

# Fact or Fiction

Workshop Manual for Developing  
Digital Resilience and Critical  
Thinking in Youth



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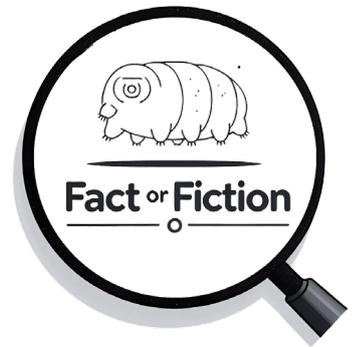
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# Guidelines for teachers and educators on how to use the Manual



This publication is designed to support teachers, educators and facilitators in implementing critical thinking (CT) strategies with young people aged 12–19. The materials include six full-length scenarios and 15 short exercises tailored to different age groups (12–14, 15–17 and 18–19). Each activity fosters essential CT skills through relatable, engaging and participatory experiences **rooted in real-world contexts and shared European values**. These guidelines offer practical advice for effective use of the materials in classroom and non-formal settings.

Ideas for exercises from this workbook have been created based on consultations with 95 young people aged 12 to 19 from Poland, Lithuania and Latvia. They have also been pilot tested in those countries.

## Understanding the approach

The **scenarios and exercises** are grounded in these core principles:

1. Active participation: learners engage as co-creators of knowledge, solving problems and debating among peers.
2. Realism and relatability: participants share personal flaws and struggles. This encourages empathy, reflection and deeper engagement.
3. Gamification elements make learning dynamic and memorable.
4. Teacher as ally: the educator is not a distant authority but a collaborator and guide. Participants are able to share insights, ask questions and foster curiosity alongside students.

## How to use the materials?

### Full-length scenarios (45–90 min.)

These are structured to unfold across distinct phases – introduction or warm-up, then implementation of the main activity and reflection or debrief phase.

Tips:

- Familiarize yourself with the scenario before implementation.
- Encourage students and remind them to speak freely - there are no “wrong” questions.
- Use open-ended prompts to foster discussion (“Why do you think that?”, “What could be another perspective?”).

### Short exercises (10–20 min.)

These activities are designed for flexible integration into daily lessons, after-school clubs or sports training. It stimulates quick but deep critical thinking, in some cases it involves a dilemma, question or small challenge. Also, it can be used as warm-ups, brain breaks or transitions.

Tips:

- Choose exercises that align with your current subject or theme.
- Encourage peer-to-peer dialogue, even in short bursts.
- Link discussions back to students’ lives or current events when possible.

### Supporting a Critical Thinking culture

To support a lasting culture of critical thinking, it’s important to go beyond individual activities and **create an environment** where **inquiry** and **reflection are part of everyday learning**. Do your best to encourage **curiosity**

**and openness** by sharing your own process of questioning information and fact-checking, showing students that critical thinking is a lifelong skill. Create a safe space where all voices are heard and respected - especially those that offer different or dissenting perspectives. Celebrate the effort students put into thinking critically, not just when they find the “right” answer but when they ask thoughtful questions or reflect on their assumptions. Finally, use real-world examples - such as current events or historical situations - to help students see the relevance of what they’re learning and connect it to the broader world around them.

### **Connecting to the European context**

Each activity in this publication is inspired by shared European experiences - drawing on history, geography and contemporary challenges such as disinformation, social and economic challenges, etc. These themes help students see themselves as active citizens within a diverse but interconnected Europe. Through engaging with these topics, learners are encouraged to appreciate multiple perspectives, recognize biases in media and information, and understand the significance of democratic values, solidarity and human rights. While examples are provided within the materials, **educators are encouraged to adapt or create their own scenarios based on current events, hot topics or the specific interests and concerns of their students.** This flexibility ensures the activities remain relevant, relatable and responsive to the ever-changing social and political landscape.

This Manual has been created as part of the project called **Fact or Fiction: Developing Inquiry and Critical Thinking Skills in Youth**, co-funded by the Erasmus+ programme of the European Union.



