

ENHANCING DIGITAL READINESS BY OVERCOMING
FAKE NEWS, DISINFORMATION IN SOCIAL MEDIA
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UnfakeSoMe Games

Digital Toolkit - Guidebook

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Outline of the Digital Toolkit



(Guidebook)

A	Background
1	Introduction to identifying fake news, unreliable Social Media sources and disinformation. - What is disinformation and how to identify information that is false or misleading. Include fake news examples, the dangers of fake news & how to identify misinformation. - What is fake news? Types of fake news - How does fake news work? - Steps to Mitigate Misinformation in Social Media
2	Understanding information, interpretation, and opinion - Distinguishing between information, interpretation, and opinion. - Understanding and evaluating the social media sources. - Ways to differentiate between misinformation and disinformation - Understanding the Susceptibility, Consequences of Misinformation on SM - The Growing Issue of Misinformation in Social Media Newsgroups
3	The Impact of Fake News in information literacy in Social Media - Harmful effects of social media - Importance of media literacy education - Tools to help people develop receptive media capability
4	Policies and Code of Practices on disinformation by the EU - The various practices and policies set forth by the European Union and its Member States to identify fake news and misinformation. - Resources and initiatives to tackle disinformation by the EU. The European Union and its Member States' initiatives to tackle disinformation.
B	Game based education
5	Gaming Methodologies - What are they? - Game-based learning as an active learning technique that uses games to improve awareness and learning. The learning, in this case, comes from playing the game, which promotes critical thinking and problem-solving skills associated with identifying fake news. - Game-based learning achieved through digital or non-digital games and simulations that allows experience of the learning firsthand.
6	How to educate on fake news and disinformation through gaming methodologies.

	• What are various game methods/strategies and their learning outcomes. • What are the uses and benefits.
7	Evaluating disinformation and fake news through digital tools used for gamification • Adding game mechanics into nongame environments, by integrating educational technology with game elements. • Ways wherein to engage in immersive, hands-on experiences that translate theoretical knowledge into practical skills. • Help fosters a deeper understanding and retention of subject matter, making learning both enjoyable and effective. • Use of game-design features and gaming principles in situations that are not game-related.
8	Developing resilience to disinformation through game-based methods • Game-based educational process aiming to strengthen resilience to fake news. • Critical thinking skills through engaging game-based learning.
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A. Background

1. Introduction to identifying fake news, unreliable Social Media sources and disinformation.

The digital age has revolutionized information dissemination, but it has also introduced challenges such as the spread of fake news and disinformation. These phenomena, amplified by social media, have led to widespread misinformation, influencing public opinions, sowing distrust, and exacerbating societal divisions. Identifying false or misleading information is critical to safeguarding an informed society.

What is Disinformation?

Disinformation refers to deliberately falsified or manipulated information intended to deceive or mislead. Unlike misinformation, which may be shared unknowingly, disinformation is purposeful and often driven by political, financial, or ideological motives.

How to Identify False or Misleading Information

1. Check the Source: Ensure the information comes from credible, established organizations. Look for credentials, expertise, and transparency of authors.
2. Cross-Verify Facts: Compare claims with reliable news outlets or fact-checking platforms like Snopes or FactCheck.org.
3. Analyse Language and Presentation: Overly dramatic language, clickbait headlines, and emotional appeals often indicate unreliable content.
4. Investigate Originality: Trace the information back to its original source. If it lacks verifiable origin, it may be suspect.
5. Be Wary of Outdated Contexts: Images or claims taken out of their original context can be misleading.

What is Fake News?

Fake news refers to fabricated or false content presented as legitimate news, often designed to mislead readers. It spans several categories, ranging from outright fabrications to distorted information.

Types of Fake News:

1. Fabricated Content: Entirely false information created with malicious intent.
2. Manipulated Content: Genuine information altered to deceive (e.g., edited photos).
3. Satire or Parody: Intended for humour, but sometimes mistaken as fact.
4. Misleading Headlines: Sensationalist headlines that misrepresent the article's content.
5. Imposter Content: Fake sources mimicking credible institutions.

How Does Fake News Work?

Fake news thrives on emotional engagement and the viral nature of social media. Algorithms prioritize content that evokes strong reactions, enabling false narratives to spread rapidly. Tactics include:

- Clickbait Headlines: Designed to attract attention and drive traffic, often at the expense of accuracy.
- Echo Chambers: Online spaces where users encounter reinforcing opinions, reducing exposure to diverse viewpoints.
- Bots and Troll Farms: Automated accounts and coordinated efforts amplify false information.

Differentiating Misinformation and Disinformation

1. Intent:
 - Misinformation: Shared unknowingly, stemming from lack of verification.
 - Disinformation: Deliberately crafted to deceive.
2. Examples:
 - Misinformation: Sharing an outdated health statistic accidentally.
 - Disinformation: Spreading a fabricated claim about vaccine side effects to deter public trust.
2. Identification:
 - Investigate the origin and intent behind the content.
 - Observe patterns of distribution—coordinated campaigns often signal disinformation.

Misinformation versus disinformation

Misinformation and disinformation are phrases that might be used interchangeably, although they have

distinct meanings and intentions.

Misinformation is erroneous information that is conveyed without the aim of causing harm. Misinformation can be spread unintentionally owing to a lack of knowledge or comprehension of the subject. Typically, people propagate misinformation inadvertently because they think it to be correct.

Disinformation is intentionally spread to deceive people. Disinformation is usually used to achieve a goal. For example, some of the most significant disinformation posts concern the government, such as the Russian government's disinformation operations to gain popular support for its war with Ukraine. They offer material that they want people to believe but is not factual.

Why does misinformation occur?

Because it plays on emotions and attracts attention, fake news spreads more quickly than legitimate news. On social media, misinformation can proliferate in the following ways:

- Constant sharing. Sharing and liking material on social media is simple. Every time someone shares this content with their social network, more people see it.
- Additionally, search engines and social media platforms offer readers tailored suggestions based on their search history and previous preferences. Who perceives bogus news is further influenced by this.
- Engagement measures, such as the frequency with which users like or share stories, are used by social media feeds to rank content. But correctness doesn't matter.
- Disinformation can also be spread by AI systems. Depending on the intended audience, AI can produce realistic-looking phony content. A message can be created by an AI engine and tested right away to see if it can influence the intended audience. Additionally, it can disseminate misinformation by using bots to mimic human users.
- Hackers -these individuals have the ability to insert stories into legitimate news sites and make them seem as though they came from reputable sources. For instance, according to Ukrainian officials, hackers gained access to official websites and spread misleading information regarding a peace agreement.
- Trolls -reputable articles' comments might also contain fake news. Trolls post with the intention of upsetting and arguing with other readers. They are occasionally compensated for political purposes, which may contribute to the dissemination of false information.

The Growing Issue of Misinformation in Social Media Newsgroups

Social media newsgroups are particularly susceptible to misinformation due to:

- Ease of Sharing: Information spreads instantly with limited gatekeeping.
- Algorithmic Bias: Prioritization of engagement over accuracy.
- Low Information Literacy: Many users lack skills to critically evaluate content.
- Lack of Moderation: Newsgroups often lack oversight, allowing unchecked claims to propagate.

Understanding Susceptibility and Consequences of Misinformation on Social Media

1. Susceptibility:
 - Cognitive biases, such as confirmation bias, lead users to believe information that aligns with their pre-existing views.
 - Emotional triggers, like fear or outrage, increase the likelihood of sharing false content.
2. Consequences:
 - Individual Level: Poor decision-making based on false information (e.g., health risks due to vaccine misinformation).
 - Societal Level: Polarization, erosion of trust in media, and manipulation of democratic processes.

Steps to Mitigate Misinformation in Social Media

1. Promote Media Literacy:
 - Educate users on how to critically assess sources and verify facts.
2. Strengthen Fact-Checking:

- Encourage partnerships between social media platforms and fact-checking organizations.
- 2. Algorithmic Accountability:
 - Advocate for transparency in content recommendation systems to prioritize accuracy over engagement.
- 2. Encourage Responsible Sharing:
 - Highlight the impact of sharing unverified information and foster digital responsibility.
- 2. Implement Policy Changes:
 - Advocate for regulations that require platforms to identify and combat fake accounts and disinformation campaigns.

Conclusion

Identifying and addressing fake news, unreliable sources, and disinformation is crucial in today's interconnected society. By fostering media literacy, encouraging critical thinking, and holding social platforms accountable, individuals and institutions can mitigate the spread of misinformation and safeguard public trust in information.

2. Understanding information, interpretation, and opinion

The ability to distinguish between information, interpretation, and opinion is a fundamental component of critical thinking and media literacy. These distinctions are essential for evaluating the credibility of content, particularly on social media, where the lines between these categories are often blurred.

Key Definitions

1. Information:

- Definition: Factual and objective data or statements intended to inform without bias.
- Characteristics:
 - Verifiable and evidence-based.
 - Free from personal or subjective influences.
- Example: "The Earth orbits the Sun."
- Evaluation: Verify against reputable sources, such as academic journals, official reports, or primary data.

2. Interpretation:

- Definition: The explanation or contextual analysis of information, often involving personal or expert perspectives.
- Characteristics:
 - Based on analysis and reasoning.
 - May incorporate subjective insights but grounded in evidence.
- Example: "Rising global temperatures suggest that climate change is accelerating."
- Evaluation: Assess whether interpretations are logical, supported by credible evidence, and consider alternative perspectives.

2. Opinion:

- Definition: A personal belief, judgment, or perspective that may not be grounded in factual evidence.
- Characteristics:
 - Subjective and influenced by individual beliefs or emotions.
 - Often lacks verifiability.
- Example: "I believe social media is ruining communication skills."
- Evaluation: Recognize bias and examine whether the opinion is informed or based on evidence.

Distinguishing Between the Categories

To effectively differentiate between information, interpretation, and opinion:

1. Identify the Purpose: Determine whether the content aims to inform, explain, or persuade.
2. Examine Evidence: Information and interpretation should be backed by verifiable data, whereas opinions may lack factual grounding.
3. Assess Language:
 - Neutral language indicates information.
 - Analytical language indicates interpretation.
 - Emotional or subjective language indicates opinion.

What is the Difference Between Fact and Opinion?

Facts are specific details based on objective proof, discovered, while opinions are interpretations or beliefs that cannot be proven or disproved. Facts can be physical evidence, eyewitness accounts, or scientific methods. Most people's beliefs are a blend of fact and opinion. Master readers must distinguish fact from opinion to understand and evaluate information. Separating fact from opinion requires critical thinking, as opinions are often presented as facts.

Recognizing Fact and Opinion

The importance of ordinary citizens as opinion leaders in social networks has increased in recent years, as more people receive news via social network sites. Information environments now depend on multiple gatekeepers, including elites, journalists, and editors, as well as the many people who share information with their social networks. The relationship between these gatekeepers is endogenous, with media gatekeepers setting the agenda for engaged members of the public, while members of the public act as gatekeepers for others sharing certain stories. The media then writes more stories about the topics shared by the public.

Differentiating between factual reporting, analysis and opinion

Understanding editorial policies

Providing definitions of opinion, factual and analytic content and guidance on distinguishing between them.

Ways to Spot Disinformation on Social Media

The first step in combating the spread of disinformation on social media is identifying bogus news. Before sharing with others, make sure to double-check.

Consult other credible sources.

Check other respected news sites and outlets to see whether they are covering this subject. Check for reputable sources listed in the story. Credible, professional news organizations follow specific editorial criteria when fact-checking a piece.

Determine the source of the information.

If this story comes from an unknown source, conduct some study. Examine the page's URL and seek for unusual domains other than .com, such as .info or .net. Check for spelling problems in the company name in the URL address.

Check out the author.

Do a search on the author. Check their credibility, how many followers they have, and how long the account has been active.

Scan other posts to see if they exhibit bot tendencies, such as publishing at all hours of the day and from various locations around the world. In the author's bio, look for traits such as a number-based username and suspicious links. If the post gets retweeted from other accounts and contains highly contentious political topics, it is most certainly a false bot account.

Read beyond the headline.

Consider whether the story sounds improbable or too good to be true. A believable story contains a wealth of information given through expert quotes, official figures, and survey results. It could also include eyewitness reports.

If the information provided is not detailed or consistent beyond the headline, it should be questioned.

Look for evidence to show that the event occurred. Make ensure that facts aren't utilized only to support a particular viewpoint.

Establish a critical perspective.

Personal views should not interfere with sound judgment. Biases can affect how people react to an article. Social media networks offer news based on a user's interests, opinions, and browsing behaviour. Don't let emotions impact your perspective on the narrative. Analyse a tale critically and rationally.

Determine whether it's a joke.

Satirical websites turn the story into a parody or jest. Check the website to determine if it routinely posts hilarious tales and is known for satire. The Onion is one such website that does this.

Watch out for sponsored content.

Look at the top results for "sponsored content" or a similar term. These reports frequently have appealing photographs and appear to link to other news stories. They are advertisements that target the reader's emotions.

3.The Impact of Fake News in information literacy in Social Media

Through the teenage years and into early adulthood, we are still learning how to create healthy relationships and care for our well-being. For most adolescents, social media will play a role in developing life skills. Surveys that show the percentage of social media that teens and adults can be included.

Social media has democratized access to information, but it has also created an environment rife with fake news. This proliferation undermines information literacy—the ability to evaluate, understand, and use information effectively. Fake news exploits cognitive biases, limits critical engagement, and fosters misinformation echo chambers, challenging users' ability to discern credible information.

Harmful Effects of Social Media

1. Spread of Misinformation and Disinformation
 - Social media facilitates the rapid dissemination of false or misleading information, often amplified by algorithms prioritizing engagement over accuracy.
 - Example: False health claims, such as during the COVID-19 pandemic, led to vaccine hesitancy and public health risks.
2. Polarization and Division
 - Algorithms create "filter bubbles," reinforcing existing beliefs and increasing political and social polarization.
 - Example: Studies have shown social media groups polarize over contentious topics like elections or climate change (Pariser, 2011).
3. Psychological Impact
 - Prolonged exposure to fake news and toxic content affects mental health, causing stress, anxiety, and distrust in institutions.
 - Example: Users consuming alarming or conspiratorial news report higher levels of anxiety and decreased trust in traditional media (Vosoughi et al., 2018).
4. Erosion of Public Trust
 - Repeated exposure to fake news reduces trust in legitimate news sources, weakening the societal consensus on critical issues.

Importance of Media Literacy Education

Media literacy education equips individuals with the skills to critically evaluate information and navigate the complexities of the digital world. It is essential for fostering informed citizenship and combating the adverse effects of fake news.

1. Enhances Critical Thinking
 - Media literacy enables users to question sources, analyze content biases, and recognize manipulative techniques.
 - Example: Programs like the *MediaWise Project* teach young people to distinguish reliable news from false claims.
2. Promotes Responsible Sharing
 - Educating users to verify information before sharing reduces the spread of misinformation.
 - Example: Campaigns encouraging “Think Before You Share” significantly reduce the spread of fake news (European Commission, 2018).
3. Supports Democratic Processes
 - Informed citizens are less susceptible to manipulation, preserving democratic integrity.
4. Builds Resilience Against Disinformation Campaigns
 - Awareness and education protect societies from targeted disinformation, especially during critical events like elections.

Tools to Help People Develop Receptive Media Capability

1. Fact-Checking Platforms
 - Snopes and FactCheck.org: These platforms help users verify information accuracy.
 - Google Reverse Image Search: Assists in verifying the authenticity of images often used in fake news.
2. Digital Literacy Courses
 - MediaWise Project by Poynter: Focuses on empowering young users to identify credible news.
 - CrashCourse on Media Literacy (YouTube): Accessible education on evaluating media.
3. Social Media Features
 - Tools like Facebook’s Fact-Checking Program and Twitter’s Disinformation Labels help users flag and identify misleading content.
4. Educational Curricula
 - Programs integrating media literacy into schools—such as UNESCO’s *Media and Information Literacy Curriculum*—foster early critical thinking skills.
5. Browser Extensions
 - Tools like NewsGuard rate news sites based on credibility and transparency, providing users with real-time insights into source reliability.

Understanding and Evaluating Social Media Sources

Social media platforms present unique challenges for identifying credible content due to their user-generated and algorithm-driven nature.

1. Characteristics of Social Media Sources
 - User-Generated Content: Diverse perspectives but often lacks editorial oversight.
 - Algorithmic Bias: Prioritizes engagement, leading to potential echo chambers.
 - Mixed Quality: Content ranges from credible journalism to unverified claims.
2. Steps to Evaluate Social Media Sources
 - Check the Author/Source:
 - Look for credentials, expertise, and reputation.
 - Beware of anonymous or unverified accounts.
 - Assess the Content:
 - Distinguish between factual reporting and personal commentary.
 - Verify information with primary or authoritative sources.
 - Evaluate Intent:

- Determine whether the post aims to inform, analyse, or persuade.
- Watch for sensationalism or clickbait tactics.
- Trace Citations:
 - Check for references or links to reputable sources.
- Be Aware of Bias:
 - Recognize potential political, commercial, or ideological biases.

Tools for Evaluating Social Media Credibility

1. Fact-Checking Websites:
 - Snopes (<https://www.snopes.com>)
 - FactCheck.org (<https://www.factcheck.org>)
2. Reverse Image Search:
 - Google Images or TinEye to verify the authenticity of photos or visuals.
3. Media Literacy Resources:
 - *Media Literacy for All* by the European Commission.
4. Browser Extensions:
 - NewsGuard provides ratings for news website credibility.

4. Policies and Code of Practices on disinformation by the EU

Policies and Code of Practices on Disinformation by the European Union

The European Union (EU) has been at the forefront of combating disinformation, implementing robust frameworks and policies to identify and mitigate fake news and misinformation. These efforts aim to protect democratic institutions, public discourse, and social cohesion. Below is an overview of key policies and practices established by the EU and its Member States.

Key Policies and Practices by the EU

1. Code of Practice on Disinformation (2018)

The EU introduced a voluntary framework that brings together digital platforms, advertisers, and other stakeholders to address disinformation. The code emphasizes transparency, accountability, and coordinated action.

Key Features:

- **Reducing Online Disinformation:** Platforms like Facebook, Google, and Twitter committed to limit the visibility of false content and enhance user tools for content verification.
- **Transparency in Political Advertising:** Ensures clear labeling and accountability for political ads to prevent manipulation.
- **Strengthening Fact-Checking:** Promotes partnerships with independent fact-checking organizations.
- **User Empowerment:** Platforms agreed to offer tools for users to identify and report false information.

2. Action Plan Against Disinformation (2018)

This plan outlines specific actions to combat disinformation, focusing on the 2019 European Parliament elections and beyond.

Key Objectives:

- **Detection and Analysis:** Establishes a Rapid Alert System (RAS) to share information about disinformation campaigns across EU states.
- **Cooperation with Social Platforms:** Strengthens collaboration with platforms to detect and remove disinformation swiftly.
- **Public Awareness:** Promotes media literacy to empower citizens against manipulation.
- **Stronger Coordination:** Encourages Member States to work together to counter cross-border disinformation.

3. Digital Services Act (DSA) (2022)

The DSA imposes obligations on platforms to address harmful content, including disinformation. It emphasizes accountability for algorithms and transparency in content moderation.

Key Provisions:

- Platforms must disclose how algorithms prioritize content.
- Large platforms face stricter obligations to prevent the spread of disinformation.
- Regular audits are required to assess platforms' efforts against harmful content.

4. European Democracy Action Plan (2020)

This plan tackles threats to democracy, including disinformation, in a broader context.

Key Measures:

- **Strengthening Election Integrity:** Combatting foreign interference and online manipulation during elections.
- **Enhancing Media Freedom and Pluralism:** Supporting independent journalism to counter false narratives.
- **Building Resilience:** Promotes digital literacy and fact-checking initiatives to empower citizens.

