Title: Intervention lessons and objectives appendix for "Measuring what matters: Investigating what new types of assessments reveal about students' online source evaluations"
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Note: The material contained herein is supplementary to the article named in the title and published in the Harvard Kennedy School (HKS) Misinformation Review.

Appendix: Intervention lessons and objectives

Table A1. Intervention lessons and objectives.

Topic	Description
Caffeine: Intro to lateral reading	As part of an introductory biology unit about caffeine, students learned to read laterally by watching a screencast demonstrating lateral reading about an article regarding the benefits of caffeine from a website funded by beverage industry groups. Students then practiced reading laterally about another article about caffeine from a crowd-sourced website that lacks editorial review.
Ecology: Lateral reading continued	Students practiced the skill of lateral reading by evaluating sites of varying quality during an ecology unit project that asked them to find information about a particular animal.
Nutrition: Lateral reading on social media part 1	Students practiced reading laterally on social media. The whole class read laterally about a TikTok video from a registered dietician. Students then individually created screencasts of themselves reading laterally about a source they found on social media.
GMOs: Lateral reading on social media part 2	Students practiced reading laterally on social media. During a unit on genetically modified organisms, they evaluated a post from an Instagram account called "GMO answers." By reading laterally, they learned that the website is run by agrochemical companies with a vested interest in public policy about GMOs.
Forensics: Authority of sources for lateral reading	Students were introduced to the skill of click restraint. They were shown a search engine results page (SERP) and asked to consider which result they would select first. They then read laterally to investigate the sources.