**Co-funded by  
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### **Further resources for educators**

To deepen your own understanding and stay up-to-date:

#### **Fact-checking platforms:**

- [EUvsDisinfo.eu](https://euvsdisinfo.eu)
- [FactCheck.org](https://factcheck.org)

#### **Media literacy and CT support:**

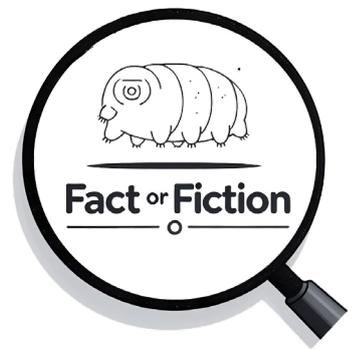
- Better Internet for Kids (BIK) [better-internet-for-kids.europa.eu/en](https://better-internet-for-kids.europa.eu/en)
- EDUmedia – European Commission Education Resources [education.ec.europa.eu/focus-topics/digital-education](https://education.ec.europa.eu/focus-topics/digital-education)

These resources are not scripts - they are platforms for creativity and dialogue. Adapt them to suit your learners and context. Most importantly, trust the process: critical thinking is not about getting the “right” answer but about learning how to think with clarity, empathy and courage.

# Spot the Fake

## Detecting Altered or Misleading Visuals

12-14  
Age group



**Duration:**  
15–20 minutes



**Materials needed:**

- Slides or printouts with examples of real vs. altered photos shown side by side (see Annex 1 for examples)
- Whiteboard or flipchart for group observations



**Workshop type:**  
Short exercise



**Objectives:**

- Teach students to recognize that images can be manipulated to mislead or bias.
- Introduce them to simple tools for checking the origin and authenticity of images.
- Foster awareness of how visuals can influence opinions and emotions.



**Main goal(s):**  
To build critical visual literacy and scepticism when encountering images online or in the media.



**Learning outcomes:**

1. Students can explain why some images cannot be trusted at face value.
2. Students can name at least one tool to check if an image is authentic.
3. Students can spot clues in an image suggesting it may be altered or misleading.

### Scenario \exercise description step-by-step:

#### Step 1: Introduction & discussion (5–6 minutes)

- Facilitator explains:
  - *Images are powerful but can also be manipulated.*
  - *Misleading photos can influence opinions, emotions and even spread misinformation.*
- Ask students:
  - *Have you ever seen a photo online that turned out to be fake or edited?*
  - *How did it make you feel?*

#### Step 2: Activity - Spot the Fake (8–10 minutes)

- Show **pairs of real vs. altered images** (see Annex 1) on slides or printouts.
- For each pair, ask:
  - *Which do you think is real?*
  - *What makes you think so?*
  - *What clues do you see that suggest one might be fake?*
- Discuss how edits are used (e.g., cropping context, adding or removing people/objects, colour changes, combining images).
- Highlight examples of how misleading images have been used in real life (e.g., in advertising, politics, or social media).

#### Step 3: Reflection & wrap-up (2–3 minutes)

- Ask students:
  - *What surprised you about the images you saw today?*
  - *How will you look at online images differently from now on?*
- Emphasise that being sceptical doesn't mean distrusting everything — it means checking before believing or sharing.

#### Suggestion

*Choose image examples that are age-appropriate, culturally neutral and relevant. Encourage curiosity and respectful discussion if students disagree on what is real. If possible, let students try using Google Reverse Image Search on one example. Keep the tone light and engaging - this can be a fun challenge.*

**Questions for reflection:**

1. Why do you think people create and share fake or altered images?
2. How can misleading images affect us personally or as a society?
3. What's one thing you can do to be more critical of the images you see?

**Suggestions for adapting the exercise to other age groups or subjects:**

For older students or adults, consider introducing more advanced tools and exploring ethical and legal aspects.

**Annexes:**

Annex 1: Example Image Pairs

# Spot the Fake

## Example Image Pairs

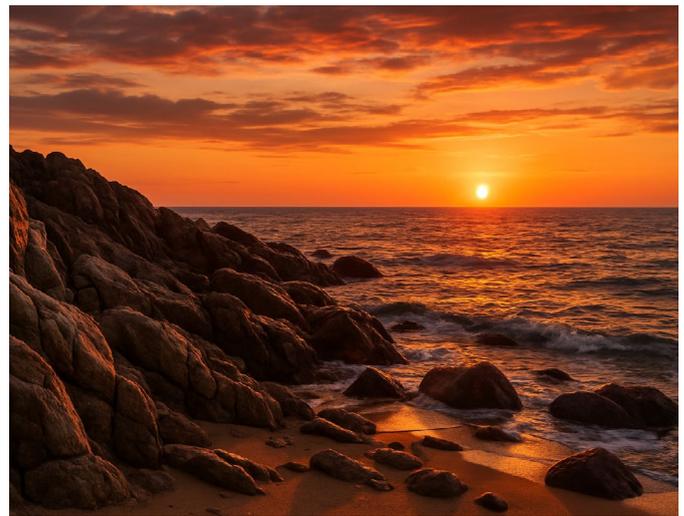


*(These are suggestions - facilitator should prepare/download examples beforehand)*