5. Rapid Alert System (2019)

The EU established the RAS to facilitate real-time communication and cooperation between Member States in identifying and countering disinformation campaigns.

Highlights:

- Collaborative monitoring of disinformation trends.
- Sharing technical expertise among EU countries.
- Enhancing the detection of foreign interference.

6. Strengthened Role of the European External Action Service (EEAS)

The EEAS plays a critical role in detecting and exposing foreign disinformation campaigns, particularly those originating from non-EU actors like Russia and China.

Member States' Practices

EU Member States have also implemented national-level strategies to complement EU policies:

1. **Germany:**

- **Network Enforcement Act (NetzDG)** mandates social media platforms to remove illegal content, including disinformation, within 24 hours.

2. **France:**

- Passed an anti-fake news law in 2018 to counter disinformation during elections by empowering courts to act against fake content.

3. **Nordic Countries:**

- Promote public-private partnerships to improve digital literacy and combat disinformation collaboratively.

The 2022 Strengthened Code of Practice on Disinformation aims to combat online disinformation by empowering industry to adhere to self-regulatory standards.

The new Code brings together diverse stakeholders to contribute to improvements by signing up to specific commitments. These include demonetizing disinformation dissemination, guaranteeing transparency of political advertising, enhancing cooperation with fact-checkers, and facilitating researchers access to data.

Supporting platforms and industry to meet these commitments aligns with the European Commission's commitment to a more transparent, safe, and trustworthy online environment.

The European Union and its Member States are reinforcing their actions to counter efforts by actors who spread disinformation to destabilise our societies and democracies, try to exploit a crisis, and put citizens' lives at risk.

In 2018, a Code of Practice was established for online platforms, trade associations, and advertising sector players to combat disinformation and improve their online policies. This innovative tool ensures transparency, accountability, and a structured framework for monitoring and improving disinformation policies.

Exchanges with signatories have become more regular and efficient, with platforms reporting monthly to the Commission during the coronavirus crisis.

In May 2021, the European Commission published Guidance asking signatories to reinforce the Code in all areas to make it a strong, efficient, and flexible tool to fight disinformation.

Resources and initiatives to tackle disinformation by the EU

Existing projects

Horizon 2020, the research and innovation programme, has been dedicated to addressing information veracity in social media and media. The Social Observatory for Disinformation and Social Media Analysis (SOMA) and other EU-funded projects have provided a springboard for understanding the dynamics of the coronavirus "infodemic" and disinformation-related knowledge. These projects include content verification platforms, fact-checking tools, methodologies for socio-economic impact assessment of disinformation, strategies to increase media literacy, analysis of legal roadblocks, and a repository of disinformation-related knowledge.

The HERoS project aims to improve the efficiency of the response to the virus outbreak by developing a new method for categorizing and filtering information from social media to better counter coronavirus rumours and misinformation. Other ongoing projects under Horizon 2020, such as Co-Inform, QUEST, and TRESCA, have adjusted their activities to include coronavirus-related disinformation in scope.

The FANDANGO project aims to aggregate and verify different typologies of news data, media sources, social media, and open data to detect fake news and provide more efficient and verified communication for all European citizens. The European Research Council (ERC) supports theoretical investigations, such as Phil Howard's work on COMPROP and Jason Reifler's work on DEBUNKER.

The FARE project addresses the spread of fake news by providing a theoretical framework for making testable predictions and developing multidisciplinary research that advances our understanding of the decision-making process and mistakes made on fake news using experimental and computing techniques. The ERC also supports proof of concept projects like GoodNews, which applies deep learning technology for the detection of fake news and builds a technological capability for algorithmic fake news detection in social media using a novel paradigm.

The #EUvsVirus Hackathon, organized in close collaboration with EU member states, connected civil society, innovators, partners, and investors across Europe to develop innovative solutions for coronavirus-related challenges. Solutions under the challenges on "Mitigating fake news spreading" were invited to the "Matchathon" organized by the European Innovation Council on 22-25 May 2020 to mobilize financing. The European Innovation Council has previously supported companies in developing semi-automated fake-news detection systems through actions like Truthcheck and Newtral.

The second call for expression of interest launched in response to the coronavirus pandemic under Horizon 2020 addressed the "Behavioural, social, and economic impacts of the outbreak response." COVINFORM addresses COVID-19 related dis/misinformation by identifying and assessing measures to prevent misinformation, disinformation, malinformation, 'fake news', and conspiracy theories, as well as formulating recommendations to tackle them. It will also analyse and help understand the impact of misinformation and digital communication on the mental health and well-being of different groups.

Under the last calls of Horizon 2020, three projects on the transformations of the European media landscape began activities early in 2021. These projects contribute to the combat against disinformation by analysing the crucial socio-cultural and political role of media and its impact on the evolution of a European political and cultural space.

Other existing tools

The Epidemics Intelligence from Open Sources (EIOS) platform, a collaboration between the World Health Organisation (WHO) and the Joint Research Centre (JRC), was developed to quickly identify potential public health threats using media reports. It helped WHO detect the first signs of the coronavirus outbreak in Wuhan and has since been used to trace the disease's spread globally. The Misinfo Classifier, a machine-learning program developed by the Joint Research Centre, helps identify patterns in language used in fake news.

Social Rumour is another software used by the European Parliament and the European Commission to identify accounts on Twitter posting links to known dodgy sources. It also monitors other links posted by these accounts to pinpoint new narratives emerging on social media.

The European Digital Media Observatory (EDMO) is a project that supports the independent community working to combat disinformation. It will create a cross-border and multidisciplinary community of independent fact-checkers and academic researchers to detect, analyze, and expose potential disinformation threats. EDMO will establish a privacy-compliant and secure framework allowing academic researchers to access online platforms' data and provide technical support and advice to ERGA for monitoring online platforms' policies under the Code of Practice on disinformation and future regulatory frameworks.

The Commission recently announced a call for proposals to provide grants for €11 million to establish 8 EDMO regional hubs in different Member States, starting in summer 2021. The hubs will cover Ireland, Belgium, Czechia, Denmark, Finland, France, Italy, Luxemburg, the Netherlands, Poland, Slovakia, Spain, Sweden, and Norway, part of the EEA.

Resources and Initiatives to Tackle Disinformation by the European Union

The European Union (EU) has developed numerous resources and initiatives to combat disinformation, recognizing it as a critical threat to democratic processes and public trust. These efforts combine regulatory frameworks, cross-sector partnerships, public awareness campaigns, and technological solutions to address disinformation comprehensively.

Key Resources and Tools

1. EU Rapid Alert System (RAS)

- **Purpose:** Facilitates real-time sharing of disinformation trends and strategies among EU Member States, institutions, and international partners.
- **Features:**
 - Collaborative monitoring and analysis of disinformation campaigns.
 - Focus on identifying foreign interference, especially during elections.
 - Includes regular updates and reports to improve collective awareness.
- **Impact:** Strengthens cross-border cooperation to counter disinformation more effectively.
- **Reference:** European Commission, 2019. <https://ec.europa.eu>

2. EUvsDisinfo Campaign

- **Established by:** The European External Action Service (EEAS) under the East StratCom Task Force.
- **Purpose:** Focuses on exposing and debunking disinformation campaigns, particularly those originating from outside the EU, such as Russian disinformation.
- **Resources:**
 - Comprehensive database of disinformation examples.
 - Public awareness articles and resources to educate citizens about disinformation tactics.
- **Reference:** EUvsDisinfo. <https://euvsdisinfo.eu>

3. Code of Practice on Disinformation (2018)

- **Purpose:** A voluntary agreement between digital platforms, advertisers, and other stakeholders to counter disinformation.
- **Commitments:**

- Removing fake accounts and reducing the visibility of harmful content.
- Promoting transparency in political advertising.
- Supporting independent fact-checking initiatives.
- Providing tools to empower users in identifying disinformation.
- **Signatories:** Includes major platforms such as Google, Facebook, Twitter, and TikTok.
- **Reference:** European Commission, 2018. <https://digital-strategy.ec.europa.eu>

4. Digital Services Act (DSA) (2022)

- **Purpose:** Establishes a legal framework to regulate online platforms and ensure accountability in managing disinformation.
- **Features:**
 - Requires platforms to disclose algorithmic decision-making processes.
 - Mandates platforms to combat harmful content proactively.
 - Strengthens user rights and introduces penalties for non-compliance.
- **Reference:** Digital Services Act, 2022. <https://ec.europa.eu/DSA>

5. European Democracy Action Plan (2020)

- **Purpose:** Strengthens democracy by addressing challenges such as disinformation, election interference, and media freedom.
- **Key Objectives:**
 - Enhance the resilience of democratic institutions.
 - Protect electoral integrity.
 - Support quality journalism and counter disinformation campaigns.
- **Reference:** European Commission, 2020. <https://ec.europa.eu/edap>

6. Media Literacy Initiatives

- **Focus:** Educating citizens on identifying and responding to disinformation.
- **Programs:**
 - **Media Literacy for All:** Promotes digital literacy through grants and partnerships with Member States.
 - **Digital Education Action Plan:** Incorporates critical thinking and digital skills into school curricula.
- **Reference:** UNESCO's Media Literacy Curriculum. <https://en.unesco.org>

Member State Initiatives

1. Germany: Network Enforcement Act (NetzDG)

- **Purpose:** Requires social media platforms to remove illegal content, including disinformation, within 24 hours of notification.
- **Impact:** Sets a benchmark for legislative actions against online harms.
- **Reference:** Bundesministerium der Justiz, 2017. <https://www.bmj.de>

2. France: Anti-Fake News Law (2018)

- **Purpose:** Allows courts to order the removal of false information during election periods.
- **Focus:** Targets disinformation campaigns aiming to manipulate voter behavior.
- **Reference:** Assemblée Nationale, 2018. <https://www.assemblee-nationale.fr>

3. Nordic Collaboration

- **Purpose:** Promotes regional cooperation among Nordic countries to counter disinformation through public-private partnerships and media education.
- **Focus:** Enhances digital resilience and fact-checking networks.
- **Reference:** Nordic Council of Ministers, 2020. <https://www.norden.org>

EU Support for Fact-Checking and Research

1. European Digital Media Observatory (EDMO)

- **Established:** 2020.
- **Purpose:** Acts as a hub for research, fact-checking, and policy development on disinformation.
- **Functions:**

- Supports cross-border fact-checking collaborations.
- Provides tools and data for monitoring disinformation trends.
- **Reference:** EDMO, 2020. <https://edmo.eu>

2. Fact-Checking Networks

- Partnerships with independent fact-checking organizations such as the International Fact-Checking Network (IFCN).

Public Awareness and Education Campaigns

1. "Think Before You Share" Campaign

- **Purpose:** Encourages social media users to verify the credibility of information before sharing.
- **Organized By:** European Commission.

2. Safer Internet Day

- **Focus:** Promotes responsible digital behavior and counters harmful content.
- **Audience:** Primarily young users and educators.
- **Reference:** <https://www.saferinternetday.org>

Challenges and Areas for Improvement

1. **Voluntary Nature of the Code of Practice:** Limited enforcement mechanisms for platforms not adhering to commitments.
2. **Algorithmic Transparency:** Platforms' reluctance to disclose detailed operations of algorithms hampers oversight.
3. **Cross-Border Coordination:** Despite progress, challenges remain in addressing disinformation campaigns across multiple jurisdictions.

Upcoming calls and projects

Horizon Europe, the next research and innovation framework programme, will allocate €60 million for research on the fight against disinformation, particularly pandemic-related disinformation. Cluster 2 "Culture, creativity and inclusive society" will focus on topics such as the political role of legacy and new media, the impact of online social networks and new media on individual and collective behavior, beliefs and values, and pandemic-related disinformation. Clusters 3, "Civil security for society", and 4, "Digital, industry and space" will fund research on combating disinformation and fake news, raising trust in the digital world, and using Artificial Intelligence to fight disinformation. The program aims to support democracy and quality media in the post-COVID world.

Disinformation and foreign information manipulation pose a significant threat to societies, preventing informed decision-making and polarizing communities. The European Union and its Member States are tackling this issue by strengthening strategic communication and ensuring citizens have access to quality news and information.

The Commission is developing policies to strengthen European democracies, protecting journalists and media pluralism, and countering foreign interference and cyberattacks through awareness-raising projects and advanced technological solutions. They are also building societal resilience against disinformation through media literacy and awareness raising, and cooperating with institutions, national authorities, civil society, and other organizations.

The whole-of-society approach is essential in preventing and countering disinformation, as many sectors of society have a crucial role to play in preventing and countering it.

B. Game based education

5. Gaming Methodologies - What are they?

Gamification and game-based learning are popular trends in mobile and technological education, utilizing game elements to promote desired behaviors and drive corporate learning outcomes. This method, based on constructivist learning, emphasizes experiential learning through social interaction with the environment and peers. In a corporate environment, organizational learning is tied to strategic objectives, despite the use of game-based technology.

The scientific definition of gamification is defined as the process of applying game elements to non-game contexts (Zimmerling, Höllig, Sandner, & Welpe., 2019; Schöbel et al., 2020; Ding, Er, & Orey, 2018; Domínguez et al., 2013).

Gamification is a widely accepted learning strategy that has been shown to enhance motivation, engagement, and social influence in various fields. It involves the use of various mechanisms such as levels, points, badges, leader boards, avatars, combat, content unlocking, gifting, boss fights, quests, social graphs, certificates, and memes. These elements stimulate learners to achieve greater goal orientation by increasing persistence, learning by repetition, engaging in collaboration, and evoking fun and friendly competition with peers.

The pioneering studies of gamification, such as Malone's (1980) and Sawyer and Rejeski's (2002), were seen as initiatives to create awareness and encourage the public to consider serious game-based approaches within an educational context. With the onset of gamification in education, researchers like Rapp, Hopfgartner, Hamari, Linehan, and Cena (2019) have highlighted the potential for systematic deployment of gamified learning techniques to drive new breakthroughs in gamification research.

Gamification is increasingly being accepted as an effective learning strategy used to create highly engaging learning experiences. Recent studies have validated the effects of gamification in support of its potential to improve motivation, engagement, and social influence while allowing students to immerse themselves in experiential learning. However, supporting and maintaining engagement in gamification pedagogies remain challenging. As a relatively new concept in the educational sector, problems that arise must be addressed to develop a more mature understanding of its nature and process.

A critical review of state-of-the-art literature in the nascent field of gamification uncovered critical research gaps that inadvertently raised perspectives for future research. Edgar Dale's "Cone of Experience" (1969) in instructional design provides a concrete basis for reinforcing optimal learning, heightening students' sense of achievement, encouraging high levels of engagement, and facilitating better knowledge, retention, and recall.

Past seminal studies illustrate how a sound theoretical foundation and robust methodological approach can spur scientific and educational rigor. An extensive review of state-of-the-art literature has demonstrated that empirical research can be of implicit help for future studies by conceptualizing theoretical frameworks and identifying relevant methods. This review provides a bird's-eye view of empirical research representative of current trends and imparts valuable guidance for researchers to formulate theoretical propositions based on current evaluation practices.

6. How to educate on fake news and disinformation through gaming methodologies.

Gamification For Learning: Strategies And Examples

Gamification for learning is a method that uses game mechanics to enhance learning, offering numerous benefits over traditional methods. It increases learner motivation, improves knowledge retention, and enhances engagement through social mechanisms like badges, points, or leaderboards.

today's digital world, educators are increasingly using digital tools to enhance learning and make it more engaging. Gamification instills lifelong skills like problem-solving, critical thinking, social awareness, cooperation, and collaboration. It also motivates individuals, increases interest in certain subjects, reduces attrition rates, and enhances cognitive abilities, in this case identify fake news and disinformation.

The global gamification market is expected to grow by 30%, or around \$31 billion, between 2020 and 2025.

Neuroscience Of Gamification

Gamification psychology studies user behavior in gamified systems, focusing on how gaming influences people's behaviors. Studies have shown that the brain works in harmony with gamification, triggering the release of dopamine, which gives players an increased sense of motivation and enjoyment.

Emotions are powerful tools for learning, facilitating the encoding and retrieval of information more effectively. Gamification creates an emotional connection between content and students, making them more receptive to learning. The hippocampus, the part of the brain that controls information recall, helps students retain information better by stimulating hippocampal memory and releasing dopamine, a neurotransmitter linked to learning and memory.

Storytelling is easier for the brain to process than facts, making it a great way to deliver new information to students. Gamification strategies often include story-telling elements, such as background, characters, and plot twists.

Game playing improves endorphin release, which are natural painkillers that improve relaxation, calm, and focus. Gamification strategies improve endorphin release, creating an ideal environment for focused learning.

Playing games keeps the brain healthy by encouraging neuroplasticity, which is the brain's ability to respond to different stimuli and develop new connections. This training can strengthen neural pathways, increase cognitive skills, enhance creativity and problem-solving skills, and help prevent age-related cognitive decline.

Gaming Methodologies

1. Lateral Reading; Check the Source and Author & Scrutinize Date and Context

Name of the Game	Sketch the Truth! – Investigative Drawing Challenge
About the Game	- This game challenges players to think critically about news stories by researching their validity and creatively illustrating their findings. - Players receive a headline and a short excerpt of a news story, then use in-game research tools to determine whether the story is true or misleading. They express their conclusions through drawings, using visual elements to communicate their reasoning. - The game promotes media literacy, creative thinking, and discussion.
Number of Players	2-6 players - The game works well with small groups, encouraging discussion and comparison of research and artistic interpretations.
Recommended Age	14+ years - Suitable for teenagers and adults, as it involves research, analysis, and creative expression. Younger players may need guidance.
Game Duration	25-35 minutes - Each round takes approximately 5-7 minutes, depending on the depth of research and discussion. - Players can choose how many rounds to play based on available time.
Objective	- Players must analyse a news story, determine its authenticity using structured research methods, and create a drawing that visually communicates their conclusion. - True stories should be illustrated using bright, detailed visuals, while misleading or false stories should be represented with sketchy, incomplete, or darker visuals. - The goal is to foster critical thinking and media literacy while engaging in a fun and creative activity. - The player with the most points at the end of the game wins.
Game Setup	
1. Assign News Snippet	Each player (or team) is given a headline and a snippet of a news story.
2. Research Tools	Players receive a simple research tool within the game to check the source, author, date, and context.
3. Drawing Supplies	Each player receives drawing materials such as paper, markers, and pencils.
Game Flow	
Start	Each player is assigned a news snippet.
Investigation Phase	Players research the story using lateral reading, checking sources, authors, and context.
Drawing Phase	Players create a drawing reflecting their conclusion: True news: Bright, detailed colours. False news: Sketchy lines and darker tones.
Presentation Phase	Players share their drawings and explain their reasoning.
Verification	The facilitator reveals the actual truth and provides feedback.
Repeat	A new round begins with different news stories.
Outcomes	Players develop critical thinking and media literacy by engaging in lateral reading and fact-checking.

	- Participants improve visual storytelling skills, using drawing as a medium for communication. - The game fosters engaging discussions on misinformation, bias, and the impact of media representation. - Points are awarded based on accuracy in research and clarity of the drawing, and the player with the most points at the end wins.
Variations	Multiplayer Mode: Players can work in pairs, with one player conducting research and the other creating the drawing, encouraging teamwork and collaboration. Advanced Drawing Challenge: Players can use additional artistic elements, such as metaphors, symbols, and abstract representations, to convey deeper meanings behind misinformation and truth. Timed Mode: Limit the research phase to increase challenge and encourage quick thinking.

