to us if you have any questions or suggestions.

Sincerely,

Kent

REAL Science Challenge Founder Science Department Head (Burnaby South Secondary)

What is CER?

CER stands for Claim, Evidence, and Reasoning. CER is a framework to help students write an argument, which is a skill that is taught in our curriculum (under "Communicating" in the BC Science curriculum and under Science and Engineering Practices in the NGSS). Thus, for a CER intro activity, let's have our students engage in argument - but, let's make it easy for them to come up with one.

CER Intro Activity

For this CER intro activity, get a colleague to collect 5-7 unique artifacts over the summer that would paint a picture of what they did during their summer break. This could be a ticket stub to a movie, a seashell from the beach, a sweater they knit - you get the idea. And, you should do the same during your vacation - collect unique 5-7 artifacts over the summer as well.

When you do your intro class to CER, lay out all the artifacts that you and your colleague have collected and tell students where the artifacts are from. Then, tell your students to use CER to structure their argument to this question: Which teacher - Teacher A or Teacher B - had the better summer vacation?

For example,

Let's say my fictional colleague, Mr. Smith, collected

- A. a rock he got from the beach,
- B. a tub of protein powder which he finished, and
- C. a bottle of sunscreen.

And, let's say I collected

- A. an empty bag of coffee from a coffee shop I visited,
- B. a second empty bag of coffee from a second coffee shop I visited, and
- C. a third empty bag of coffee from a third coffee shop I visited (yes, I do like coffee).

CER Statement #1

Claim: Mr. Smith had the better summer vacation.

Evidence: Mr. Smith went to the beach, spent time in the sun, ate healthier, and got in shape. Reasoning: After being sedentary and lazy and stuck indoors at school for the past 10 months, getting in shape and spending time outdoors is the best way to spend summer vacation. Mr. Smith got to do that this summer.

CER Statement #2

Claim: Mr. Lui had the better summer vacation.

Evidence - Mr. Lui went to several coffee shops and got to sample different types of coffee; Reasoning: After being consumed with lesson planning, marking, and kids for the past 10 months, being able to spend time focused on a hobby is the best way to spend summer vacation. Mr. Lui got to do that this summer.