

Abstract

This thesis deals with widespread, chemically-themed misinformation. The theoretical part describes psychological effects leading to myth spreading. It also describes the debunking possibilities of such myths and the didactic reasons for misinformation-based work on the high school level.

General practical part uses methods of content analysis upon random sample of School educational programmes to prove the usability of misinformation-based work in education. It also summarizes the organisations and resources useful for myth debunking.

Specific practical part deals with analysis of chosen suspicious information, their credibility and the possibilities of educational work based on them. The chosen information was the "medicinal" usage of chlorine dioxide solution. Rumors of alkaline diet and alleged harmfulness of aspartame, an artificial sweetener, were also chosen. The way they tend to be presented, none of these claims are backed. In all these cases, multiple unsubstantiated claims were found among proponents of these ideas.