


<b>Title</b>	<b>Math in Trials</b>
<b>Subject(s)</b>	Mathematics
<b>Learning goal(s)</b>	People's intuitive feel for statistical reasoning is often biased and/or incorrect, which can have large detrimental consequences. During this activity the courtcase of Sally Clark is used to raise students' awareness of their biases in statistical reasoning.
<b>Time</b>	One lesson (circa 50 minutes)
<b>IBL</b>	Student's ability to assess such statistical situations in a mathematically grounded way is an important part of their citizenship education. Furthermore, this social context emphasises the meaningfulness and importance of mathematics in everyday life. The 'Role-play' possibilities lead to a learning setting where students get aware of the special setting of the court yard.
<b>Achievement</b>	NA
<b>Context</b>	Texts or videos about the case of Sally Clark are provided at the start of the activity. In the court case and following conviction two important statistical issues arise: <ul style="list-style-type: none"> <li>• Dependent vs. independent events</li> <li>• Occurring events with a very small likelihood are often intuitively (and unjust) assessed as non-coincidental.</li> </ul>
<b>Culture</b>	NA
<b>Fundamental Values</b>	Collaborative work, sharing a similar goal, valuing each other's contributions in team work
<b>SSI/RRI</b>	NA
<b>Copyright</b>	
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