

A Teacher-Designed Data-Interpretation Activity to Introduce Students to the Science of PFAS

Participants in this hands-on session will conduct an interpretation activity designed by North Carolina life science teachers through a National Institutes of Health curriculum project that seeks to increase student educational equity outcomes and promote awareness of biomedical researcher careers. Using the timely and relevant environmental issue of PFAS (per- and polyfluoroalkyl substances) pollution to engage all learners through inclusive learning strategies, this standards-aligned activity uses science practices to showcase how researchers are studying the health effects of PFAS. Activities have been explicitly designed for under-represented students to promote awareness of relevant science and engineering career pathways.

Presentation Target:

High School

Presenter(s):

1. Jenna Hartley, Post-Doctoral Research Associate, Center for Public Engagement with Science, UNC Chapel-Hill
2. Dana Haine, K-12 Science Education Manager, Center for Public Engagement with Science, UNC Institute for the Environment