Instruction Guide

Step	Instructions
1. Setup	"Alright everyone, let's get started! Please gather your drawing materials—paper, markers, and your printed news snippets. Each player (or team) will receive a news snippet that you need to investigate and then illustrate. Make sure you have your fact-checking tools ready!"
2. Starting the Game	"Today, your task is to determine if the news story is true or misleading. Read your news snippet carefully, do your research using the provided tools, and then create a drawing that reflects your conclusion. Remember: true news should be drawn in bright, detailed colours, while false news should be depicted with sketchy, darker tones."
3. Gameplay Flow	"Now, take a few minutes to investigate the news using the fact-checking guide. Once you're ready, begin drawing your interpretation of the story. Keep an eye on the clock—each round is timed!"
4. Presentation & Verification	"When everyone is finished, you'll share your drawings and explain your reasoning. I will then reveal the actual truth of the news story and we'll discuss your approaches. Points will be awarded based on the accuracy of your investigation and how well your drawing reflects the truth or falsehood."
5. Post-Game Reflection	"Great job, everyone! Let's reflect on what we learned: Which research steps helped you most? How did your drawing style convey the story's truth or falsehood? What can you do next time to improve both your investigation and artistic expression?"

Step	Outlined Instructions
1. Setup	- Gather all materials: paper, markers, printed news snippets, fact-checking guide, and score sheets. - Assign roles if playing in teams (researcher and artist).
2. Starting the Game	- Explain that each player/team will investigate a news snippet and then create a drawing. - Emphasize the visual coding: bright/detailed for true news; sketchy/dark for false news.

3. Gameplay Flow	• Allow time for research using the provided fact-checking tools. • Once research is complete, have players create their drawings. • Monitor time to keep rounds within the allotted period.
4. Presentation & Verification	• Ask players to present their drawings along with a brief explanation of their investigation and artistic choices. • Reveal the true nature of the news snippet and discuss discrepancies. • Award points based on investigation accuracy, drawing representation, and explanation clarity.
5. Post-Game Reflection	• Lead a discussion on the effectiveness of their research methods and drawing choices. • Discuss which techniques helped uncover the truth and how these can be applied in real life.

News Story Snippets & Game Usage

	News Story Snippet	Snippet Description	How to Use in the Game	Answer Key
1	"Banana Peel-Based Plastic: Scientists Discover New Eco-Friendly Alternative!"	Researchers claim to have developed a biodegradable plastic made entirely from banana peels, which could replace traditional plastic within a decade.	Players research if this discovery is real. If they find it true, they create a colourful, detailed drawing of banana-based plastic. If they believe it's false, they draw a sketchy, unclear representation of an eco-friendly product.	True
2	"Government Announces Plan to Tax the Internet by 2026!"	A leaked document suggests lawmakers are considering a per-minute tax on internet usage, similar to electricity bills.	Players verify whether such a tax has been proposed. If they conclude it's false, they create a dark, incomplete drawing symbolizing misinformation. If they mistakenly think it's true, their drawing will reflect a fully developed taxation system.	False
3	"Lost Da Vinci Painting Found in Attic Valued at \$450 Million!"	A family in Italy discovers an old painting in their attic, which experts believe could be an original work by Leonardo da Vinci.	Players investigate art world news to check for such discoveries. If they confirm it's false, they create a sketchy or exaggerated drawing to symbolize deception. If they believe it's true, they illustrate a detailed masterpiece.	False
4	"Scientists Confirm Octopuses Can Dream, Just Like Humans!"	New research shows octopuses experience REM sleep, suggesting they might dream similarly to humans.	Players research marine biology findings. If confirmed true, they illustrate a vivid, colourful image of a dreaming octopus. If they think it's false, they create a distorted or unclear dream representation.	True
5	"City Installs Special Sidewalk Lanes for People Walking While Texting!"	To reduce accidents, a city introduces designated walking lanes for phone users, similar to bike lanes.	Players verify urban development news. If found true, they draw a detailed and structured city layout with text-walking lanes. If they think it's false, they create a chaotic or unrealistic depiction of phone users colliding.	True
6	"NASA Confirms That the Moon Is Shrinking!"	Scientists report that the Moon is gradually getting smaller due to seismic	Players investigate NASA reports. If true, they draw a scientifically accurate shrinking Moon with	True

		activity, causing surface wrinkles.	surface cracks. If they think it's false, they create a dark, unrealistic image with exaggerated or misleading elements.	
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Scoring System

Category	Criteria	Points
Investigation Accuracy	Correctly identified the news as True or False	+3 points
	Incorrectly identified the news	0 points
Drawing Representation	Drawing clearly and creatively represents the truth of the story (colourful & detailed for true, sketchy & incomplete for false)	+3 points
	Drawing does not match the chosen conclusion (e.g., a bright and detailed drawing for a false story)	0 points
Presentation & Explanation	Gave a logical and well-reasoned explanation of why they believed the story was true or false	+2 points
	Explanation was unclear or lacked reasoning	0 points
Bonus Points (Optional)	The drawing uses symbolism/metaphors to enhance storytelling	+1 point
	The explanation includes references to fact-checking sources	+1 point

Total Maximum Points Per Round: 10

- 3 points for investigation accuracy
- 3 points for drawing representation
- 2 points for presentation & explanation
- 2 bonus points for extra creativity and research depth

Winning the Game

- The game consists of multiple rounds (players decide how many).
- At the end, the player with the highest total points wins.
- In team play, the combined score of both partners is counted.

Score Tracking Sheet

Round	Player Name	Investigation (3pts)	Drawing (3pts)	Presentation (2pts)	Bonus (2pts)	Total
1						
2						
3						

Fact-Checking Guide

How to Investigate a News Story

Use this checklist to fact-check your assigned news snippet before deciding whether it is **true** or **false**.

Step 1: Check the Source

Question	Your Notes
What is the name of the website, newspaper, or source that published the article?	
Is this source reputable? (Check if it's well-known for factual reporting)	
Has this source spread misinformation in the past?	
Can you find this story on other trustworthy news websites?	

Step 2: Check the Author

Question	Your Notes
Who wrote the article? (Check the byline)	
Does the author have a history of writing fact-based news?	
Can you find the author's credentials or past work?	
Is the author affiliated with any organization that might bias their writing?	

Step 3: Scrutinize the Date

Question	Your Notes
When was the article published?	
Is the information outdated? (Check if newer reports confirm or contradict it)	
Has the article been republished or edited without clear updates?	

Step 4: Analyse the Context

Question	Your Notes
What is the main claim of the article?	
Does the article provide evidence (e.g., data, expert quotes, scientific research)?	
Are there any red flags like sensationalist language, conspiracy theories, or lack of sources?	
Does the article mention where the event happened? Can you verify it from local sources?	

Step 5: Cross-Check with Other Sources

Question	Your Notes
Can you find the same news story on multiple reputable news sites?	
Have fact-checking websites (e.g., Snopes, FactCheck.org) investigated this claim?	
Is there an official statement from experts, government sources, or researchers?	

Step 6: Make Your Decision

Final Check	Answer (Yes/No)
Does the evidence support the claim in the news snippet?	
Based on research, is this story TRUE or FALSE ?	

Research Guide for Each News Snippet

Below is a summary of how to fact-check the specific news snippets in the game.

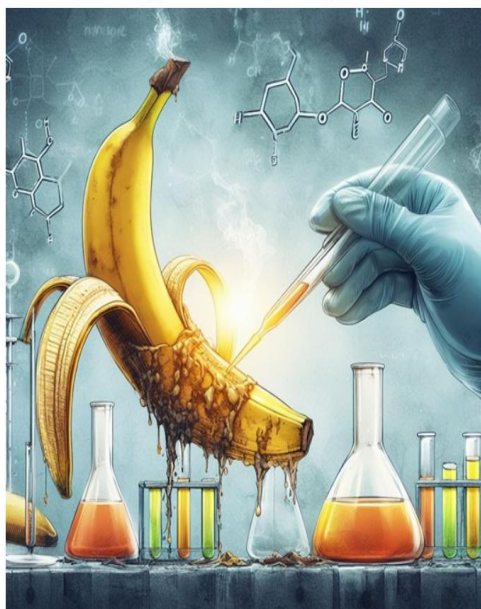
News Story Snippet	Key Facts to Verify	Suggested Research Steps
"Banana Peel-Based Plastic: Scientists Discover New Eco-Friendly Alternative!"	Existence of research on banana-based plastics, scientific studies, expert opinions.	Search academic papers, check science news websites, and look for statements from environmental scientists.
"Government Announces Plan to Tax the Internet by 2026!"	Official government policies on internet taxation, economic feasibility.	Look for statements from finance ministries, tech policy analysts, or official government websites.
"Lost Da Vinci Painting Found in Attic Valued at \$450 Million!"	Authentication of artwork, expert analysis, auction house confirmations.	Search for recent art discoveries, museum and auction house reports, and expert opinions from art historians.
"Scientists Confirm Octopuses Can Dream, Just Like Humans!"	Scientific studies on octopus sleep cycles, expert opinions from marine biologists.	Check research papers, marine biology news, and universities conducting studies on cephalopods.
"City Installs Special Sidewalk Lanes for People Walking While Texting!"	Evidence of such urban planning policies, city infrastructure reports.	Search city planning documents, government announcements, and news articles from urban development sources.
"NASA Confirms That the Moon Is Shrinking!"	NASA reports, scientific studies on lunar activity.	Visit NASA's official website, read scientific journals, and verify through space research institutes.

1. Banana peel based plastic:



<https://www.daqilysabah.com/feature/2014/08/21/elif-bilgin-turkeys-environmental-wonder-kid>

Rethinking Waste: Bioplastics from Banana Peel



Chemicals | Nov, 2023



Plastic waste has taken over our planet, and it seems like there's no escape from it. For decades, plastic production and consumption have been keeping us at the mercy of its adverse effects on the environment. However, there is still hope. A new kind of plastic, bioplastics made from banana peels, has emerged as a reliable alternative to traditional plastic. In this blog post, we will dive into the production of bioplastics from banana peels, their properties, and their potential impact on the environment.

Bananas are the most commonly consumed fruit globally, with over 100 billion tonnes produced every year. It is rich in many nutrients that are essential for human health. Banana being a tropical fruit is grown worldwide and its every part has medicinal properties, similarly banana peel also has its own properties which is not consumed by humans leading to waste. However, what most people do not know is that the banana peel, which is often discarded as waste, can be used to produce bioplastics. The nutrients such as calcium, iron, starch, potassium, sodium present in banana peel makes it effective for the preparation of bioplastic and the functional group OH present in banana peel is used to absorb pollutant. Bioplastics are a type of plastic that is made from sustainable and renewable sources. The process of making bioplastics from banana peels involves extracting the starch from the peel, purifying it, and turning it into powder. The powder is then processed using specific techniques to create a bioplastic that can be used to make different plastic products.

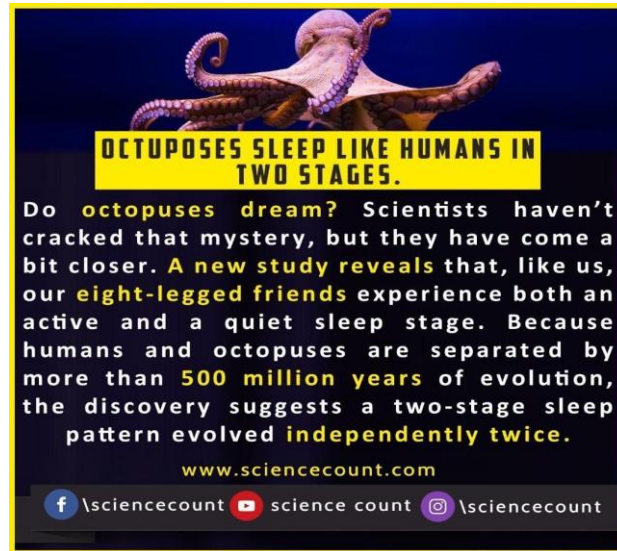
<https://www.techsciresearch.com/blog/rethinking-waste-bioplastics-from-banana-peel/4424.html>

2. Government announces plan to Tax the Internet by 2026! :
3. Lost Da Vinci painting found in Attic Valued at \$450 Million:



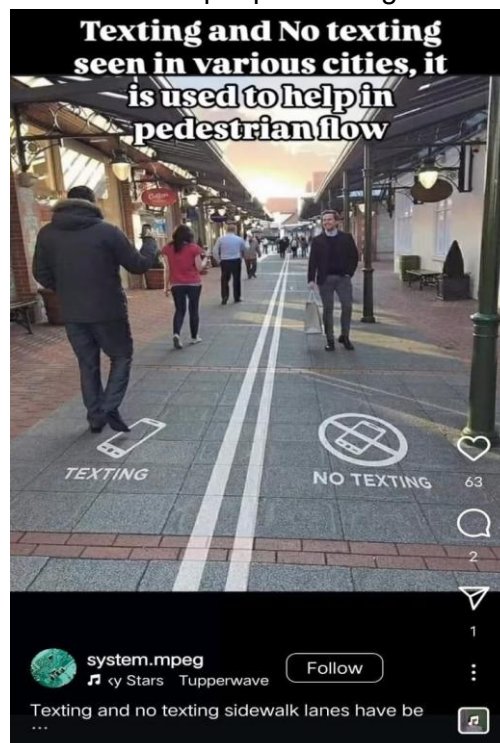
https://www.ndtv.com/world-news/stolen-500-year-old-leonardo-da-vinci-painting-recovered-in-italy-2355167?fbclid=PAY2xjawJ9dYJleHRuA2FibQlxMAABp1wFTcYy8tTe40_ytoAeuUY3UDQdLRzFSTrN689TKUaLmystyj-RfN8pQiQ_aem_amE4h6Y8j1e1zvIDV4P6OA

4. Scientists confirm octopuses can dream , just like humans! :



<https://www.sciencemag.org/.../octopuses-humans-sleep-two>
https://www.instagram.com/science_count

5. City installs special sidewalk lanes for people walking while texting:







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News

Cellphone lane for texting walkers in China



Cellphone lane for texting walkers in China

Written by: TNM

Published on: 29 Jan 2015, 5:30 am








The News Minute | September 16, 2014 | 08:59 am IST

It is serious and it is 100 feet wide. It has people walking on it, but not necessarily speaking to each other rather, they are deeply engrossed in texting or speaking to people without looking up.

<https://www.thenewsminute.com/news/cellphone-lane-texting-walkers-china-18680>

6. NASA confirms that the moon is shrinking:

knewz
WORLD



EARTH'S MOON IS SHRINKING, CAUSING LUNAR QUAKES THAT POSE RISKS FOR HUMAN EXPLORATION


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https://knewz.com/moon-shrinking-quakes-surface-warping-risks-astronauts-missions/?utm_source=oneclick.bio

Game-End Reflection Round (Post-Game Discussion)

Reflection Question	Guiding Prompts	Purpose
What was the most surprising false story?	- Why did it seem believable at first? - What research step helped reveal the truth? - Did the way the story was written influence your initial belief?	Helps players understand how misleading news is crafted and what makes it seem credible.
Which fact-checking technique was the most useful?	- Did lateral reading help? - Was checking the source's credibility important? - How did the publication date affect your analysis?	Encourages players to reflect on which verification methods were most effective.
Did any story feel "half-true" or misleading?	- Did a news snippet have some truth but was missing context? - How does misleading news differ from completely false news?	Helps players recognize partial truths, bias, and manipulated facts in media.
How did you decide on your drawing style for true vs. false stories?	- What elements helped make true stories feel "real"? - How did you make false stories appear distorted or unclear?	Encourages players to reflect on how visual storytelling affects perception and understanding.
How can you apply these fact-checking skills in real life?	- Would you use these techniques when reading news online? - How can you help friends & family avoid misinformation?	Bridges the game experience with real-world media literacy.

Name of the Game	Memearazzi – Investigative Meme Challenge
About the Game	This game challenges players to practice lateral reading by evaluating a news story's source, author, date, and context before creating a meme that captures its essence. Players must determine whether the story is true or misleading and use humour, irony, or exaggeration to illustrate their conclusion. This game enhances critical thinking, source evaluation, and analytical skills while fostering creativity and engagement.
Number of Players	2-6 players. Works well in small groups, encouraging discussion and creativity.
Recommended Age	14+ years. Suitable for teenagers and adults, as it involves fact-checking and meme creation.
Game Duration	25-35 minutes. Each round lasts about 5-7 minutes, depending on discussion and meme development. Players can play multiple rounds based on available time.
Objective	Players must analyse a news story snippet, determine its validity using lateral reading techniques, and create a humorous meme that reflects their findings. True stories should be humorously realistic, while false stories should be exaggerated or ironic to highlight misinformation. The player with the highest score at the end wins.
Game Setup	
1. Facilitator Prepares News Stories	The facilitator selects pre-approved news snippets that can be real or misleading. Stories should cover diverse categories such as science, politics, technology, or bizarre news.
2. Gather Materials	Each player should have paper and pencils to create hand-drawn memes. A board or table space is needed for players to display their memes for voting.
3. Distribute Meme Templates	Provide blank sheets with a designated space for a drawing and a section for the meme caption. Players can sketch their memes and write captions based on their conclusions.
Game Flow	
1. Receive a News Story	The facilitator presents a pre-selected news snippet (real or fake) to all players. Each player receives the same snippet.
2. Meme Creation Phase	Players create a meme based on their interpretation of the story. The meme can highlight absurdity, irony, or humour while maintaining relevance to the story.
3. Presentation Phase	Each player showcases their hand-drawn meme and explains how it reflects the news story. The explanation should include their reasoning behind the humour and whether they believe the story to be true or false.
4. Voting Phase	Players vote on which meme is the funniest and most creative. Each player gets one vote, but they cannot vote for their own meme.
5. Verification & Scoring	The facilitator reveals whether the news snippet was true or false and awards points based on research accuracy, creativity, and votes.

Instruction Guide

Step	Instructions
1. Setup	"Hello everyone, welcome to Memerazzi! Please gather your materials: paper, pencils, and your meme templates. Each of you will receive a news snippet that you'll need to evaluate using lateral reading techniques before creating a humorous meme."
2. Starting the Game	"Your task today is to analyse the news snippet, decide if it's true or misleading, and then create a meme that captures the essence of the story. Remember: your meme should be both funny and insightful. Get ready to showcase your creativity and critical thinking!"

3. Gameplay Flow	"Take a few minutes to research the news snippet using the provided fact-checking tips. Once you're confident in your findings, start creating your meme on the template. Make sure to include both a drawing and a caption that reflect your analysis."
4. Presentation & Voting	"When you're finished, share your meme with the group and explain your reasoning behind your creative choices. After all presentations, everyone will vote on the funniest and most accurate meme. I will then reveal the true nature of the news snippet and award points accordingly."
5. Post-Game Reflection	"Great job, everyone! Let's reflect: What made some memes more effective in conveying the news story? Which fact-checking strategies did you find most useful? How can you apply these insights to spot misinformation in the real world?"

Step	Outlined Instructions
1. Setup	• Gather all necessary materials: paper, pencils, printed news snippets, and blank meme templates. • Explain that each player/team will analyse a news snippet and create a meme.
2. Starting the Game	• Explain the objective: evaluate a news snippet using lateral reading, then create a humorous meme reflecting the truth or falsehood of the news. • Clarify that memes must include both a visual element and a caption.
3. Gameplay Flow	• Allow time for research and discussion using the fact-checking guide. • Once research is complete, have players create their memes using the template provided. • Ensure that each player/team sticks to the creative brief.
4. Presentation & Voting	• Ask each team/player to present their meme along with an explanation of their reasoning. • Facilitate a group vote to determine which meme is the funniest and most accurate. • Reveal the correct evaluation of the news snippet and award points based on a predefined scoring system.
5. Post-Game Reflection	• Lead a reflection session discussing the strengths and weaknesses of the memes created. • Encourage players to share which research strategies were most effective and how they might apply these skills outside the game.