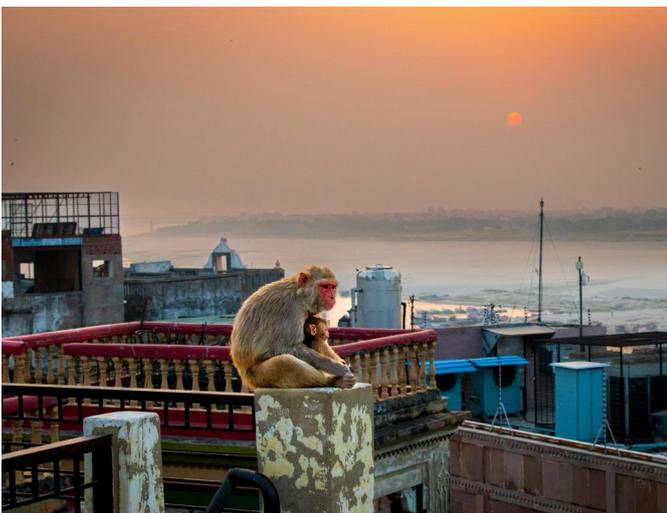
1. A famous politician giving a speech — real photo vs. a doctored version with a fake protest sign added.



2. A scenic beach - real photo vs. edited to remove trash and add a dramatic sunset.

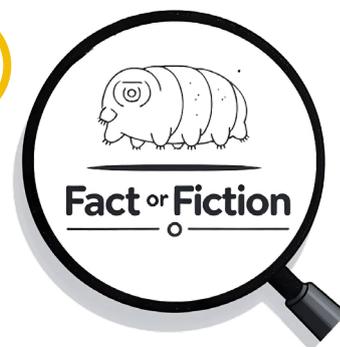


3. An animal (e.g., an animal living in the city center) - real scene vs. composited hoax image.



# Comment Section Simulation

12-14  
Age group



## Duration:

60 minutes



## Materials needed:

- Projector or screen to display a simulated comment thread (digital version)
- Whiteboard (or digital collaborative tool like Mentimeter, Padlet, or Jamboard)
- Digital presentation



## Workshop type:

Full-length scenario



## Objectives:

- Help students understand the dynamics of online comment sections.
- Students identify respectful vs. harmful communication online.
- Students practice strategies for responding to harmful content and promoting positive dialogue.



## Main goal(s):

To build awareness of digital communication norms and equip students with tools to navigate online comment sections responsibly.



## Learning outcomes:

1. Students can recognize toxic vs. supportive online behaviors.
2. Students practice respectful online communication.
3. Students develop strategies for dealing with online negativity.

## Scenario \ exercise description step-by-step:

### Step 1: Warm-up Discussion (10 minutes)

- Ask: *Who here has read comments under a post or video?*
- Display the example post from Digital Aid 1 (without reading the comments yet).
- Ask: *What kinds of comments do you usually see?*
- Write student responses on the board.

### Step 2: Comment Section Simulation (25 minutes)

- Display Annex 1 (post + comments) on the projector.
- Ask for volunteers to read each comment aloud as if they are the commenters.
- After reading all comments, discuss:
  - *Which comments made you feel good?*
  - *Which comments could hurt someone?*
  - *How might the original poster feel after reading these?*

### Step 3: Group Response Activity (15 minutes)

- Divide the class into three groups:
  1. Suggest positive responses to toxic comments.
  2. Suggest how to support the original poster.
  3. Suggest strategies to prevent harmful commenting in the future.
- Each group shares their answers on the whiteboard or digitally.

### Step 4: Reflection & Takeaway (10 minutes)

- Ask: *What's one way you can make a comment section better instead of worse?*
- Summarize key tips and display digitally so students can save them.

### Suggestion

*Monitor emotional responses; avoid real-life bullying examples from the group to keep it safe. Use humor and light posts for simulation but include at least one realistic negative comment. Emphasize empathy — how comments affect real people behind the screen.*

**Questions for Reflection:**

1. How do online comments affect the way we feel about posting?
2. Why do some people write hurtful comments online?
3. What can you do if you see a toxic comment?

**Suggestions for adapting the exercise to other age groups or subjects****For older students:**

**15–17:** Add discussion on freedom of speech vs. hate speech.

**18–19:** Include deeper analysis of online community guidelines and moderation policies.

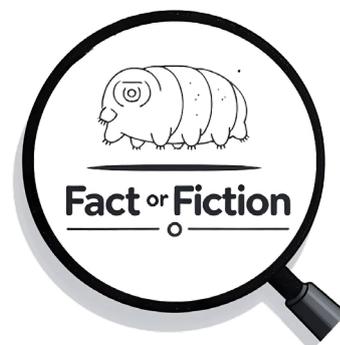
**Annexes:**

Digital Aid 1: Example Post with Comment Thread (Display digitally — e.g., Instagram-style screenshot).

Digital presentation: **p. 76**

Digital Aid 2: Positive Response Prompts. Digital presentation: **p. 77**

# Real, Fake, or Misleading? Evaluating Online Content



**Duration:**  
15–20 minutes



**Materials needed:**

- Slides or printouts of sample social media posts (real, fake, misleading) — see Annex 1 for examples
- Whiteboard or flipchart to collect group answers
- Optional: a “red flags” handout (see Annex 2)
- Markers, pens, and paper (if desired)



**Workshop type:**

Short exercise



**Objectives:**

- Teach students how to identify misinformation online.
- Help them evaluate online content by spotting red flags.
- Encourage critical thinking about the source, evidence and intent of information they encounter.



**Main goal(s):**

To foster digital literacy and help students navigate online information responsibly.



**Learning outcomes:**

1. Students can explain the difference between real, fake, and misleading content.
2. Students can name at least three “red flags” to watch out for.
3. Students can critically analyze online posts and justify their evaluation.

## Scenario \exercise description step-by-step:

### Step 1: Introduction & explanation (3–4 minutes)

- Facilitator explains:
  - Not everything you see online is true — some posts are fake, some are misleading and some are real. Misleading posts may use true information but present it out of context or exaggerate it. Today we'll practice spotting the difference and identifying clues.

Write the three categories on the board:

- ✓ Real
- ✗ Fake
- ! Misleading

### Step 2: Activity – Evaluate the posts (8–10 minutes)

- Split students into small groups (3–4 per group).
- Give each group **several social media post examples** (see Annex 1).
- For each post, the group decides:
  - Is it Real, Fake or Misleading?
  - What are the **red flags** that helped you decide? (e.g., no source, sensational language, can't be verified, unfamiliar website, etc.)
- Groups write down their answers and reasoning.

### **Step 3: Sharing & discussion (4–5 minutes)**

- Each group briefly shares one example:
  - What category did they choose?
  - What red flags did they notice?
- Facilitator summarises key lessons and lists common red flags on the board.

### **Step 4: Wrap-up (2–3 minutes)**

- Ask students:
  - *What's one thing you'll check next time you see a surprising or emotional post online?*
- Reinforce that it's okay to question and take time to verify before believing or sharing.

### **Questions for reflection:**

1. Why do people create and share fake or misleading posts?
2. How can misleading content harm individuals or society?
3. What habits can help you avoid being tricked by misinformation?

### **Suggestion**

*Choose social media posts that are appropriate, age-relevant and easy to analyze. Include a mix of posts - some clearly fake, some nuanced/misleading and some true but surprising. Encourage respectful disagreement when groups have different opinions - the discussion is a key part of learning. Provide the "red flags" handout or write them on the board to help students.*

### **Suggestions for adapting the exercise to other age groups or subjects:**

For older students, include more subtle examples (e.g., political spin, deepfakes) and discuss biases. Also, you can extend the exercise to create their own examples of fake and real posts to test their classmates.

### **Annexes:**

Annex 1: Example Social Media Posts

Annex 2: Common Red Flags to Spot

## Example Social Media Posts

*(Facilitator should prepare appropriate examples — here are suggestions to inspire your materials)*

Post 1:

**„Breaking: Scientists discover chocolate cures COVID-19! Read more at healthupdate-now.biz.”**

→ Likely Fake

🚩 Red flags: sensational claim, unfamiliar website, no source cited.

Post 2:

**„Look at this photo of a shark swimming on a flooded highway during a hurricane!”**

→ Likely Misleading

🚩 Red flags: image taken out of context (often a composite), no location/date info.

Post 3:

**„Local shelter is asking for help — they need blankets and pet food after the storm. Here’s their website: [link].”**

→ Likely Real

🟢 Confirmable with the official shelter’s website, reasonable and specific request.