Meme Creation Guide/Rules:

1. **Read the News Snippet Carefully** – Understand the story before creating your meme.
2. **Decide if the Story is True or False** – Use **lateral reading techniques** to fact-check the story.
3. **Identify the Main Theme or Absurdity** – Determine what makes the story interesting or misleading.
4. **Choose an Appropriate Meme Format** – Reaction meme, comparison meme, text-based meme, etc.
5. **Keep It Short and Impactful** – Make it easy to understand at a glance.
6. **Ensure the Meme Reflects Your Conclusion** – True stories should support reality, while false stories should humorously highlight flaws.
7. **Avoid Offensive or Inappropriate Content** – Keep memes suitable for all players.
8. **Final Check: Does It Make Sense?** – Ensure it aligns with the story, is humorous, and conveys the right message.

Example Meme Concepts:

Meme Type	Example
Reaction Meme	A famous shocked face reacting to an outrageous news snippet.
Comparison Meme	Side-by-side images comparing reality vs. exaggeration in a misleading story.
Text-Based Meme	A caption that humorously summarizes the absurdity of a fake news story.

Scoring System

Category	Criteria	Points
Research Accuracy	Correctly identified if the story was true or fake .	+3 points
Meme Creativity & Humour	Meme effectively conveys the story in a funny or insightful way .	+3 points
Voting Bonus	Meme won the funniest meme vote .	+2 points
Bonus Points	Meme cleverly incorporates fact-checking elements or irony .	+1 point

Total Maximum Points Per Round: 9

Scoring Sheet

Round	Player Name	Research Accuracy (3 pts)	Meme Creativity (3 pts)	Voting Bonus (2 pts)	Bonus (1 pt)	Total Score
1						
2						
3						

Game-End Reflection Round (Post-Game Discussion)

Question	Guiding Prompts
What was the most surprising false story?	Why did it seem believable? What research step revealed the truth?
Which fact-checking technique was the most useful?	Did lateral reading help? Was checking the source's credibility important?
Did any story feel "half-true" or misleading?	Was there some truth but missing context? How do misleading and false news differ?
How did you decide on your meme style for true vs. false stories?	What elements helped make true stories feel "real"? How did false stories appear distorted?
How can you apply these fact-checking skills in real life?	Would you use these techniques when reading news online? How can you help others avoid misinformation?

2. Media Literacy Tools

Name of the Game	INKvestigate - Limited Strokes Challenge
About the Game	This game challenges players to think critically about news stories by analysing their validity and creatively illustrating their findings using a limited number of strokes. Players receive a headline and a short excerpt of a news story, then use only 10-15 strokes to depict the essence of the story. The goal is to illustrate the truth or misinformation using minimalist, strategic representation. This game

	enhances critical thinking, strategic creativity, and media literacy while fostering fun and engagement.
Number of Players	4-8 players (Teams of 2-4). Encourages group collaboration and discussion while testing analytical and artistic skills.
Recommended Age	14+ years. Designed for teenagers and adults, as it involves fact-checking and abstract thinking.
Game Duration	30-45 minutes. Each round takes about 5-7 minutes, depending on discussion and drawing complexity. Players can play multiple rounds based on available time.
Objective	Players must analyse a news story and determine its authenticity using structured reasoning. They then create a drawing using a maximum of 10-15 strokes to visually represent the story's accuracy. True stories should be illustrated using clear, effective symbols, while misleading or false stories should be represented with exaggerated or distorted visuals. The player or team with the highest points at the end wins.
Game Setup	
1. Assign News Snippet	Each team receives a headline and a snippet of a news story. The story could be real or misleading.
2. Restricted Words & Clue System	Each story has a list of restricted words that cannot be used while discussing the drawing. If teams struggle, they can request a clue, but they will lose a point.
3. Gather Materials	Each team needs paper and markers for sketching. The facilitator provides a list of news snippets and restricted words.
4. Team Roles	One player is the artist, while teammates analyse and discuss the news story. The artist must complete their drawing in 10-15 strokes. The facilitator ensures fair play and tracks scoring.
Game Flow	
1. Story Selection	Teams receive a news story snippet from the facilitator.
2. Limited Strokes Drawing	The artist has 10-15 strokes to create a minimalist representation of the story. Restricted words cannot be used during discussion!
3. Clue Option	If struggling, teams may ask for one clue, but they lose 1 point.
4. Guessing Phase	The opposing team attempts to guess the news story based on the minimalist drawing.
5. Verification & Scoring	The facilitator reveals whether the story was true or false, and teams earn points.
Outcomes	-Enhanced Critical Thinking & Media Literacy Players develop skills in fact-checking, source evaluation, and lateral reading, helping them distinguish between credible and misleading information in real life. -Creative Problem-Solving & Visual Communication By using only 10-15 strokes, players learn to simplify complex ideas into clear visuals, improving their ability to communicate effectively through images.
Variations	1. Timed Strokes Challenge - Players must complete their drawing within 30 seconds instead of counting strokes. - Adds a sense of urgency and forces quick thinking & efficiency. 2. Reverse INKvestigate - Instead of drawing first, players must guess the story from a set of minimal clues before the artist starts sketching. - Enhances deductive reasoning and lateral thinking. 3. One-Stroke Mode - The artist must complete the entire drawing without lifting the pen from the paper. - Encourages creativity and problem-solving under constraints.

	4. Team Relay Mode - Each player in a team contributes a few strokes (e.g., first player draws 5 strokes, the next adds 5 more, etc.). - Requires teamwork, planning, and strategy to create a cohesive image. 5. Mystery Prompt Mode - Players don't know if the news story is true or false—they must interpret and classify it after the drawing is completed. - Promotes deeper media analysis and discussion.
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News Stories, Clues & Restricted Words

News Story Snippet	Clue	Restricted Words	True/False
A New AI Can Predict Your Mood Based on Your Walking Style!	"It's about how people move and technology watching closely!"	AI, Robot, Computer, Emotion, Walking, Sensors	True
City Replaces Traffic Lights with Human Flag Wavers!	"Think of something that controls movement but isn't a machine!"	Traffic, Light, Stop, Green, Red, Signal	False
Scientists Discover That Plants Can 'Talk' to Each Other!	"These don't have mouths, but they still exchange messages!"	Plant, Talk, Communication, Roots, Scientists, Nature	True
World's First Underwater Hotel Opens to Guests!	"It's a place to stay, but it's not on land!"	Hotel, Water, Ocean, Guests, Room, Deep	True
Government Declares Ban on Laughing in Public!	"Imagine a world where jokes could get you in trouble!"	Laugh, Smile, Ban, Law, Rule, Joke	False
Astronauts Discover a Mysterious Object Floating Near the Moon!	"Something unexpected was spotted outside our planet!"	Moon, Space, Astronaut, UFO, Alien, NASA	False
A Zoo Teaches Penguins How to Paint, and Their Artwork is Sold for Thousands!	"A famous flightless bird is showing off its artistic skills!"	Penguin, Paint, Canvas, Art, Drawing, Zoo	True
World's Largest Pizza Delivered by Helicopter!	"This involves something cheesy and something flying!"	Pizza, Helicopter, Cheese, Delivery, Food, Slice	True

Instruction Guide

Step	Instructions
1. Setup	"Alright everyone, let's get started! First, please gather your materials: paper, markers, and your printed news snippets. Each team, choose an artist who will use no more than 10-15 strokes for the drawing. I'll now shuffle and distribute the snippets randomly to your teams."
2. Starting the Game	"Your objective is to analyse the news story and create a drawing using only 10-15 strokes that best represents the essence of the story. Work together, discuss your ideas, and make sure to keep track of the stroke count!"
3. Gameplay Flow	"Now, teams, spend the next few minutes discussing and planning your drawing. The artist should begin sketching while the rest of you provide clear, concise

	instructions—remember, you cannot use any restricted words. I will be walking around to observe, but no hints until the end!"
4. Scoring & Verification	"Time's up! Please present your drawing along with your explanation of how it represents the news story. I will now reveal the correct interpretation and award points based on accuracy and creativity."
5. Post-Game Reflection	"Great work, everyone! Let's reflect on the process. What challenges did you face with the limited strokes? How did avoiding restricted words affect your instructions? What would you do differently next time?"

Step	Outlined Instructions
1. Setup	• Gather materials: paper, markers, printed news snippets, and score sheets. • Each team selects one artist to draw using a maximum of 10-15 strokes. • Shuffle and distribute the news snippets to the teams.
2. Starting the Game	• Explain the objective: analyse the news story and represent its essence with a drawing using only 10-15 strokes. • Emphasize that teams must avoid using restricted words during instructions.
3. Gameplay Flow	• Allow teams time (5–7 minutes) to discuss, plan, and execute the drawing. • The facilitator observes the process without providing feedback until the end.
4. Scoring & Verification	• Teams present their drawing and explain their reasoning. • The facilitator reveals the correct interpretation and awards points based on a predefined scoring system.
5. Post-Game Reflection	• Lead a discussion on the challenges faced, the impact of the stroke limit, and the effects of avoiding restricted words. • Encourage players to share improvements for next rounds.

Scoring System

Category	Criteria	Points
Successful Guess	The opposing team correctly identifies the news story.	+3 points
Drawing Accuracy	The drawing effectively represents the story using 10-15 strokes .	+2 points
Restricted Words Penalty	If any restricted words are used during discussion, the team loses points.	-1 point per word
Clue Usage	If the team asks for a clue, they lose a point.	-1 point

Total Maximum Points Per Round: 5 (before penalties).

Scoring Sheet

Round	Team Name	Successful Guess (3 pts)	Drawing Accuracy (2 pts)	Clue Used (-1 pt)	Restricted Words Penalty (-1 pt each)	Total Score
1						
2						
3						
4						
5						

Example Game Round

Step 1: Story Given to the Team

"World's Largest Pizza Delivered by Helicopter!"

Step 2: Restricted Words for Instructors

Pizza, Helicopter, Cheese, Delivery, Food, Slice

Step 3: Limited Strokes Drawing (Max 15 Strokes)

"Draw a large circle with just a few triangle slices missing."

"Next, draw a flying object above it with little movement lines."

"Finally, add small dots inside the circle to suggest toppings."

Step 4: Clue Option (If Requested)

Clue: "Something cheesy is arriving in an unusual way!"

Step 5: Guessing Phase

- The opposing team looks at the minimalist drawing and tries to guess the news story.

Step 6: Scoring

Game-End Reflection Round (Post-Game Discussion)

Question	Purpose
What was the hardest news story to illustrate using limited strokes?	
Did any drawings turn out completely different from what was expected?	
How did avoiding restricted words make the game more difficult?	
What strategies worked best when deciding on the key strokes to use?	
How can you apply these skills in real-world fact-checking and media consumption?	

Game 3: INKvestigate – Limited Strokes Challenge

1. A New AI Can Predict Your Mood Based on Your Walking Style! :

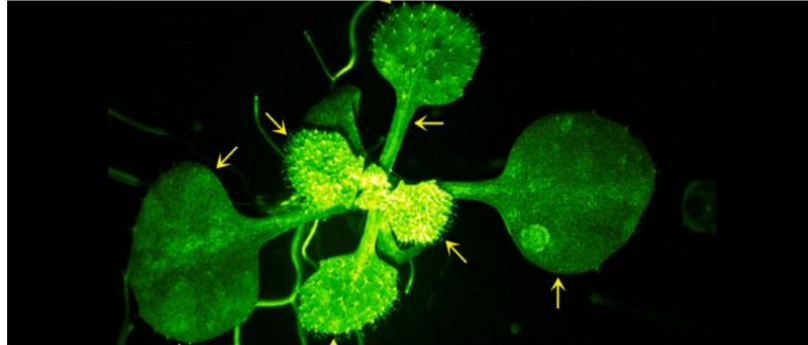


<https://www.311institute.com/artificial-intelligence-learns-to-predict-your-mood-from-the-way-you-walk/>

2. City replaces traffic lights with human flag wavers:
3. Scientist discovers that plants can talk to each other:

Scientists Film Plant 'Talking' to Its Neighbor, And The Footage Is Incredible

NATURE 15 January 2024 By CLARE WATSON



A mustard plant responds to airborne danger cues released by another plant. (Aratani et al. Nature Communications, 2023)

Imperceptible to us, plants are surrounded by a fine mist of airborne compounds that they use to communicate and protect themselves. Kind of like smells, these compounds repel hungry herbivores and warn neighboring plants of incoming assailants.

<https://www.sciencealert.com/scientists-film-plant-talking-to-its-neighbor-and-the-footage-is-incredible>

4. World's first underwater hotel opens to guests:

≡ CNN travel

World's first underwater hotel residence opens in Maldives

By Lilit Marcus, CNN

🕒 2 minute read

Updated 7:00 AM EST, Sat November 24, 2018



<https://edition.cnn.com/travel/article/conrad-maldives-rangali-island-underwater-hotel-residence/index.html>

5. Government declares ban on laughing in public:



The screenshot shows the India TV website interface. At the top, there's a navigation bar with 'HOME', 'VIDEOS', 'INDIA', 'WORLD', and 'IPL 2025'. Below this, a sub-header reads 'NEWS / WORLD / NOT KIDDING! THIS country makes it man...'. The main headline is 'NOT KIDDING! THIS country makes it mandatory under law for people to laugh once a day. Here's why'. The text below the headline states: 'The local government in Japan's Yamagata prefecture passed a law calling on residents to laugh hard at least once a day. This is not the first time Japan has introduced such bizarre rules, which included an anti-dancing law until 2014 that prevented people from dancing in clubs.'

<https://www.indiatvnews.com/news/world/japan-local-government-yamagata-makes-it-mandatory-under-law-for-people-to-laugh-once-a-day-physical-mental-health-updates-2024-07-12-941494>

6. Astronauts discovers a mysterious object floating near the moon!:

What is the mysterious object NASA has found circling the moon?

A NASA robotic spacecraft has captured images of a mysterious object flying around the moon. It turns out that it was not an unidentified flying object.



Gidget Alikpala ✕
About the author ✓
Update: Apr 11th, 2024 06:00 EDT

https://en.as.com/latest_news/what-is-the-mysterious-object-nasa-has-found-circling-the-moon-n/

A mysterious object passes around the Moon, NASA makes the discovery



2024-04-10 17:20:00, KURIOZITETE
CNA



Strange object

A NASA spacecraft has taken several pictures of an oddly shaped object passing around the Moon.

<https://www.cna.al/english/kuriozitet/nje-objekt-misterioz-kalon-rreth-henes-nasa-ben-zbulimin-i395265>

7. A Zoo Teaches Penguins How to Paint, and Their Artwork is Sold for Thousands!

Penguins make animal art at St. Louis Zoo

Jul 22, 2018 0

Animals in captivity are encouraged to make animal art as part of an enrichment exercise to satisfy their curiosity and give them variety in their daily lives. Three species of penguins at the St. Louis Zoo make paintings by walking through patches of non-toxic paint and then onto blank canvases. Photos by Chris Lee.

Penguins "paint" at the Zoo



https://www.stltoday.com/news/local/penguins-make-animal-art-at-st-louis-zoo/collection_ab3fa237-42d2-5aaa-a4e2-0f4512d6737e.html#1

8. World's largest pizza delivered by helicopter:

< **yahoo!news**

Packetlint

Domino's to deliver pizza by remote control helicopter

Hunter Skipworth
3 June 2013



Domino's to deliver pizza by remote control helicopter

Called the DomiCopter, Domino's Pizza is planning to use a remote control helicopter to deliver food. Resembling a Call of Duty-style UAV, but with pizzas instead of machine guns, the Domicopter is set to take the pizza delivery world by storm.

<https://uk.news.yahoo.com/dominos-deliver-pizza-remote-control-helicopter-151300172.html>

Name of the Game	The Platform Paradox – How Misinformation Spreads Across Social Media
About the Game	Players track how a small piece of misinformation mutates over time into a conspiracy theory, influenced by different social media platforms. Each round, the story spreads through different digital spaces like Twitter, TikTok, Facebook, and YouTube, changing in format and audience reach. The goal is to recognize platform-specific misinformation tactics and understand how narratives spiral out of control.
Number of Players	4-8 players (can be played in teams or individually). Encourages discussion and critical thinking.
Recommended Age	14+ years. Designed for teenagers and adults to strengthen media literacy skills.
Game Duration	30-45 minutes. Each round takes about 5-10 minutes, depending on discussions.
Objective	Players must track the evolution of a news story across different social media platforms, identifying where facts are distorted, what misinformation tactics are used, and how public perception shifts over time. The player/team that accurately maps out the story's transformation wins.
Game Setup	
1. Prepare Story Evolution Chains	The facilitator selects 4-6 evolving versions of a news story, each representing how it changes as it spreads across different platforms.
2. Assign Player Roles	Players can act as Fact-Checkers, Social Media Users, Influencers, or Journalists, each approaching the story differently.
3. Distribute Story Versions	Players receive different "versions" of the same story in a randomized order and must reconstruct its evolution.
4. Provide Fact-Checking Tools	Teams receive a list of fact-checking techniques (reverse image search, lateral reading, source credibility checks) to help them analyse changes.
5. Set a Time Limit	Players must arrange the story's versions chronologically from factual report → misinformation → conspiracy theory before time runs out.
Game Flow	
1. Receive the Initial News Story	The game starts with a real news event or claim.
2. Misinformation Evolves Across Platforms	Players receive modified versions of the same story, each spreading differently on various social media platforms.
3. Platform-Specific Analysis	Players must analyse how the story changes based on the platform it's shared on, considering factors like:
4. Identify Manipulation Tactics	Players analyse how each version shifts the narrative, using fear-mongering, clickbait, false experts, or conspiracy logic.
5. Build the Spiral Timeline	Teams reconstruct the order in which misinformation developed, tracking how the original news mutated into a full-blown conspiracy.
6. Scoring & Reflection	The facilitator reveals the correct order and discusses the misinformation tactics used. Teams earn points based on accuracy and analysis.
Outcome	Players develop fact-checking skills, pattern recognition, and awareness of misinformation tactics, learning how narratives are manipulated to create viral falsehoods.

Instruction Guide

Step	Instructions	Outlined Instructions
1. Setup	"Hello everyone! Please gather all your materials: printed news story snippets showing different stages of the story's evolution, score sheets, pens, and any fact-checking tools provided. We'll also assign roles—each team will work together to reconstruct the evolution of the news story. I'll now shuffle the snippets and distribute them to your teams."	• Gather materials: printed news snippets, score sheets, pens, and fact-checking tools. • Assign roles: each team collaborates to reconstruct the timeline of the story's evolution. • Shuffle and distribute the snippets to each team.
2. Introduction	"Your task is to track how a news story has changed as it spread across different social media platforms like Twitter, TikTok, Facebook, and YouTube. You will arrange the snippets in chronological order—from the initial factual report, through the stages of misinformation, to the eventual corrections or clarifications."	• Explain that the goal is to reconstruct the timeline of a news story as it evolves. • Emphasize that the snippets reflect how the story changes across various social media platforms.
3. Gameplay Flow	"Now, work together to analyse your snippets and determine the correct order. Discuss the changes in language, tone, and content that occur as the story spreads. Consider how different platforms influence the narrative—think about hashtags on Twitter, emotional appeals on TikTok, echo chambers on Facebook, and longer, in-depth analyses on YouTube."	• Teams review and analyse each snippet. • Discuss how the narrative changes across platforms, considering factors like hashtags, emotional content, echo chambers, and in-depth analysis. • Arrange the snippets in what you believe is the correct chronological order.
4. Fact-Checking and Analysis	"Take a moment to note down any misinformation tactics you see—whether it's fear-mongering, clickbait, or exaggerated claims. Use the fact-checking tools if needed, but remember, you have a limited time to decide!"	• Identify the manipulation techniques used in each snippet. • Optionally use the provided fact-checking tools to verify details, keeping in mind the time limit.
5. Presentation & Scoring	"Time's up! Now, each team, please present your reconstructed timeline and explain your reasoning. I'll reveal the correct order and discuss the misinformation tactics used. Points will be awarded for accurate sequencing, identification of manipulation tactics, and insightful analysis."	• Each team presents their final timeline and explanation. • Facilitator reveals the correct order, explains the evolution of misinformation, and awards points according to the scoring system.
6. Post-Game Reflection	"Great job, everyone! Let's reflect on what we've learned. Which stage of the evolution was most surprising? How did the platform influence the way the story changed? And what can we do in real life to spot and stop misinformation before it goes viral?"	• Facilitate a discussion on the learning outcomes: identify surprising elements, discuss platform influence, and share strategies for real-world fact-checking.

Platform-Specific Misinformation Tactics

Platform	Common Tactics Used to Spread Misinformation
Twitter (X)	Rapid viral debates, trending hashtags, and character limits affecting context.
TikTok	Short-form videos with emotional appeals and influencer amplification.
Facebook	Echo chambers, private groups, and targeted misinformation.
YouTube	Long-form content, algorithm-driven radicalization, and "documentary-style" misinformation.

Misinformation Scenarios

Story Theme	Version 1 (Original Report)	Version 2 (Slightly Misleading - Twitter)	Version 3 (Clickbait & Fear-Mongering - TikTok)	Version 4 (Conspiracy Theory - Facebook/YouTube)
"New Planet Discovered"	NASA confirms the discovery of an exoplanet that could have conditions for life.	"Scientists Find Earth 2.0 – Are We Moving Soon?" (Trending hashtag: #NewEarth)	Viral TikTok: "NASA HIDING ALIEN CONTACT?!" (Shaky video with dramatic music)	Facebook post: "The government has been secretly preparing for an evacuation to another planet!"
"Artificial Sweeteners & Health"	A study finds some artificial sweeteners may affect gut bacteria.	"Artificial sweeteners linked to health risks!" (Vague study reference)	TikTok influencer: "STOP DRINKING DIET SODA – IT'S POISON!" (Fear-mongering tone)	YouTube conspiracy doc: "The food industry has been controlling our brains for decades!"
"Power Outage in Major Cities"	A regional power outage affects multiple cities due to storms.	"Unexplained blackout leaves thousands in the dark!" (#BlackoutMystery)	Viral TikTok: "GOVERNMENT TESTING SECRET ENERGY WEAPONS?!"	YouTube conspiracy: "5G towers are causing city-wide blackouts as part of a global experiment!"
"Mysterious Object in the Sky"	Astronomers report an unusual but explainable meteor event.	"UFO sighting stuns experts – what was that in the sky?" (Speculative tweets)	TikTok video: "Leaked documents PROVE aliens are real!" (Green-tinted footage)	Facebook group: "The New World Order is using UFOs as a distraction for mass control!"
"New Medical Study on Aging"	Scientists find a protein that might slow aging in lab tests.	"Breakthrough discovery – the secret to immortality?"	TikTok health guru: "Big Pharma SUPPRESSING LIFE-EXTENDING DRUGS!"	YouTube conspiracy: "Elites have been hiding the real anti-aging cure for decades!"
"Celebrity Endorses"	A celebrity posts about trying a new	"Is this the SECRET to staying young?" (#WellnessHack)	Viral TikTok: "Doctors DON'T want you to know	YouTube conspiracy: "Big Pharma is actively

New Health Trend"	herbal supplement.		about this life-changing herb!"	suppressing natural cures!"
"Tech Company Develops Brain-Enhancing Chip"	A company announces a new brain-computer interface.	"Will this chip make us superhuman?" (#MindTech)	TikTok hype: "This chip can READ YOUR THOUGHTS!"	Facebook fear-mongering: "Governments will use this to control the population!"

Scoring

Category	Criteria	Points
Correct Timeline Order	Players correctly arrange the misinformation progression.	+5 points
Identifying Misinformation Tactics	Teams correctly identify which manipulation techniques were used in each version.	+3 points
Fact-Checking Insights	Teams explain how misinformation could have been prevented.	+2 points
Bonus: Spotting the Viral Trigger	Teams correctly identify which version made the story "go viral."	+1 point

Scoring Sheet

Round	Team Name	Correct Timeline Order (5 pts)	Misinformation Tactics Identified (3 pts)	Fact-Checking Insights (2 pts)	Viral Trigger Bonus (1 pt)	Total Score
1						
2						
3						
4						
5						

Game-End Reflection Round (Post-Game Discussion)

Reflection Question	Purpose
Which misinformation tactic was the most convincing? Why?	Helps players recognize the most deceptive manipulation strategies.
Did any versions seem believable at first but turned out to be false?	Encourages deeper analysis of how misinformation blends truth with distortion.
How does misinformation change as it spreads?	Explores how social media accelerates the viral spread of false narratives.
What can we do to stop misinformation from going viral?	Promotes responsible media consumption and fact-checking habits.

3. Social Media Simulation

Name of the Game	Clickbait Courtroom – The Ethics of Sensational Headlines
About the Game	Players take on roles as judges, prosecution, and defence lawyers in a courtroom setting, debating whether a given headline is misleading, ethical, or sensationalized. The objective is to critically analyse how clickbait headlines shape perceptions of news stories.
Number of Players	4-8 players (works well in teams). Encourages discussion and argumentation skills.
Recommended Age	14+ years. Designed for teenagers and adults to develop media literacy and critical thinking.
Game Duration	30-45 minutes. Each round takes approximately 5-7 minutes, depending on the depth of debate.
Objective	Players must evaluate and argue whether a given headline is ethical, misleading, or deceptive. The judge (or group vote) decides the verdict, and points are awarded based on argument strength and reasoning.
Game Setup	
1. Assign Roles	Each round, players take turns being the Judge, Prosecution, and Defence. Other players can be jury members if playing with a large group.
2. Select a Headline	A random clickbait headline is chosen from a pre-prepared set or drawn from a news source.
3. Argument Preparation	The Prosecution argues why the headline is deceptive or unethical, while the Defence argues why it is acceptable or justified.
4. Courtroom Debate	Each side presents their case, followed by rebuttals. The judge (or group vote) makes a final decision on whether the headline is misleading or fair.
5. Scoring & Next Round	Points are awarded based on argument strength, clarity, and persuasion. Roles rotate for the next round.
Game Flow	
1. Headline Selection	A player (or facilitator) presents a clickbait headline to the courtroom.
2. Prosecution Argument	The Prosecution has 1-2 minutes to argue why the headline is misleading, deceptive, or unethical.
3. Defence Argument	The Defence has 1-2 minutes to argue why the headline is valid, justified, or harmless.
4. Rebuttals	Each side has 30 seconds to respond to the opposing argument.
5. Verdict	The Judge (or a group vote) determines if the headline is misleading, ethical, or somewhere in between.
6. Scoring	Points are awarded based on reasoning, clarity, and persuasiveness. Roles rotate for the next round.
Outcome	Players develop critical thinking, media analysis, and debate skills by engaging in structured discussions on the ethics of journalism and digital content.

Instructions Guide

Step	Instructions
1. Setup	"Hello, everyone! Today we're stepping into the courtroom. Please gather your printed clickbait headlines and score sheets. We'll assign roles for each round: one team will be the Prosecution, another will be the Defence, and one of you will serve as the Judge or we will have a group vote."

2. Starting the Game	"For this round, the headline is on the board. The Prosecution will argue that the headline is misleading and unethical, while the Defence will argue that it is acceptable or justified. Each side, you have 1-2 minutes to prepare your arguments."
3. Gameplay Flow	"Now, let's begin the debate. Prosecution, please present your case first. After your argument, the Defence will respond, followed by a brief rebuttal from each side. Remember, clarity and evidence are key!"
4. Scoring & Verdict	"Once the debate is over, the Judge (or the entire group) will decide on a verdict. Points will be awarded based on the strength of your arguments, persuasive delivery, and rebuttals. I'll now reveal the final decision and score each team accordingly."
5. Post-Game Reflection	"Great debate! Let's discuss what we learned. Which arguments were most compelling? How did clickbait affect your perception of the news? What strategies can you use to identify and resist sensational headlines?"

Step	Outlined Instructions
1. Setup	- Gather printed clickbait headlines and score sheets. - Assign roles: Prosecution, Defence, Judge (or group vote) for each round.
2. Starting the Game	- Present the headline. - Give each side 1–2 minutes to prepare their arguments about the ethics of the headline.
3. Gameplay Flow	- Prosecution presents their case first, followed by the Defence and then rebuttals. - Ensure arguments focus on evidence and clarity.
4. Scoring & Verdict	- The Judge or group vote determines which side's arguments were stronger. - Award points based on argument quality, delivery, and rebuttal strength.
5. Post-Game Reflection	- Lead a discussion on the strengths and weaknesses of the arguments. - Explore how clickbait influences news perception and share strategies to identify sensationalism.

Scoring System

Category	Criteria	Points
Strong Argumentation	The team presents a logical, well-structured case with strong evidence.	+3 points
Persuasive Delivery	The team's argument is compelling and effectively presented.	+2 points
Rebuttal Strength	The team provides a strong response to the opposing argument.	+2 points
Judge's Decision	If the judge sides with the team, they earn extra points.	+1 point

Total Maximum Points Per Round: 8

Clickbait Headlines for Debate

Headline	Potential Argument for Prosecution (Misleading)	Potential Argument for Defence (Justified)
"Doctors Hate This One Simple Trick for Weight Loss!"	Misleading – Implies a secret method that doctors oppose.	Justified – Marketing exaggeration, but common in ads.

"This City Will Be Underwater by 2030!"	Fear-mongering – Overgeneralizes climate change effects.	Raises awareness – Uses urgency to highlight real issues.
"You Won't Believe What This Celebrity Did at the Oscars!"	Clickbait – Vague and sensationalized.	Engaging – Creates curiosity without being factually wrong.
"Is Your Tap Water Poisoning You?"	Alarmist – Suggests an imminent health threat without evidence.	Public Health – Encourages people to check water quality.
"NASA Confirms the Existence of a Parallel Universe!"	Misinterpretation – Misrepresents real scientific findings.	Eye-catching – Gets people interested in science news.
"This Common Household Item Can Kill You!"	Scare Tactic – Lacks context about actual risk levels.	Safety Awareness – Highlights potential dangers.
"Elon Musk Says AI Will Destroy Humanity!"	Sensationalism – Takes comments out of context for clicks.	Discussion Starter – Sparks conversation on AI risks.
"Politician Caught in Massive Scandal – Here's What We Know"	Misleading – Might overstate the severity of an event.	Investigative Journalism – Keeps the public informed.
"Scientists Finally Admit That 5G Causes Cancer!"	Fake News – Distorts scientific research for conspiracy theories.	Public Interest – Pushes people to research more about 5G.
"This One Habit Could Be Silently Killing You"	Exaggeration – Uses fear to generate clicks.	Health Awareness – Encourages healthier habits.

Scoring Sheet

Round	Team Name	Strong Argumentation (3 pts)	Persuasive Delivery (2 pts)	Rebuttal Strength (2 pts)	Judge's Decision (1 pt)	Total Score
1						
2						
3						
4						
5						

Game-End Reflection Round (Post-Game Discussion)

Question	Purpose
Which headline was the most misleading?	Helps players recognize the most deceptive techniques.
Did any headlines seem misleading at first but turned out to be fair?	Encourages deeper analysis of news framing.
How does clickbait affect how we consume news?	Explores the role of engagement-driven content in media.
What strategies can we use to recognize clickbait in daily life?	Promotes critical thinking and media literacy.

Name of the Game	Information Avalanche – Sorting Truth from Misinformation
About the Game	Players face an overwhelming flood of news, social media posts, expert opinions, and viral misinformation. Their goal is to analyse, verify, and categorize information correctly before time runs out. The game tests critical thinking and fact-checking skills under pressure.
Number of Players	3-6 players (can be played individually or in teams). Encourages quick decision-making and teamwork.
Recommended Age	14+ years. Designed for teenagers and adults to strengthen their media literacy skills.
Game Duration	30-45 minutes. Each round takes approximately 5-10 minutes, depending on difficulty.
Objective	Players must sift through an overwhelming amount of conflicting information and categorize it as true, misleading, or false as quickly and accurately as possible. The player/team with the most correct classifications wins.
Game Setup	
1. Prepare Information Decks	The facilitator prepares news snippets, tweets, headlines, expert opinions, statistics, and viral posts. Some are accurate, misleading, or entirely false.
2. Distribute News Flood	Players are given 20-30 pieces of information at the start of each round. These can be printed, written on cards, or displayed digitally.
3. Provide Categorization Tools	Each team receives sorting cards labelled True, Misleading, and False or uses a scoring sheet to classify information.
4. Set Time Limits	Players have 5 minutes to sort as much information as possible before time runs out.
Game Flow	
1. Information Avalanche Begins	Players receive a flood of mixed information (headlines, social media posts, news reports, opinions, and ads).
2. Sorting Phase	Within 5 minutes, players must categorize each piece as True, Misleading, or False.
3. Fact-Checking Challenge (Optional)	Players can choose 3 items to fact-check further, but they must use their limited fact-checking tokens wisely.
4. Scoring & Discussion	The facilitator reveals the correct answers, explains why certain items are misleading, and awards points accordingly.
Outcome	Players develop fact-checking skills, media awareness, and information filtering techniques to navigate the modern news landscape more effectively.

Instruction Guide

Step	Instructions
1. Setup	"Welcome, everyone! Please gather your printed news cards, sorting labels (True, Misleading, False), and score sheets. I will now distribute a stack of mixed information items to each team."
2. Starting the Game	"Your challenge is to quickly sort through this avalanche of information and categorize each item as True, Misleading, or False. You have 5 minutes for this task. Work quickly and accurately!"
3. Gameplay Flow	"Begin sorting your information. As you do, make sure to check for key indicators of misinformation, such as sensational language or unverified sources. I will monitor the process, but I won't intervene until time is up."

4. Scoring & Verification	"Time's up! Now, each team will present their sorted items along with a brief explanation for each category. I will reveal the correct classifications and award points based on accuracy and speed."
5. Post-Game Reflection	"Great work sorting through all that information! Let's reflect: Which items were the hardest to classify? What clues helped you decide? How can these strategies be applied to real-life media consumption?"

Step	Outlined Instructions
1. Setup	- Gather printed news cards, sorting labels (True, Misleading, False), and score sheets. - Distribute the information stacks to each team.
2. Starting the Game	- Explain the objective: sort the information quickly into True, Misleading, or False. - Set a time limit of 5 minutes.
3. Gameplay Flow	- Teams sort through the information, identifying key indicators of misinformation. - The facilitator monitors without providing hints until time expires.
4. Scoring & Verification	- Teams present their sorted information and explain their reasoning. - The facilitator reveals the correct answers and awards points based on a predefined scoring system.
5. Post-Game Reflection	- Lead a discussion on the challenges of sorting misinformation. - Ask which items were most difficult and what clues were most useful.

Scoring System

Category	Criteria	Points
Correct Classification	Each correctly categorized item earns points.	+2 points
Mistaken Classification	Incorrectly classifying an item will result in a penalty.	-1 point
Fact-Checking Accuracy	If a fact-checked item is correctly verified, bonus points are awarded.	+3 points
Speed Bonus	If all items are sorted before time runs out, extra points are given.	+2 points

Total Maximum Points Per Round: Variable (depends on the number of items).

Conflicting News Scenarios

Information Type	Snippet	Correct Classification	Explanation
Breaking News Headline	"Mysterious illness spreads rapidly – Officials warn of a new pandemic!"	Misleading	The report exaggerates initial findings; no pandemic is declared.
Tweet from Unverified Source	"I took this new herbal supplement and my cancer is gone!"	False	No scientific evidence supports this claim.
Official Health Statement	"The new variant is being studied, and vaccines are still effective."	True	Comes from a verified health organization.

Viral Image with No Source	A blurry image of a UFO with the caption "Government is hiding the truth!"	False	No credible source or evidence is provided.
Sensationalized Headline	"You Won't Believe What Scientists Just Discovered About AI!"	Misleading	Clickbait headline that lacks context.
Celebrity Gossip	"Famous actor caught in scandal – Fans outraged!"	Misleading	Out-of-context quote taken from an interview.
Expert Quote from a Scientist	"Climate change is leading to more extreme weather events."	True	Based on peer-reviewed research.
Political Meme	"This politician wants to BAN all free speech!"	False	Exaggerated claim with no factual backing.
Sponsored Content Disguised as News	"Doctors recommend this miracle diet pill!"	Misleading	Advertisement framed as a news article.

Scoring Sheet

Round	Team Name	Correct Classification (2 pts)	Fact-Checking Bonus (3 pts)	Speed Bonus (2 pts)	Total Score
1					
2					
3					
4					
5					

Game-End Reflection Round (Post-Game Discussion)

Question	Purpose
Which types of misinformation were the hardest to detect?	Helps players understand common deceptive tactics.
Did the time pressure make it harder to think critically?	Explores the impact of information overload.
How do social media algorithms contribute to information avalanches?	Encourages discussion about digital literacy.
What strategies can we use in real life to filter reliable news from misinformation?	Promotes responsible media consumption habits.

Name of the Game	Feed Filter: Fact or Fiction
About the Game	Players experience a simulated social media feed using printed cards that display various news posts, headlines, tweets, and images. Some cards contain factual information, while others are misleading or completely fake. The challenge is to quickly evaluate, sort, and justify each card's accuracy.
Number of Players	3-6 players (can be played individually or in teams). Encourages quick decision-making and discussion.
Recommended Age	14+ years – Designed for teenagers and adults to enhance media literacy and critical thinking skills.

Game Duration	30-45 minutes – Each round takes approximately 5-10 minutes, depending on the number of cards and discussion depth.
Objective	Players must rapidly review a deck of printed news cards, then classify each card as True, Misleading, or False. They must justify their decisions using fact-checking strategies and critical analysis.
Game Setup	
1. Prepare News Cards	The facilitator prints a set of news cards. Each card features a news post (including text, images, or headlines) and is pre-categorized as True, Misleading, or False (hidden answer key).
2. Gather Materials	Provide each team with the printed news cards, sorting labels (True, Misleading, False), score sheets, and pens.
3. Define Roles	Players work individually or in teams. Each team reviews the feed, sorts the cards into categories, and later explains their choices.
4. Set a Time Limit	Assign a fixed time (e.g., 5 minutes per round) for sorting the cards.
Game Flow	
1. Feed Presentation	The facilitator displays or hands out the deck of printed news cards to each team.
2. Sorting Phase	Teams have the allocated time (e.g., 5 minutes) to quickly review and place each card into one of three piles: True, Misleading, or False.
3. Explanation Phase	Once time is up, each team explains their classification for selected cards, discussing key indicators (e.g., sensational language, lack of credible sources, exaggeration, etc.).
4. Verification & Scoring	The facilitator reveals the correct classifications using the answer key and explains why each card falls into its category. Teams earn points based on accuracy and depth of explanation.
5. Game-End Reflection	A group discussion follows where players share insights on how to better identify fake news and discuss strategies for real-life media consumption.
Outcome	Players develop rapid media literacy, fact-checking skills, and the ability to filter misinformation, preparing them for real-world information overload.

Instruction Guide

Step	Instructions
1. Setup	"Hello everyone, let's get started! Please gather all your materials: your printed news cards, sorting labels (True, Misleading, False), score sheets, and pens. I'm now shuffling and distributing the cards to each team."
2. Starting the Game	"Your task is simple: review the social media feed displayed on these cards, and sort each card into one of three piles – True, Misleading, or False. You have exactly 5 minutes to complete this. Work quickly and discuss your decisions!"
3. Sorting Phase	"Now, begin sorting your cards into the three categories. Remember, look out for sensational language, exaggerated images, or any signs that the information might not be reliable. I'll be timing you—make sure you keep an eye on the clock!"
4. Explanation Phase	"Time's up! Now, each team, please explain the reasoning behind the categorization for a few selected cards. Tell us why you placed a card in a particular category based on the cues you noticed."
5. Verification & Scoring	"Great job! I will now reveal the correct classifications using the answer key. Let's see how many you got right, and I'll explain why each card falls into its category. Points will be awarded based on your accuracy and the quality of your explanations."