Post 4:

**„This celebrity said in an interview: ‘I don’t care about my fans.’”**

→ Likely Fake/Misleading

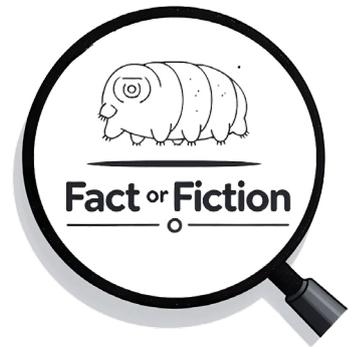
🚩 Red flags: no link to interview, designed to provoke outrage, quote possibly fabricated or taken out of context.

## Common Red Flags to Spot

-  **No credible source or author**
-  **Overly emotional or sensational language**
-  **Unfamiliar or suspicious website URL**
-  **Cannot be verified on other trusted sources**
-  **Uses outdated or out-of-context photos or data**
-  **Claims “everyone is hiding the truth” without proof**

# Rights and Responsibilities Online

12-14  
Age group

**Duration:**

60 minutes

**Materials needed:**

- Whiteboard/flipchart (or digital board/projector)
- Markers
- Digital presentation
- Optional: sticky notes in 3 colors (can be replaced with digital polls if tech available)

**Workshop type:**

Full-length scenario

**Objectives:**

- To help students understand their rights and responsibilities when using the internet.
- To connect online behaviors with real-life consequences.
- To practice recognizing when rights are violated and when responsibilities are ignored.

**Main goal(s):**

To increase awareness of digital citizenship, including both protection of rights and fulfillment of responsibilities online.

**Learning outcomes:**

1. Students identify key digital rights (privacy, freedom of expression, access to information).
2. Students recognize responsibilities such as respecting others and avoiding harm.
3. Students apply critical thinking to balance freedom and accountability online.

## Scenario \exercise description step-by-step:

**Step 1: Warm-up (10 minutes)**

- Write on the board: *What are your rights online?* and *What are your responsibilities online?*
- Let students brainstorm, calling out answers. Write them on the board.

**Step 2: Rights vs. Responsibilities Match (15 minutes)**

- Read out example situations (Annex 1).
- Students move to one side of the room if they think it's about Rights, the other if it's about Responsibilities.
- Briefly discuss each case.

**Step 3: Case Simulation (20 minutes)**

- Present 2–3 digital scenarios (Annex 2) via projector or reading aloud.
- Ask:
  - *What rights are being affected?*
  - *What responsibilities are being ignored?*
- Groups of 4 discuss and then role-play the situation and a possible solution.

**Step 4: Reflection & Closing (15 minutes)**

- Ask:
  - *What's one right you value most online?*
  - *What's one responsibility you think is most important?*
- Write closing points on the board and take a photo as a digital recap.

**Tip**

*You may add additional activity to this exercise using padlets or tablets. See Annex 3.*

**Suggestion**

*Ensure a balance: avoid presenting only rules; focus equally on rights. Encourage sharing of personal online experiences. Use humor or memes when appropriate to keep the age group engaged.*

**Questions for Reflection:**

1. Why do rights and responsibilities both matter online?
2. Can rights ever conflict with responsibilities?
3. How can you protect both yourself and others online?

**Suggestions for adapting the exercise to other age groups or subjects****For older students:**

- Add deeper focus on laws, digital footprints, and real consequences.
- Debate controversial rights vs. responsibilities issues (e.g., free speech vs. hate speech).

**Annexes:**

Digital Aid 3: Digital slides: Rights vs. Responsibilities. Digital presentation: **p. 78**

Digital Aid 4: Digital slides: Case scenarios. Digital presentation: **p. 82**

Digital Aid 5: Digital recap: Padlet/tablet activity. Digital presentation: **p. 85**

Annex 1: Instructions for Padlet Activity



# Rights and Responsibilities Online

## Instructions for Padlet Activity

### Purpose:

Summarize today's learning by sharing one important Right and one important Responsibility for online behavior.

### Before the Activity (Teacher Prep):

- Set up a [Padlet](#) board with two columns: Rights & Responsibilities.
- Allow students to post. (Optional: enable teacher approval before posts go live.)
- Display the Padlet link or QR code on the screen.