6. Post-Game Reflection	"Well done, everyone! Let's reflect on the activity: Which posts were the hardest to decide on, and why? What clues did you rely on the most? And how can you apply these fact-checking strategies when you see news online?"
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Step	Outlined Instructions
1. Setup	- Gather all materials: printed news cards, sorting labels (True, Misleading, False), score sheets, and pens. - Shuffle the news cards and distribute them to each team.
2. Starting the Game	- Explain that each team must review the printed social media feed and sort each card into one of three categories: True, Misleading, or False. - Set a time limit (e.g., 5 minutes) for sorting.
3. Sorting Phase	- Teams analyse each card for key indicators such as sensational language, exaggerated imagery, and source credibility. - Players work together to sort the cards within the allotted time.
4. Explanation Phase	- After time expires, ask each team to select a few cards and explain their categorization choices. - Encourage discussion on the cues that influenced their decisions.
5. Verification & Scoring	- Reveal the correct classifications using the answer key. - Discuss why each card belongs in its category and award points based on accuracy and explanation quality.
6. Post-Game Reflection	- Facilitate a group discussion with questions such as: - Which posts were the hardest to classify? - What visual or textual clues helped you decide? - How can you apply these fact-checking strategies in real life?

Scoring System

Category	Criteria	Points
Correct Classification	Each correctly sorted card earns points.	+2 points/card
Explanation Quality	Clear, evidence-based explanations for classifications.	+1–2 points/item
Speed Bonus	Extra points if teams finish sorting before the time limit.	+2 points
Penalty for Misclassification	Incorrect classifications result in a deduction.	-1 point/card

Total maximum points per round will vary depending on the number of cards used.

News Stories for Gameplay

Post	Displayed Content	Correct Classification	Sample Explanation
Post 1	"Scientists Discover Miracle Vitamin That Cures Everything!" (Vibrant, flashy headline with an image)	False	"This claim is highly exaggerated with no credible source backing it."
Post 2	"Local Hospital Reports Record Low Infection Rates This Month." (Simple factual tone with clear statistics)	True	"The headline is neutral and verifiable with local statistics."

Post 3	"BREAKING: New Study Shows 5G Towers Can Alter Your DNA!" (Sensational tone with a blurred image)	Misleading	"This uses fear-mongering language and misinterprets scientific data."
Post 4	"Local School Introduces Mandatory Nap Time; Students Rejoice!" (Positive tone, supported by school press release)	True	"This is a factual report supported by official statements from the school."
Post 5	"Government Announces Ban on Social Media Posts After 10 PM – Outrage Ensues!" (Sensational headline with dramatic imagery)	Misleading	"The headline is overly dramatic; the policy is merely a suggestion for guidelines."
Post 6	"New Study Reveals Chocolate Improves Brain Function!" (Appealing headline with a bright image of chocolate bars)	True	"The study is genuine, though the headline might be a bit catchy."
Post 7	"Celebrity Chef Reveals Secret to Eternal Youth: Ice Cream!" (Over-the-top, humorous headline with an exaggerated image)	Misleading	"This is an exaggeration for entertainment, lacking scientific backing."
Post 8	"Local Community Rallies to Save Historic Library – A Success Story" (Neutral, community-focused headline with verified sources)	True	"The report is factual and supported by multiple local sources."

Post 9	"Local Man Claims to Have Found Hidden Treasure in His Backyard!"	False	"This claim is unsubstantiated and appears to be a local rumor with no evidence."
Post 10	"New App Promises Instant Language Learning in 24 Hours!"	Misleading	"The claim is exaggerated; language learning is a gradual process that cannot be instant."
Post 11	"City Council Approves Free Public WiFi for All Residents"	True	"This is a factual report on a public initiative, verified by local government sources."
Post 12	"Researchers Warn That Daily Social Media Use is Linked to Decreased Empathy"	Misleading	"While there may be some correlation, the headline overstates the impact without causal proof."
Post 13	"Study Shows Eating Chocolate Can Improve Memory"	Misleading	"There may be some research, but the headline exaggerates the benefits, making it misleading."

Scoring Sheet

Round	Team Name	Correct Classifications (2 pts each)	Explanation Quality (avg. 1.5 pts per item)	Speed Bonus	Penalty (if any)	Total Score
1						
2						
3						
4						
5						

Game-End Reflection Round (Post-Game Discussion)

Question	Purpose
Which posts were the hardest to classify, and why?	To identify challenges in evaluating media and discuss uncertainty in source credibility.
What visual or textual cues helped you decide?	To focus on key indicators such as sensational language, imagery, and source attribution.
How can you apply these fact-checking strategies in your daily media consumption?	To encourage real-life application of skills learned during the game.
What improvements would you suggest for this simulation?	To gather feedback for further refinement and enhance the overall learning experience.

1. Lateral Reading / Checking Source & Author / Scrutinizing Date and Concept

Name of the game	1. Breaking Fact
About the game	This game has us approach the way we process news, both as creators and consumers, in a playful way. The point is not to corroborate or debunk a piece of news, but rather to have fun with it. It is our hope that it will sharpen players' minds when it comes to interacting with any news.
Number of players	8-12 players
Recommended age	13+ years
Game duration	Two rounds (played simultaneously for the first part) last 20-25 minutes.
Objective	The game combines creativity with critical analysis in a newsroom challenge. Editorial teams must craft engaging stories—whether true or fabricated—based on real headlines or keywords, while reader teams evaluate each story's authenticity and appeal. The goal is to earn points through both inventive storytelling and sharp judgment, with the winning team demonstrating the best blend of narrative skill and evaluative insight.
Game setup	This game is to be played with 2 teams: • one editorial team working for a news publication • one team standing for the publication's audience/readership • one facilitator gives instructions to the editorial team

	The facilitator holds a list of news headlines. They divide the group into 2 teams.
Game flow	In the first part of the game, the editorial team is sitting in the newsroom, discussing the stories to be published in the next issue of their publication. [To avoid the second team to get bored during that time, they can play the part of another editorial team separately. Both teams will gather for the second part of the game. In that way, the first parts of 2 rounds are played at the same time.] The facilitator holds a list of news headlines. They are all true, taken from published newspapers. In the newsroom, the editorial team is given instructions by the facilitator to publish either a true or fake story. Each story has to have a headline and an introductory paragraph. If the story is to be true, the actual headline is given to the team. They have to write the introductory paragraph. If the story is to be fake, the team is given keywords from a true headline. They have to come up with a plausible story, but it has to be fake. The team works on a set number of stories.
	In the second part of the game, the editorial team presents their stories to the other team, their readers. Readers vote to decide whether each story is true or fake, and to assign points to it (between 1 and 3) depending on how engaging they find it. At the end of the voting process, the facilitator reveals whether each story was true or fake. Points are added up for each story. If readers guessed correctly, the story gets 1 additional point. If both teams played editorial teams at the same time, the voting process happens twice. The winning team is the one who collected the most points.
Outcomes	The game requires the editorial team to craft engaging narratives, whether they're true or fabricated. This encourages creative thinking and storytelling—a fun challenge for players who enjoy writing and coming up with clever twists. By having one team as the editorial team and another as the readers, the game fosters interaction between creative production and critical evaluation. This dynamic can lead to lively discussions and debates about what makes a story believable or engaging.

Step	Outlined instructions
1. Setup	Have the participants go into 2 teams of equal players. Each team sits around a table. Have paper and pens available.
2. Starting the game	Explain that each team will have to come up with a series of news stories. Some of them will have to be true, others will have to be fabricated. Hand out a list to each team containing: • News headlines: Teams must create an introductory paragraph. • Keywords: Teams will turn them into a fake story containing one headline and an introductory paragraph.
3. Gameplay flow	Allow 10 to 15 minutes for editorial teams to create their stories. Adjust the timing according to the number of stories.

4. Scoring & verdict	Both teams come together. The team listening to the other one's stories acts as the readership. For each story, they vote to decide if the story is true or fake and how engaging they find it (1 to 3 points). The facilitator keeps the score.
	Teams switch roles. Points are added up to name the winning team.
5. Post-game reflection	Lead a discussion on the way we engage with news headlines, both as creators and as readers.

Post-game discussion
What strategies were used to make fake stories appear credible?
Did the editorial team prioritize engagement over accuracy? Why or why not?
How difficult was it to craft a believable fake news story?
What clues helped the readership team identify fake stories?
Were there any stories that were surprisingly difficult to classify as true or fake?
Did personal biases influence the way readers judged the stories?
Did engaging stories tend to be believed more, even if they were fake?
What does this game reveal about the challenges of distinguishing between real and fake news?
Did the game feel balanced and fair for both teams?

Score tracking sheet			
Round	Team	Points earned for story engagement	Opposing team successfully guessed if true or false

Examples of news headlines given to editorial teams	
Headline	Keywords
Apollo 11 Moon Landing "Neil Armstrong Takes 'Giant Leap for Mankind' as Apollo 11 Lands on the Moon"	NASA-Moon
Fall of the Berlin Wall "Berlin Wall Falls: A New Era Begins in Germany"	Cold War-Iron Curtain

Detection of Gravitational Waves "Scientists Confirm Detection of Gravitational Waves, Validating Einstein's Theory"	Astrophysics-Einstein
Brexit Referendum Result "UK Votes to Leave the European Union in Historic Referendum"	EU-Referendum
COVID-19 Pandemic Declaration "WHO Declares COVID-19 a Global Pandemic"	Public health-Quarantine
First Image of a Black Hole "First Image of a Black Hole Captured, Opening a New Window into the Universe"	Black hole-Astrophysics
U.S. Capitol Riot Coverage "Chaos at the Capitol: Riot Erupts as Congress Convenes"	U.S. Capitol-Insurrection
NASA Perseverance Rover Landing on Mars "NASA's Perseverance Rover Lands Successfully on Mars"	NASA-Red planet

Name of the game	0. Truth Trek
About the game	Truth Trek is an engaging and interactive board game where players navigate a path filled with challenges designed to test their ability to fact-check news articles. Players must critically analyse sources, authors, and publication dates to determine if information is reliable, misleading, or entirely false. The game encourages teamwork, strategic thinking, and media literacy.
Number of players	4-6 players (teams of 2-3)
Recommended age	14+ years
Game duration	30-45 minutes
Objective	Players must analyze news articles as they progress on the board, determining whether they are credible, misleading, or fake. The objective is to reach the "Truth Summit" (finish line) while maintaining a high accuracy rate in fact-checking.

Game setup	1. Game Board Design The board is a winding path divided into spaces, each representing different types of challenges or obstacles. Board Layout: • Start: "Information Wilderness" – Players begin their journey navigating unreliable information. • Paths & Spaces: ○ Regular Spaces – Safe spaces where players simply move forward. ○ Verification Challenges – Players must verify a news article card using lateral reading techniques. ○ Misinformation Traps – These are penalties that force teams to lose a turn or move backward if they fail a fact-checking challenge. ○ Fact-Checking Power-ups– Helpful boosts such as access to a fact-checking website, an extra attempt, or a bonus movement. ○ Diverging Paths: Players may have the option to take a shorter but more difficult route or a longer but safer one. • Finish Line: "Truth Summit" – The first team to arrive with an accuracy score of at least 80% wins. 2. Game Components • Game Board (custom-designed with different paths and checkpoints) • Dice (1) (used for movement) • Player Tokens (one for each team) • News Article Deck (50+ cards with real, misleading, and fake articles) • Fact-Checking Power-Up Cards (allow special actions) • Score Tracker & Accuracy Sheet (for keeping track of verification success) • Timer (optional) (for timed challenges)
Game flow	1. Starting the Game 1. Players form teams (2-3 players per team). 2. Each team places their token on the "Information Wilderness" (start). 3. Shuffle the News Article Deck and place it face down. 4. Each team rolls the dice—highest roll goes first. 2. Turn Sequence Each team follows this sequence during their turn: 1.Roll the Dice: Move forward the corresponding number of spaces. 2.Draw a Card: If landing on a Verification Challenge, draw a news article card. 3.Fact-Check Challenge: Use lateral reading strategies to determine if the article is real, misleading, or fake within 2 minutes. Teams discuss and provide reasoning. 4.Judge the Answer: A game moderator (or other teams) cross-checks the answer using a fact-checking guide. • Correct: Earn points and move forward. • Incorrect: Lose a turn or move backward if on a misinformation trap. • Use Power-Ups (if available): Teams may use Fact-Checking Power-Up Cards to aid their verification process. 3. Special Board Spaces & Challenges • Verification Challenge: Players must: ○ Check the source (Is it credible? Well-known?)

	○ Analyze the author (Do they have expertise? Bias?) ○ Examine the publication date (Is it outdated or manipulated?) ● Misinformation Traps : ○ If a team fails a fact-check, they either lose a turn or move back 2 spaces. ● Fact-Checking Power-Ups: ○ "Use Google Search" – Search for more information. ○ "Consult a Fact-Checker" – Use sites like Snopes or PolitiFact. ○ "Re-Evaluate" – Get a second attempt at a challenge. 4. Winning the Game ● The first team to reach the Truth Summit with at least 80% accuracy wins! ● If multiple teams arrive, the one with the highest accuracy percentage wins.
Outcomes	● Develops fact-checking skills in an interactive way. ● Encourages strategic thinking while navigating misinformation. ● Raises awareness about misleading information tactics. ● Makes learning about media literacy fun!

Step	Outlined instructions
1. Setup	Have participants form 2 to 3 teams of equal players. Each team selects a team token and places it at the starting point("Information Wilderness") on the board. Shuffle the News Article Deck and place it face down. Place the Fact-Checking Power-Up Cards nearby. Each team gets a Score Tracker Sheet and a pen. Explain the objective: Reach the "Truth Summit" while maintaining at least 80% fact-checking accuracy.
2. Starting the game	Teams take turns rolling the dice. The highest roll goes first. On their turn, a team rolls the dice and moves forward on the board. If they land on a Verification Challenge, Misinformation Trap, or Fact-Checking Power-Up, they must follow the instructions based on the space they land on.
3. Gameplay flow	1.Verification Challenges: The team draws a News Article Card, reads it aloud, and has 2 minutes to determine if it is real, misleading, or fake using fact-checking techniques. They must explain their reasoning. 2.Misinformation Traps: If they answer incorrectly, they lose a turn or move back 2 spaces. 3.Fact-Checking Power-Ups: If they land here, they draw a Power-Up Card that can help in future challenges (e.g., "Use Google Search" or "Consult a Fact-Checker"). The game continues in this pattern.
4. Scoring & Winning	Teams earn points for each correct fact-check: +3 points for source verification, +3 for author analysis, +2 for checking date context, and +2 for using fact-checking power-ups effectively. The first team to reach the "Truth Summit" with at least 80% accuracy wins. If multiple teams finish, the team with the highest score wins.
5. Post-game reflection	Lead a discussion with teams about their experience. Use questions like: What strategies helped you verify articles? What misinformation traps were hardest to detect? How will you apply these fact-checking skills in real life? Encourage players to reflect on how misinformation spreads and how to be responsible media consumers.

Scoring System

Points are earned based on correct fact-checking decisions:

Category	Criteria	Points
Source Verification	Correctly identifies credibility of a source	+3
Author Analysis	Determines if the author is reliable or biased	+3
Date Context	Assesses if the article is outdated or misleading	+2
Bonus Points	Uses fact-checking power-ups effectively	+2

Game-End Reflection Round Questions

Fact-Checking & Media Literacy	• What strategies helped you verify articles effectively? • What were the biggest challenges in identifying misinformation? • How often do you fact-check information in your daily life? • Have you ever shared something online that turned out to be false? How did you react? • What sources do you personally trust for news, and why? • How can we encourage others to fact-check before sharing news?
Misinformation & Bias	• Did any fake news articles seem believable at first? Why? • What techniques did misleading articles use to appear credible? • How can recognizing bias help in evaluating news? • How does confirmation bias influence the way people perceive news?
Real-Life Application	• What are the dangers of misinformation in today's world? • How do social media algorithms affect what news we see? • How can you apply what you've learned in Truth Trek to make better-informed decisions? • What habits can you develop to become a more responsible consumer of news? • How can fact-checking skills be useful outside of news consumption (e.g., school, work, personal life)?

2. Media Literacy Tools

Name of the game	0. The Great Fact Chase
About the game	This is an outdoor game requiring enough space for players to run around. It provides an active, role-based experience that brings the battle against misinformation into the physical realm while keeping things light and fun. The interest of the game lies more in its dynamic, energetic aspect. Quick and effective movement is more important than thinking. It can provide a dynamic and relaxing interval during sessions where people have to sit for a long time.
Number of players	The number of players should be adapted to the available playing area. Minimum 6 players.
Recommended age	10+ years. Suitable for younger players as well as older.
Game duration	10 minutes per round or point-based end (play until a team reaches a set number of points, e.g. 10 verified facts).
Objective	Players take on roles as either Fact-Checkers or Rumour-Runners. Fact-Checkers work to “catch” Rumour-Runners, forcing them to reveal the truth behind their false headlines. The aim is to collect points by successfully debunking misinformation.
Game setup	This game is to be played with 2 teams: • Fact-Checkers: The majority of players. Their job is to chase down and tag Rumour Runners. • Rumour-Runners: One or two players (depending on group size) who move around trying to evade capture while “spreading” fake news.
	The playing area is a defined space (like a backyard, park, or indoor open area) with clearly marked boundaries.
	Cards are used, divided into 2 decks: • Fake News cards displaying misinformation • Truth cards displaying verified facts Fake News cards and Truth cards work in pairs, each Fake News card being debunked by a specific Truth card.
Game flow	The game begins with each Rumour-Runner drawing a Fake News card. They start roaming the area, “spreading” the false headline displayed on their card. They can whisper it or give the card to read to other players. Fact-Checkers run around the playing area trying to tag (touch) a Rumour-Runner. When a tag is made, a role-play challenge occurs: • The Fact-Checker must draw a card from the Truth deck. • If the drawn card represents a verified fact related to the fake headline (i.e., it “debunks” the fake headline), the Fact-Checker earns a point. If the drawn Truth card is not related to that specific Fake News card, the fake news keeps spreading. After a set time period, roles can be switched so everyone gets a chance to be on both sides of the chase.

Outcomes	• Misinformation dynamics: By stepping into the role of a Rumour-Runner, players see firsthand how easily misinformation can circulate if left unchecked. • Collaboration: Fact-Checkers work together, strategizing to capture misinformation, which reinforces the value of teamwork in tackling complex issues. • Link to current events: The game mirrors the challenges faced by media consumers today, prompting players to connect game scenarios with actual news events. • This game can be used as an ice-breaker or dynamic interlude during a longer session on media literacy.
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Step	Outlined instructions
1. Setup	Assign roles to the players. Most of them will be Fact-Checkers and a minority will act as Rumour-Runners. The game can be experimented with by adding more and more Rumour-Runners after each round.
2. Starting the game	Each Rumour-Runner draws a Fake News card. They join the group of Fact-Checkers and start spreading their fake news.
3. Gameplay flow	Fact-Checkers run after Rumour-Runners, trying to “tag” them (touch or catch them). When a Rumour-Runner has been tagged, they draw a Truth card. If the Truth card debunks their news, they stop spreading it and the Fact-Checkers team wins a point. They can draw a new Fake News card, or they become a Fact-Checker and someone else takes their place. If the Truth card is not related to their news, the fake news keeps spreading and the Rumour-Runners team wins a point.
4. Scoring & verdict	After 10 minutes or after a set number of facts have been verified, the game ends. Points are tallied up.
5. Post-game reflection	Lead a discussion on the spreading of fake news and the strategies for catching and stopping them.