### In-Class Instructions:

#### 1. Quick Review

- Teacher says:

*A Right is something you are allowed to do or have online — it protects your freedom or safety.*

*A Responsibility is something you should do to respect others and keep the internet safe for everyone.*

- Show 2–3 examples from Annex 1 or Annex 2 as a reminder.

#### 2. Posting to Padlet

- Teacher says:

*Now, based on everything we've done today — both the quick statements and the scenarios — post one Right you think is most important and one Responsibility you think is most important.*

- Student steps:

1. Open the Padlet link or scan the QR code.
2. Add their Right to Column 1.
3. Add their Responsibility to Column 2.

#### 3. Wrap-Up Discussion

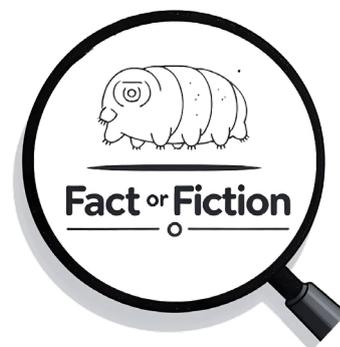
- Read a few posts from each column aloud.
- Class can “like” the posts they agree with most.
- Optional: Approve or correct posts that are in the wrong column.

### Timing:

Final 10 minutes of the workshop.

# Flags and Feelings

12-14  
Age group



**Duration:**  
20 minutes



**Materials needed:**

- Printed or digital copies of the worksheet, or students can use their notebooks
- Red/yellow/green pens, markers or stickers
- Whiteboard with markers



**Workshop type:**  
Short exercise



**Objectives:**

- Help students understand a variety of experiences and emotions related to Internet use.
- Support students in connecting with their feelings. Provide a practical scheme to express one's feelings.



**Main goal(s):**

To support identifying, naming and coping with different emotions when using the Internet.



**Learning outcomes:**

1. Students can identify their feelings related to Internet use.
2. Students can express their mood and share it with others.
3. Students have a practical tool to explain their feelings.

## Scenario \exercise description step-by-step:

### Step 1: Introduction & context (3 minutes)

- The facilitator explains to the students that they can develop different emotions while using the Internet. They explain that all emotions are valid and it's important to identify and express them.
- The facilitator explains to the students the concept of colourful flags:
  - **The green flag** is something good,
  - **The yellow flag** is something that can be suspicious, but doesn't have to be – and we should be vigilant
  - **A red flag** is something bad that can hurt us.

### Step 2: Activity: labelling feelings (7 minutes)

- Students are provided with a list of situations that they can encounter online (either write a list on a whiteboard or use Annex 1).
- Ask them to decide if these can be tagged as red, yellow or green flags. Ask them to mark it with a colourful pen or put a sticker next to it.

#### Examples of situations:

**Write down what you feel when you:**

- Find a new friend online
- Read an interesting article
- Get an email from someone you don't know
- Read an upsetting comment under your or your friend's post
- See an image of something you don't want to see
- Watch a funny video
- Find an interesting tip for your hobby
- See an influencer advertising a new drink

#### Tip

*Encourage students to think for a minute about each example.*

### Step 3: Sharing and discussion (5 minutes)

- Encourage students to share some examples of green, yellow and red flags.
- Ask them to justify why they chose this particular flag.

**Step 4: Wrap-up (5 minutes)**

- Reflect together:
  - Why is it important to understand your feelings?
  - What can you do when you know what you feel?

**Suggestions for adapting the exercise to other age groups or subjects:**

This exercise can also include students introducing their own ideas for situations for green, yellow and red flags. It can be redone a few times with different examples.

**Questions for reflection:**

1. Why do different people perceive the same situations differently?
2. In what other situations can you use the idea of flags?
3. Who can you talk to about your feelings?

**Annexes:**

Annex 1: Flags and feelings worksheet

# Flags and feelings worksheet



Think about different emotions that you feel in different situations.

This is about your feelings as represented by different flags:



A green flag is something good,



A yellow flag is something that can be suspicious, but doesn't have to be – and we should be vigilant,



A red flag is something bad that can hurt us.