Post-game discussion
How did it feel to be a Rumour Runner versus a Fact-Checker?
What real-world examples of misinformation have you seen? How were they debunked?
How does misinformation spreads in real life?
What techniques can we use in everyday life to fact-check news?
How might your fake news have impacted people if it were real?

Scoring system
1 point for each successful debunking (Fact Checker tags a Rumour Runner and draws the correct Truth card)
-1 point if a Fact Checker tags but draws an unrelated Truth card (misinformation keeps spreading)
Bonus point for consecutive correct debunks

Score tracking sheet				
Round	Team	Successful debunking (+1 pt)	Misinformation keeps spreading (-1 pt)	Bonus point

Examples for pairs of Fake News and Truth cards:	
Fake News	Truths
"Scientists Discover Secret Cure for Aging!"	"No scientifically proven cure for aging exists; current research shows only incremental improvements in healthy aging."
"Government Announces 24-Hour Workday for All Citizens!"	"There are no plans for a 24-hour workday; standard labor laws and work-hour regulations remain unchanged."
"Miracle Diet Pill Melts Fat Instantly!"	"No pill can provide instant weight loss; lasting results come from balanced nutrition and exercise."
"Ancient Prophecy Predicts the End of the World This Year!"	"No credible historical sources or scholars back up such doomsday predictions."
"Celebrity Reveals Secret to Immortality in Shocking Interview!"	"Claims of immortality are unfounded; celebrity interviews often exaggerate personal beliefs for entertainment."
"New Study Shows Chocolate Cures All Diseases!"	"While chocolate can have some health benefits in moderation, no study claims it cures every disease."
"Government Hidden Files Prove Moon Landing Was Staged!"	"Extensive evidence from multiple sources confirms the moon landings; conspiracy theories have been debunked repeatedly."
"Vaccines Contain Microchips for Mass Surveillance!"	"Vaccines are rigorously tested for safety and do not include microchips; this claim is a baseless conspiracy theory."
"Ancient Aliens Built the Pyramids!"	"Archaeological research shows the pyramids were built by ancient Egyptians using human ingenuity and advanced engineering."
"Climate Change is a Hoax Created by Big Business!"	"Climate change is supported by overwhelming scientific evidence and is widely acknowledged by the global scientific community."

"Drinking Lemon Water Reverses Cancer!"	"There is no evidence that lemon water cures or reverses cancer; established treatments come from medical research."
"5G Towers Spread COVID-19!"	"Multiple studies confirm that 5G technology is not linked to the transmission of COVID-19, which spreads via respiratory droplets."
"Bank Account Access Granted by Reading Palm Lines!"	"Bank security relies on technology and verified credentials—not on superstitions like palm reading."
"Mind-Control Pills Released by Tech Giants!"	"There is no evidence to suggest that any tech company is producing mind-control pills; such claims are purely fictional."

Name of the game	0. The Misinformation Escape Room
About the game	An interactive puzzle game where players work together to escape the trap of misinformation. Players must solve a series of misinformation-related puzzles to escape the room. They will analyse headlines, detect bias, identify manipulated media, and correct misleading data to reveal the truth and unlock the final exit.
Number of players	4-8 players (teams of 2-4)
Recommended age	14+ years
Game duration	40-60 minutes (adjustable based on difficulty)
Objective	Players solve misinformation-related puzzles, decipher deceptive clues, and unlock the "Truth Key" to escape before time runs out.
Game setup	- Preparing the Room & Stations - The escape room consists of 4-6 interconnected puzzle stations. - Each station represents a different type of misinformation (e.g., fake news, bias, deepfakes). - Teams must solve each puzzle before moving on to the next challenge. - The final puzzle unlocks the "Truth Key", which allows them to escape. - Materials Needed - Locked Boxes & Envelopes: Contain clues, puzzles, and fake news samples. - Digital & Printed Clues: Fake articles, manipulated images, biased statements, misleading graphs. - Code Locks or Hidden Messages: Players must crack codes based on correct answers. - Timer: To create urgency and challenge players.
Game flow	Step 1: Entering the Misinformation Escape Room

	• Players receive an introductory briefing about their challenge: “You are trapped in a misinformation maze. Your mission: Solve the puzzles, uncover the truth, and escape before time runs out!” • Each team gets a notebook & pen for note-taking. • The timer starts as soon as they receive their first clue. Step 2: Solving the Puzzle Stations Each puzzle station presents a different type of misinformation challenge. Players must complete each puzzle to receive the next clue. Puzzle 1: The Misinformation Lockbox Materials: • Three article headlines (one credible, two misleading/fake) • Lateral reading clues (QR codes leading to real sources) • Lockbox with a 4-digit code (the publication year of the real news article) Fake & Real Headlines (Print or Digital Cards) Option 1: Politics News 1. "Government Plans to Increase Taxes by 50% Overnight!" (FAKE – exaggerated, no credible source) 2. "Senate Proposes Gradual Tax Increase Over Five Years" (REAL – sourced from a government report) 3. "New Tax Law Will Destroy the Middle Class" (FAKE – emotionally charged language) Option 2: Science & Health News 1. "Scientists Confirm Drinking Coffee Cures Cancer!" (FAKE – no scientific backing) 2. "Recent Study Finds Coffee May Reduce Cancer Risk by 10%" (REAL – sourced from a medical journal) 3. "Doctors Warn: Coffee is More Dangerous Than Smoking!" (FAKE – misleading comparison) Players must verify the real headline using lateral reading and enter the publication year as the lockbox code. Puzzle 2: The Bias Decoder Materials: • Five biased article excerpts • Matching cards with bias categories • Hidden message revealed when matched correctly Fake News Excerpts & Bias Categories (Print Cards) Example 1: Emotional Language "This ruthless government is waging war on hardworking citizens, stealing their income with cruel new tax laws!" Bias Type: Emotional Language Example 2: Omission of Key Facts "Study finds new medication effective! But did they mention it was only tested on five people?" Bias Type: Omission of Key Facts Example 3: False Equivalency "Some experts say climate change is real. Others argue it's a hoax. The debate rages on." Bias Type: False Equivalency (false balance between fact and fiction)
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	Example 4: Political Bias "Unlike the corrupt opposition, our leader is a champion of the people!" Bias Type: Political Bias Example 5: Clickbait & Sensationalism "SHOCKING DISCOVERY: You Won't Believe What Scientists Found in Your Drinking Water!" Bias Type: Clickbait Correctly matching all biases reveals a secret message or a location for the next clue. Puzzle 3: The Data Distortion Riddle Materials: • Misleading infographic with distorted statistics • Answer sheet for finding the correct data • QR code to fact-check sources Fake Infographic (Print or Digital) Misleading Graph Example: • Title: "Crime Has Skyrocketed by 500% in Our City!" • Issue: Only two crimes were reported last year, and ten this year (small sample size misrepresented as a huge increase). Misleading Percentage Example: • Title: "95% of People Prefer Brand A!" • Issue: Fine print shows only 20 people were surveyed. Players must spot the data manipulation and enter the correct adjusted statistic to unlock the next clue. Puzzle 4: The Deepfake Challenge Materials: • Two sets of images/videos (one real, one deepfake) • Checklist for spotting deepfake signs Deepfake Video & Image Examples (Print or Digital) Example 1: Celebrity Deepfake • One real interview, one AI-generated deepfake with unnatural facial expressions. Example 2: Fake Protest Image • A viral image of a supposed riot. Players must reverse image search it and discover it's from a different country and year. Example 3: Fabricated Political Speech • A deepfake video of a politician saying something outrageous. Players analyse unnatural lip movement and voice mismatches. Players identify deepfake clues and enter a secret word to proceed. Puzzle 5: The Final Truth Challenge Materials: • Combination puzzle requiring elements from all previous challenges • Locked box with the "Truth Key" inside Final Puzzle Structure • Players receive a scrambled phrase with missing words. • The correct missing words come from answers in previous puzzles. • Example final sentence: "Lateral reading is the key to truth. Always check sources before you share!"
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	The correct phrase reveals the final code to unlock the Truth Key and escape.
Outcomes	- Enhances critical thinking by analysing misleading information. - Teaches real-world media literacy skills in an immersive, hands-on way. - Encourages teamwork and communication to solve puzzles under pressure. - Raises awareness about misinformation, bias, and media manipulation.

Step	Outlined instructions
1. Setup	- Divide players into teams of 2-4 (4-8 players in total). - Set up the Escape Room stations with five puzzle areas (Misinformation Lockbox, Bias Decoder, Data Distortion Riddle, Deepfake Challenge, and Final Truth Challenge). - Each puzzle should have printed clues, fact-checking resources, and a locked final box containing the Truth Key (winning element).
2. Starting the game	- Explain the goal: Players must solve all misinformation puzzles to escape the room. - Give each team a starter clue leading to their first puzzle station. - Set a timer for 40-60 minutes (depending on the difficulty level).
3. Gameplay flow	- Players move from one puzzle to the next, solving fact-checking challenges using media literacy skills. - Each solved puzzle unlocks a clue leading to the next challenge. - The final puzzle requires using all previous clues to open the last lock and escape.
4. Scoring & verdict	- Teams earn points based on accuracy, teamwork, and speed (optional for competition-style play). - The first team to unlock the Truth Key and escape wins. - If the timer runs out, teams reflect on what puzzles they solved and discuss what strategies worked best.
5. Post-game reflection	- Lead a discussion with questions like: What misinformation was hardest to spot? What fact-checking strategies helped the most? How can we apply these skills to real-world news? - Provide a fact-checking guide for players to take home.

Scoring System

Category	Criteria	Points
Puzzle Accuracy	Solved puzzles correctly	+3
Speed	Completed puzzles within the time limit	+3
Teamwork	Worked well as a group	+2
Bonus Points	Provided strong explanations for misinformation	+2

Teams with the highest score and fastest time win the best rating!

Post-Game Reflection:

Fact-Checking & Media Literacy	• What strategies helped you solve the puzzles? • What were the hardest misinformation traps to detect? • How can you apply fact-checking skills in real life?
Bias & Manipulation	• Did any misleading articles seem real at first? Why? • What techniques did biased news use to appear credible?
Real-World Impact	• How does misinformation influence public opinion? • What are the dangers of deepfakes and manipulated data? • How can we educate others to be more media-literate?

3. Social Media Simulation

Name of the game	0. Influence Watch
About the game	Each team is in charge of a social media profile and has to decide whether to share, verify, or discard news snippets that are provided to them. Each round, players choose to follow/unfollow other profiles according to the quality and frequency of their publication.
Number of players	Minimum 10-15 players
Recommended age	14+ years
Game duration	Each round takes approximately 2 minutes. Allow time for at least 5 rounds.
Objective	Players aim to build and maintain a credible social media profile by identifying and curbing fake news, verifying trending topics, and strategically growing their follower base. The ultimate goal is to become the most trusted influencer with the highest reputation and follower count.
Game setup	
1. Profile initialisation	Each team starts with a basic social media profile, including an initial follower count and reputation score.
2. Scenario deck	A set of cards or digital prompts representing news items—some true, others fake—are prepared. Each card includes context clues. Teams should evaluate the potential consequences of sharing or ignoring the content.
Game flow	
1. Daily rounds	- The game is played over a series of rounds, each representing a day on the platform. - At the beginning of each round, players receive a mix of news prompts and trending topics on their feed.
2. Decision phase	- Content evaluation: Players decide whether to share, verify, or discard each piece of content. Action choices: - Verify: Use specialized tools to fact-check a news item. Correct verification boosts reputation and attracts new followers. - Share: Posting content without verification might quickly increase followers if the news is true, but risks damaging reputation if it turns out to be fake. - Block/Ignore: Choosing not to interact may preserve reputation, especially when in doubt.

3. Impact	Follower dynamics: • Verified, high-quality posts result in steady follower growth. • Sharing or failing to curb fake news can cause a loss in followers and a drop in reputation. Time allocation: • Players decide how to invest their limited time between immediate engagement and long-term profile growth. Random events: • Unexpected events (viral challenges, sudden scandals, or hacking attempts) add pressure, requiring rapid decision-making to protect the profile.
4. Player interaction	• Collaboration/Competition: Players can collaborate in forming fact-checking networks or compete by exposing misinformation on competitors' profiles. • Follow/Unfollow: Players decide whether they follow/keep following a profile or unfollow it after each daily round.
Outcome	Victory conditions: • The game concludes after a predetermined number of rounds or when a player reaches a specific milestone (10 followers) • The winner is the team who has achieved the highest combined score of reputation and follower count, while keeping misinformation to a minimum. Defeat & penalties: • Players who repeatedly share fake news may face account suspensions or significant drops in reputation, leading to game elimination. Progression: • Players receive feedback on their decision-making process, encouraging learning about media literacy and responsible information sharing. This game balances strategy and real-time decision-making to simulate the challenges of managing a social media profile in an era where misinformation is rampant.

Step	Outlined instructions
1. Setup	Gather news headlines and score sheets.
2. Starting the game	• Present 10 headlines per round. • Allow 1 minute for teams to decide how to engage with each of them.
3. Gameplay flow	Allow 1 minute for players to decide whether to follow or unfollow other teams' profiles, depending on their publication strategy.
4. Scoring & verdict	After a given amount of rounds, count followers for each social media profile and evaluate reputation by keeping score of how many followers they have lost during the game.
5. Post-game reflection	Lead a discussion on the challenges of managing a social media profile and on how to engage with them as a follower.

Scoring system		
Category	Criteria	Points
Follower growth	Each new follower adds 1 point.	
Reputation	Each lost follower removes 1 point.	
Content accuracy	Fake news item correctly identified and flagged	+2 points
	Verified true news item shared responsibly	+1 point
	Fake news mistakenly shared without verification	-2 points
	A “no action” decision on ambiguous items might result in no change, preserving reputation but not adding points.	
Collaboration bonus	Successfully collaborating with other teams to verify or expose misinformation.	+1 point

Score tracking sheet						
Round	Team	Follower growth	Reputation	Content accuracy	Bonus	Total

Game-end reflection round (post-game discussion)
What were the most challenging decisions you faced during the game, and what factors influenced your choices?
How did your initial strategy change over the course of the game? What prompted you to adjust your approach?
Reflect on your methods for identifying fake news. Were there any recurring patterns or signals you relied on?
If you collaborated with other players, how did it affect your performance? What did you learn about teamwork in managing misinformation?
In balancing follower growth and reputation, which aspect did you prioritize more, and why? How did this balance affect your overall score?
How do the challenges you faced in the game mirror real-life issues related to social media and fake news?

Name of the game	0. Filter Bubble Run
About the game	High-Energy Game on Escaping Echo Chambers & Identifying Truth. A fast-paced, obstacle-course-style game that simulates how social media algorithms create filter bubbles, making it harder to access diverse and credible information. Players must break free by avoiding misinformation traps, navigating obstacles, and collecting verified sources to escape the filter bubble before time runs out.
Number of players	6-12 players (individually or in teams of 3-6)
Recommended age	14+ years
Game duration	30 minutes (including setup & reflection)
Objective	Players must break out of the filter bubble by: • Avoiding misinformation traps • Making correct fact-checking decisions • Reaching the “Verified Information Safe Zone” before the time runs out
Game setup	Playing Area • Choose an open space (gym, field, or playground). • Set up an obstacle course that represents an online environment shaped by algorithms. • Clearly mark the start zone (“Social Media Start Zone”) and the finish line (“Verified Information Safe Zone”). • The path should include different zones, each with specific challenges representing misinformation issues. Obstacles & Challenges 1. Echo Chamber Tunnels (Obstacle: Tunnels or narrow paths) • Players must crawl through a tunnel or run through a narrow passage. • Symbolizes how algorithms limit exposure to diverse perspectives. 2. Misinformation Barriers (Challenge: News Evaluation Questions) • Players must stop at a checkpoint where they receive a news article or headline. • They answer a fact-checking question before moving forward. • If incorrect, they must complete a small physical penalty (e.g., jumping jacks or running in place for 10 seconds). 3. Clickbait Traps (Obstacle: Fake Shortcuts with Misleading Headlines) • Some paths look easier but lead to “fake news traps”. • Players must identify the misleading headline to escape the trap.

	4. Source Collection Zones (Challenge: Choosing Between Trusted & Unreliable Sources) • Players pick up news source cards at checkpoints. • Only credible sources help them advance quickly. • If they collect too many unreliable sources, they must take a detour. 5. The Algorithm Wall (Obstacle: Physical Blockade) • Players must push through resistance (e.g., soft barriers or teammates holding them back slightly). • Symbolizes how algorithms reinforce confirmation bias, making it harder to access new perspectives.
Game flow	Setup Phase • Divide players into teams or individuals based on the number of participants. • Set up the physical course with obstacles, misinformation barriers, and source collection zones. • Place news verification cards at various checkpoints. • Assign roles if playing in advanced mode (e.g., Fact-Checker, Algorithm Guardian, Misinformation Spreader). • Explain the rules and objectives of the game. Starting the Game • All players gather at the "Social Media Start Zone." • The facilitator explains that they are now inside a filter bubble, where misinformation, clickbait, and biased content limit their access to reliable information. • Players are told that their goal is to break free from the filter bubble and reach the Verified Information Safe Zone by navigating the course correctly. Navigating the Course • Players run, crawl, jump, and dodge obstacles representing misinformation challenges. • They must reach various "Source Collection Zones", where they can pick up news verification cards. • Some paths lead to Clickbait Traps, forcing players to answer a fact-checking challenge before moving forward. • If a player chooses a misleading source, they must complete an extra challenge (e.g., redo an obstacle, answer a difficult trivia question, or lose time). Overcoming Misinformation Barriers At specific checkpoints, players encounter misinformation barriers, where they must complete a media literacy challenge to continue: • Headline Identification Challenge: Given three headlines, they must pick the credible one. • Image Verification Challenge: Identify if an image has been manipulated. • Deepfake Challenge: Determine if a video clip is real or fake. • Data Distortion Riddle: Spot misleading statistics in an infographic.

	If players answer correctly, they move ahead. If they fail, they must repeat an obstacle, take a penalty, or retry the question. Breaking Through the Algorithm Wall - Near the end of the course, players encounter the "Algorithm Wall." - This symbolizes how social media algorithms reinforce bias, making it harder to access diverse viewpoints. - Players must physically push through a barrier (e.g., resistance band, soft obstacle, or teammates lightly holding them back). - Before passing through, players must answer a question about how algorithms create filter bubbles (e.g., "How do social media platforms personalize your news feed?"). - If they fail, they must wait 5 seconds before trying again. Reaching the Verified Information Safe Zone - After overcoming the final misinformation challenge, players must make a final strategic choice between: - A direct but risky path (includes one last fact-checking challenge). - A longer but safer path (takes more time but has no final challenge). - The first player or team to reach the Verified Information Safe Zone wins. - The facilitator reviews their accuracy score (fact-checking success rate). - If they misidentified too many sources, they must redo one challenge before officially escaping the filter bubble. Post-Game Reflection - Gather all players and discuss their experience. - Relate the experience back to real-world digital literacy skills and critical thinking in media consumption.
Outcome	- Teaches media literacy in a fun, high-energy format. - Demonstrates the dangers of echo chambers & misinformation. - Encourages teamwork and strategic thinking.

Scoring System

Category	Criteria	Points
Misinformation Avoidance	Successfully avoids misinformation traps	+3
Speed	Completes the course quickly	+3
Source Collection	Identifies and collects verified sources	+2
Bonus Points	Helps teammates escape the filter bubble	+2

Materials for Use

1. News Verification Cards (For Source Collection Zones)

Players must collect credible sources while avoiding unreliable ones. Each card has a source name, a credibility rating, and a short description.

Trusted Sources (Move Forward Quickly)

Source Name	Description	Effect
BBC News	A globally recognized news outlet known for fact-based reporting.	Move forward 3 steps
Reuters	International news agency with a strict fact-checking process.	Move forward 3 steps
Associated Press (AP)	A non-profit news organization delivering neutral, fact-based news.	Move forward 3 steps
The Guardian	A UK-based newspaper known for investigative journalism.	Move forward 3 steps
FactCheck.org	Non-partisan fact-checking website monitoring political claims.	Skip one misinformation barrier

Unreliable Sources (Lose Time or Face an Extra Challenge)

Source Name	Description	Effect
FakeNewsDaily.com	Publishes unverified stories to generate ad revenue.	Go back 2 steps
ConspiracyTimes.net	Promotes hoaxes and misinformation.	Lose 10 seconds
SensationalistWorld	Uses exaggerated headlines to attract clicks.	Answer an extra misinformation barrier question
CelebrityGossipZone	Spreads rumors without fact-checking.	Must redo the last challenge

2. Misinformation Barrier Challenges (Fact-Checking Questions)

At Misinformation Barriers, players must analyse news headlines or social media posts. If they answer correctly, they move forward; if incorrect, they perform a penalty (e.g., jumping jacks, extra obstacle, redo section).

Headline Identification Challenge

Players see three headlines and must choose which one is real.

Example Set 1:

1. "New Study Confirms Water Found on Mars" (Real)
2. "Government to Implant Tracking Chips in All Citizens by 2025" (Fake)
3. "Eating Garlic Can Cure COVID-19!" (Fake)

Example Set 2:

1. "Scientists Develop New Cancer Treatment That Reduces Tumour Growth by 80%" (Real)
2. "Elon Musk Says The Earth is Actually Flat in Secret Twitter Post" (Fake)
3. "Ancient Scroll Found in Egypt Reveals Humans Were Created by Aliens" (Fake)

Image Verification Challenge

Players see two images and must identify which one is digitally manipulated.

Example:

- A real NASA moon landing image
- A photoshopped version showing an astronaut meeting an alien

Correct Answer: The second image is digitally altered. If the player fails, they must redo the last obstacle.

Deepfake Video Challenge

Players watch short video clips (printed frames or on a device). One is real, and one is a deepfake.

Example:

- Real: A political leader giving an actual speech.
- Deepfake: The same person saying something outrageous that they never actually said.

Correct Answer: The deepfake video is fake. If incorrect, the player must restart from the previous checkpoint.

3. Clickbait Trap Challenges (Dead-End Paths with Sensational Headlines)

Players run into Clickbait Traps, where they must explain why a headline is misleading.

Example Clickbait Headlines:

"This ONE Trick Will Make You Millions Overnight!"

"Doctors HATE This New Weight Loss Secret!"

"You Won't BELIEVE What Scientists Just Discovered About Time Travel!"

How the Challenge Works:

- If the player explains why it's misleading (e.g., vague claims, lack of sources, exaggerated language), they escape the trap and continue forward.
- If they can't explain it, they must redo the last obstacle or perform a physical challenge.

4. Bonus Puzzle: The Algorithm Wall

Players must push through a resistance challenge representing how social media algorithms reinforce bias.

Setup:

- The facilitator places a barrier (rope, soft blocks, or teammates holding them back lightly).
- Players must physically push through to continue.
- The resistance symbolizes how algorithms make it difficult to access diverse viewpoints.

Additional Challenge Option:

Before pushing through, players must name at least one way social media algorithms create filter bubbles, such as:

- Recommending content similar to what you already interact with.
- Showing posts from people who share your views, limiting opposing perspectives.
- Prioritizing engagement over accuracy, leading to misinformation spread.

If players can't answer, they must stay stuck for 5 seconds before trying again.

5. Role-Playing Additions (For Advanced Play)

Players can take on different roles to make the game more interactive:

Role	Description
Fact-Checker	Helps teammates verify sources & avoid misinformation.
Misinformation Spreader (Saboteur Mode)	Secretly gives misleading clues (adds deception challenge).

Algorithm Guardian	Makes it harder for players to break out (acts as the resistance in Algorithm Wall).
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Post-Game Reflection:

Understanding the Filter Bubble	• What was the hardest misinformation trap to escape, and why? • How did the obstacles in the game reflect the way misinformation spreads in real life? • Did you feel like your choices were limited at any point in the game? How does that relate to real-world filter bubbles? • How do social media algorithms influence what we see online?
Critical Thinking & Fact-Checking	• What strategies helped you identify trustworthy sources? • Were there any moments where you thought a misleading source was real? What made it seem credible? • How did playing as a team help (or hinder) your ability to verify information? • If you had another chance to play, would you change your approach to fact-checking?
Real-World Application	• How can we apply the lessons from this game to our everyday use of social media? • Have you ever fallen for misinformation online? What could you do differently next time? • What are some practical ways to break out of a real filter bubble? • How can we encourage others to verify information before sharing it?
Game Improvement & Feedback	• What part of the game did you enjoy the most? • What was the most challenging part of the game? • Do you think this game accurately represents the challenges of navigating digital information? Why or why not? • How could we improve the game to make it even more engaging and educational?

7. Evaluating disinformation and fake news through digital tools used for gamification

Gamification is an innovative tool for teaching disinformation evaluation, transforming the learning process into an engaging, practical, and impactful experience.

Gamification, the application of game-design elements and principles in non-game contexts, has proven to be an effective strategy in fostering engagement and skill development. In the context of disinformation and fake news, gamification can help users recognize, evaluate, and combat false information by providing immersive, hands-on experiences. These techniques translate theoretical knowledge into practical skills while promoting a deeper understanding of media literacy.

Key Elements of Gamification in Education

1. Game Mechanics and Features:

- Points and Rewards: Encourage participation and recognize achievements.
- Challenges and Quests: Provide structured learning objectives through step-by-step tasks.
- Leaderboards: Foster healthy competition and motivation.
- Feedback Systems: Deliver real-time evaluation and reinforcement of correct behaviors.
- Narrative Storytelling: Immerse learners in scenarios that mimic real-life disinformation challenges.

2. Gaming Principles Applied in Learning:

- Engagement: Games encourage active participation, improving focus and commitment.
- Problem-Solving: Develop critical thinking by solving puzzles or identifying patterns.
- Iterative Learning: Games allow learners to experiment, fail, and improve, reinforcing knowledge retention.

Tools and Strategies for Gamifying Disinformation Education

1. Educational Games and Simulations

- **Bad News Game:**
 - Developed by researchers to teach players how misinformation is created and spread.
 - Players assume the role of a fake news creator, learning about tactics like emotional manipulation, echo chambers, and disinformation campaigns.
 - Impact: Increases awareness of fake news strategies and builds resilience against manipulation.
 - Reference: Roozenbeek, J., & van der Linden, S. (2019). "Fake News Game Confers Psychological Resistance Against Online Misinformation." *Palgrave Communications*.
- **Factitious:**
 - A browser-based game where users swipe left or right to determine if articles are real or fake.
 - Teaches quick evaluation skills and encourages deeper analysis of headlines, sources, and content.

2. Interactive Quizzes and Scenario-Based Training

- **Kahoot!:**
 - Allows educators to create quizzes on identifying misinformation, tailored to learners' levels.
 - Encourages group participation and immediate feedback.
- **Simulations:**
 - Platforms like iCivics offer role-playing games where users tackle real-world issues like media literacy and civic responsibility.

3. Augmented Reality (AR) and Virtual Reality (VR)

- **Immersive Experiences:**

- AR and VR can simulate real-life environments, such as navigating social media platforms or participating in election campaigns, to practice identifying disinformation.
- Example: VR platforms that replicate a fake news spreading scenario to teach users detection and prevention techniques.

Advantages of Gamification for Learning

1. Enhanced Engagement:
 - Game elements create a fun and interactive environment, increasing learners' motivation.
2. Practical Skill Application:
 - Immersive experiences bridge the gap between theoretical knowledge and real-world application.
2. Critical Thinking Development:
 - Players analyze, evaluate, and interpret scenarios, sharpening critical media literacy skills.
2. Behavioral Change:
 - Repeated exposure to gamified lessons reinforces positive information consumption habits.
2. Collaboration and Social Learning:
 - Multiplayer games or group challenges foster teamwork and shared understanding of the subject matter.

Successful Use Cases of Gamification in Disinformation Education

1. Go Viral!:
 - A five-minute game developed by the University of Cambridge, teaching players how viral misinformation spreads.
 - Focuses on techniques like emotional manipulation, fake experts, and conspiracy theories.
2. Media Literacy Competitions:
 - Programs such as media literacy hackathons use gamification principles to engage students in identifying and creating solutions to disinformation challenges.

Theoretical Foundations and Practical Benefits

1. Constructivist Learning Theory:
 - Gamification aligns with constructivist principles by allowing learners to construct knowledge through active engagement and problem-solving.
 - Reference: Piaget, J. (1971). *The Theory of Constructivist Learning*.
2. Self-Determination Theory (SDT):
 - Games satisfy the psychological needs of competence, autonomy, and relatedness, enhancing intrinsic motivation.
 - Reference: Ryan, R. M., & Deci, E. L. (2000). "Self-Determination Theory and the Facilitation of Intrinsic Motivation, Social Development, and Well-Being." *American Psychologist*.
2. Cognitive Load Theory:
 - Breaking complex tasks into smaller, gamified elements reduces cognitive load and aids comprehension.
 - Reference: Sweller, J. (1994). "Cognitive Load Theory, Learning Difficulty, and Instructional Design." *Learning and Instruction*.

8. Developing resilience to disinformation through game-based methods

The European Union is working to promote resilience in society against disinformation by developing tools and initiatives to encourage critical thinking and empower individuals and communities to recognize, resist, and respond effectively to false or misleading information. This is crucial in today's complex digital and media landscape, ensuring that societies remain resilient in the face of emerging challenges.

The EU is focusing on raising awareness of disinformation by collaborating with its partners to reach a wide audience through various communication channels, aiming to help citizens recognize and understand the risks of spreading false or misleading information online.

Game-based educational approaches have gained recognition as effective tools for fostering resilience to disinformation and fake news. By leveraging interactive and engaging mechanics, such methods encourage critical thinking, improve decision-making skills, and build psychological resistance to manipulative content.

The Role of Games in Building Resilience to Disinformation

1. **Psychological Resistance:**
 - Games simulate real-world scenarios where players experience the mechanics of disinformation firsthand, increasing awareness and reducing susceptibility.
 - Example: The *Bad News Game* exposes players to misinformation tactics, such as spreading conspiracy theories or exploiting emotional triggers, making them more vigilant against similar tactics in reality.
2. **Engagement and Retention:**
 - Interactive elements ensure that players actively participate in learning, which enhances long-term retention of critical skills.
2. **Iterative Learning:**
 - Games allow users to practice identifying and countering disinformation repeatedly, solidifying their understanding through trial and error.

Building Critical Thinking Skills Through Game-Based Learning

1. **Encouraging Questioning:**
 - Games often reward players for asking the right questions or seeking additional information, reinforcing the habit of skepticism in media consumption.
2. **Teaching Media Literacy:**
 - Interactive lessons focus on identifying biases, recognizing propaganda techniques, and distinguishing credible sources from unreliable ones.
2. **Reinforcing Analytical Skills:**
 - Games present players with complex problems requiring logical reasoning and evidence-based decisions, key components of critical thinking.
2. **Fostering Emotional Regulation:**
 - Disinformation often exploits emotions like fear or anger. Games train players to recognize and control emotional responses, reducing impulsive reactions to manipulative content.

Benefits of Game-Based Learning in Combating Disinformation

1. **Active Engagement:** Players learn by doing, ensuring deeper cognitive processing than passive learning methods.

2. **Collaborative Opportunities:** Multiplayer formats encourage discussion and shared learning experiences.
3. **Safe Environment for Failure:** Players can experiment and learn from mistakes without real-world consequences.
4. **Customized Learning Paths:** Games can adapt to individual skill levels, providing personalized learning experiences.

Theoretical Foundations Supporting Game-Based Methods

1. **Constructivist Learning Theory:**
 - Knowledge is built through active engagement and problem-solving.
 - **Reference:** Piaget, J. (1971). *The Theory of Constructivist Learning*.
2. **Self-Determination Theory (SDT):**
 - Games fulfill intrinsic motivational needs, such as competence and autonomy, fostering effective learning.
 - **Reference:** Ryan, R. M., & Deci, E. L. (2000). "Self-Determination Theory and the Facilitation of Intrinsic Motivation." *American Psychologist*.
2. **Pre-Bunking Theory:**
 - Exposure to misinformation tactics inoculates individuals against falling for such tactics in the future.
 - **Reference:** Roozenbeek, J., & van der Linden, S. (2020). "Inoculating Against Fake News About COVID-19." *Harvard Kennedy School Misinformation Review*.

9. Best Practices on tackling fake news and disinformation within the partner countries

Best practices are established standards or guidelines that ensure good outcomes when followed, often set by governing bodies, and are related to task execution or configuration, ensuring efficient and effective execution.

Best Practices on Tackling Fake News and Disinformation in Germany

Germany has taken a proactive approach to address fake news and disinformation, implementing comprehensive legal frameworks, fostering collaboration with digital platforms, and promoting media literacy. Below are the best practices and initiatives that illustrate Germany's leadership in combating disinformation.

1. Legal and Regulatory Frameworks

Network Enforcement Act (NetzDG)

- **Purpose:** A landmark law requiring social media platforms to promptly remove illegal content, including hate speech, fake news, and disinformation, within 24 hours (or 7 days for complex cases).
- **Key Features:**
 - Platforms like Facebook, Twitter, and YouTube must provide transparent reporting on content moderation.
 - Heavy fines (up to €50 million) for non-compliance.
 - Established a clear process for user complaints regarding harmful content.
- **Impact:** NetzDG has become a global benchmark, inspiring similar legislation in other countries.
- **Reference:** Bundesministerium der Justiz (2017). <https://www.bmj.de>

Amendments to the Telemedia Act

- Expanded obligations for social media platforms to disclose automated content (e.g., bots) and political advertising.

2. Media Literacy and Education

Media Literacy in Schools

- Germany integrates media literacy into educational curricula to empower students to critically evaluate online content.
- Programs like “**Medienkompetenz stärken**” (Strengthening Media Competence) focus on teaching students how to identify disinformation, understand biases, and verify sources.

Initiatives by Public Broadcasters

- **ARD and ZDF Fact-Checking Initiatives:** Public broadcasters run dedicated fact-checking services like *ZDFheuteCheck* to debunk false claims.
- Educational content is tailored to help viewers understand misinformation and avoid falling for fake news.

3. Fact-Checking and Collaborative Efforts

Correctiv

- An independent, non-profit investigative journalism organization that plays a leading role in fact-checking in Germany.
- **Initiatives:**
 - Runs a fact-checking network to identify and debunk viral misinformation.
 - Provides resources and training for journalists and educators on combating disinformation.

- **Reference:** Correctiv. <https://correctiv.org>

Collaborations with Tech Companies

- Germany works closely with platforms like Facebook and Twitter to tackle disinformation.
- Example: Facebook's partnership with Correctiv to flag false information and reduce its visibility on the platform.

4. Public Awareness Campaigns

“#NichtEgal” Campaign

- **Purpose:** A campaign aimed at combating hate speech and disinformation on social media.
- **Features:**
 - Encourages users to report harmful content.
 - Promotes respectful online discourse and critical engagement with digital content.

- **Partners:** Collaborations with NGOs, influencers, and tech companies amplify its reach.

“Get the Truth” Initiative

- A government-sponsored campaign focusing on media literacy for adults, teaching them to identify fake news through workshops and online resources.

5. Technology and Research Initiatives

Fraunhofer AI Initiatives

- Germany's Fraunhofer Society conducts research on AI-based tools to detect disinformation patterns, fake accounts, and deepfakes.

Deutsches Forschungszentrum für Künstliche Intelligenz (DFKI)

- The German Research Center for Artificial Intelligence develops tools for real-time analysis of misinformation trends and early warning systems for disinformation campaigns.

6. Regulating Political Advertising

Germany has strict transparency requirements for online political advertising:

- Advertisers must disclose funding sources and targeted demographics.
- Regulatory oversight ensures compliance, especially during election periods.

7. International Collaboration

Germany actively participates in European Union (EU) initiatives to tackle disinformation, including:

- **Code of Practice on Disinformation:** A voluntary framework involving tech companies to combat false information.
- **Rapid Alert System (RAS):** Shares intelligence on disinformation campaigns with other EU Member States.

- **Reference:** European Commission (2018). <https://ec.europa.eu>

Mapping of national best practices and initiatives in Germany for tackling disinformation

The Eurobarometer shows that only 15% of respondents are confident in identifying fake news. To combat disinformation and its interference with democracy, it is crucial to raise awareness and teach people how to distinguish between false and genuine news. The R2 project focuses on media literacy as a powerful tool against fake news spread, enabling citizens to make informed decisions without being misled by intentionally distributed lies. The German Federal Interior Minister Nancy Faeser has appointed the new President of the Federal office for Information and technology for Information security, enabling digital civic rights and IT security. READ TWICE aims to counter disinformation and limit fake news by enhancing citizens' skills to assess critical information, identify harmful media content, and distinguish between facts and opinions, thus improving their media literacy competences.

Germany's multi-pronged approach, which combines legal measures, education, collaboration, and technology, serves as a model for combating fake news and disinformation effectively.

Best Practices on Tackling Fake News and Disinformation in France

According to the INSEE (National Institute of Statistics and Economic Studies), one in two Internet users has seen fake news in the last three months in 2021.

<https://www.insee.fr/fr/statistiques/6475020#titre-bloc-1>

In an effort to align national policies with broader EU and global strategies against misinformation, France took one major legislative measure in 2018.

The Law against the manipulation of information, also called "Infox Law" aims to combat various forms of intentional dissemination of fake news.

During the three months preceding a national election, legal action is possible to quickly interrupt the distribution of a publication based on the following criteria:

- the fake news must be obvious,
- be disseminated massively and artificially,
- and lead to a disturbance of the public peace or the fairness of an election.

Outside election periods, the law establishes a duty of cooperation for platforms, which must implement measures to combat the dissemination of false information likely to disturb public order. They must set up an easily accessible and visible system allowing Internet users to report false information. Platform operators must also implement additional measures that may include:

- the transparency of their algorithms;
- the promotion of content from companies, press agencies, and audiovisual communication services;
- the fight against accounts that massively disseminate false information;
- informing users about the identity of the natural person or the business name, registered office, and corporate purpose of legal entities paying them compensation in return for promoting information content related to a debate of general interest;
- informing users about the nature, origin, and distribution methods of the content;
- media and information literacy.

The Higher Audiovisual Council (CSA) is entrusted with supervising the application of the law and the power to suspend the broadcasting in France of a television channel controlled by a foreign state or under the influence of a foreign power which deliberately disseminates false information.

Since July 2013, media and information literacy has been included in the education code as a requirement that all middle school students must be taught. Media and information literacy aims to develop the knowledge and skills of individuals to enable them to use media critically and creatively in both everyday and professional life.

The government encourages independent fact-checking organizations. The latter provide tools for checking the reliability of news sites and their sources, making it easier to sort real from fake news:

- AFP Factuel, the fact-checking unit of Agence France Presse which verifies articles, particularly those most exposed to fakes
- Vrai ou fake by France info, a fact-checking and debunking platform for the entire public broadcasting sector
- Checknews by newspaper Libération, the first "journalism on demand" service. Readers ask questions via a dedicated platform, which the team answers
- Les décodeurs by newspaper Le Monde is focused on factual verification. Assertions— whether from politicians or other public actors—are verified and contextualized. The Decoders team mainly verifies two types of statements:
 - Statements by public figures and bodies (political figures and parties, business leaders, union leaders, media and journalists, etc.)
 - Rumours circulating online, particularly on social media, from posts on various websites or emails.

C. Summary

10. Broader applications of the concepts and gaming methodologies

11. Conclusion

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