Mark in green, yellow or red what you feel when you:



Find a new friend online



Read an interesting article



Get an email from someone you don't know



Read an upsetting comment under your or your friend's post



See an image of something you don't want to see



Watch a funny video



Find an interesting tip for your hobby

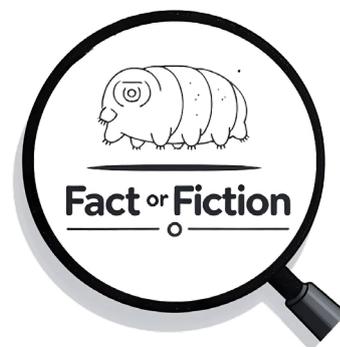


See an influencer advertising a new drink



# My Support System

12-14  
Age group



**Duration:**  
20 minutes



**Materials needed:**

- Printed/digital worksheets or colourful empty paper sheets
- Colourful pens
- Optional: arts and crafts accessories (e.g. stickers, washi tapes)



**Workshop type:**

Short exercise



**Objectives:**

- Help students understand the importance of having a support network around them when facing adversities.
- Create a long-lasting reminder about the support that students have.
- Encourage reaching out for help if needed.



**Main goal(s):**

To show young people about the support network they have and remind them of their capacities to deal with adversities.



**Learning outcomes:**

1. Students can identify their support network.
2. Students can identify situations in which they need support.
3. Students have a practical reminder about their support network.

## Scenario \exercise description step-by-step:

### Step 1: Introduction & context (3 minutes)

- Facilitator explains the activity to the students – they are to create a list of people they can reach out to in certain situations. Explain to the students that they might not have experienced some of the listed situations, but they can imagine what they would do in those circumstances.
- Mention clearly that students who don't think they have someone matching some of the situations, can imagine who they would like to get support from.
- Explain examples of people who can be a part of someone's support network: parents, guardians, peers, teachers, psychologists, local community, police, religious leaders.
- Explain that there are no right or wrong answers in this activity, because everyone has their unique support system.

### Step 2: Activity: reconstructing support network (12 minutes)

- The facilitator hands out the worksheets (Annex 1) or sheets of paper, one per student. Students have pens or markers, and/or arts and crafts supplies available.
- Give students time to make a list first (5 minutes) and then time to decorate it (7 minutes).

**Write down a list of people who you would reach out to in those situations:**

- 2 people that I trust the most
- 2 people that I like sharing funny memes with
- A person I would go to if I saw an upsetting image online
- A person I would go to if someone bullied me or your friend
- A person that I would like to hug me when I feel sad
- A person that has a power to stop something negative to happening to me
- An online space that I like to go to when I have a problem

**Tip**

*Be mindful about potentially vulnerable students. Discreetly ask them if they need help with this exercise.*

### **Step 3: Wrap-up (5 minutes)**

- Reflect together:
  - Why is it important to seek help from others?
  - How can you widen your support network?
  - What does it mean to be someone's trusted person?

### **Suggestion**

*The arts and crafts are optional. Students may not want to share their support network with others, so make sure that they don't feel obliged to share their answers.*

### **Questions for reflection:**

1. Why do people need support from others?
2. What are the ways to give support to others?

### **Suggestions for adapting the exercise to other age groups or subjects:**

Use more concrete situations and you can describe them in more detail - for example:

*A person I would go to if I saw my closest friend getting bullied by a stranger on a Discord channel.*

You can also use examples of real-life online risks such as pornographic materials, phishing, scamming, etc. This exercise doesn't have to be only about the Internet - it can ask about various aspects of young people's lives.

### **Annexes:**

Annex 1: My support system worksheet

# My support system worksheet



Write down a list of people whom you would reach out to in situations listed below.

If you don't have anyone who could fit that description, imagine what kind of person could support you.



2 people that I trust the most:

.....



2 people that I like sharing funny memes with:

.....



A person I would go to if I saw an upsetting image online:

.....



A person I would go to if someone bullied me or your friend:

.....



A person that I would like to hug me when I feel sad:

.....



A person who has a power to stop something negative happening to me:

.....

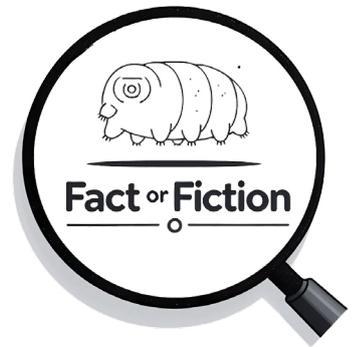


An online space that I like to go to when I have a problem:

.....

# Identifying fake news

15-17  
Age group

**Duration:**

45 minutes

**Materials needed:**

- Digital or physical copy of a worksheet
- Pen
- Whiteboard

**Workshop type:**

Full-length scenario

**Objectives:**

- Students can have a safe contact with an example of fake news.
- Students can learn in practice what the signals are that something is fake news.
- Students learn what the most important strategies are for how to behave when they come across potentially fake information.

**Main goal(s):**

Students learn about the identifiers of fake news in practice and actions that can be taken when encountering fake news.

**Learning outcomes:**

1. Students share their existing knowledge about fake news.
2. Students know the identifiers of fake news.
3. Students know the strategies on how to react to fake news.

## Scenario\exercise description step-by-step:

**Step 1: Introduction & context (5 minutes)**

- The facilitator explains a backstory of the exercise using a digital or physical version of the worksheet. Students are told to imagine they encounter a post on Instagram. The post includes a link to a longer article.
- Ask students to write down what the signs are that they see that make this post fake news and why.

**Step 2: Individual work (15 minutes)**

- Give/show students the worksheets – one includes an Instagram post and another includes a full-length article.
- Remind them to list identifiers of fake news and reasons why they think this is a sign of fake information.

**Step 3: Sharing and discussion (15 minutes)**

- Ask students to give examples of identifiers of fake news. Write them on a whiteboard.
- Add some of the identifiers that are listed below if students didn't propose them:

**Tip**

*Explain to the students that this is a random example that has been prepared specifically for this exercise. Allow them to express their opinions about the subject, but be mindful that this is not the key point of this exercise.*

**Lack of credible sources:** The article cites no verifiable news outlets or official statements—only a “now-deleted post” from an EU official and unnamed “sources.”

**Exaggerated emotional appeal:** The language is charged (“shocking move,” “direct attack,” “crying hot dogs”), aiming to provoke negative feelings.

**Conspiratorial framing:** The deletion of a supposed official post and vague talk of „vegan activists” adds a “suspicious” vibe.

**Plays on controversial “woke” ideology:** The post threatens something that many people participate in under a pretence of adjusting to the European Union directives. Green Deal and environmental policies of the EU are something that is controversial and charged with political sentiments.

**Finding someone to blame:** Citing EU policymakers and vegan activists as people who want to attack people's freedom gives an additional emotional sentiment.

**Meme and image manipulation:** The viral image is clearly altered but is used to give the story visual „proof“ and fuel a social media spread. There are flashy fonts and a photo of an unhappy family that plays on emotions.

**Instagram post and account details:** Instagram post includes a caption that is supposed to spark emotions: capital letters, emojis and hashtags. The account doesn't have a lot of followers and have similar negative stories in the post.

**Website design:** Website looks like a news outlet which is supposed to give validity. However, most articles have features similar to this one and are controversial.

**Slippery slope argument:** It speculates wildly about future bans (“popcorn,” “fried chicken”) with no evidence, designed to incite fear of loss of personal freedom.

#### **Step 4: Rules to apply when encountering fake news (10 minutes)**

- Introduce 5 rules that someone can apply when they encounter posts like that and write them on a whiteboard:
  - Don't share if you're not sure
  - Ask someone else for help
  - Do your own research
  - Report or block a website
  - Spread awareness among your close ones
- Ask students to ask questions or comment on those rules.

#### **Suggestion**

*It's better to use the generated article rather than a real example. Students can have their opinions on the subject, or it can be a sensitive topic.*

#### **Questions for reflection:**

1. Why is it important to have rules regarding fake news identification?
2. How to inform other people on how to spot fake news?
3. How often do we come across fake news?

#### **Suggestions for adapting the exercise to other age groups or subjects:**

If you want to create your own example, we recommend the use of AI tools (like Chat GPT), using these two prompts:

1. *Write a three-paragraph story that is an example of fake news (add 'about X' if you want to insert a topic). It should be a simple story that someone can share on Instagram. Create a visual to accompany the story's image. Then list the elements that are identifiers of the story being fake news.*
2. *Create an example of an Instagram post promoting this article – create a visual image description and post content for Instagram, and come up with a name for an account.*

Remember to adjust the complexity of this exercise to the students' age. This means adjusting the topic, language and length of the article. This exercise might be adjusted so that the students only analyse the Instagram post, without the long article, but that requires adjusting the identifiers.

#### **Annexes:**

Annex 1: Identifying fake news worksheet

# Identifying fake news worksheet



Imagine you come across this Instagram post. It includes a link to an article that is printed below.



**RealAwakeNews** BREAKING: European Union bans BBQs to protect citizens from "meat smell trauma." Fines up to 500EUR for grilling in public! 🤖💔 Is this the future you voted for? 🇪🇺🇺🇸 Sound off in the comments. Are your sausages safe?! #BBQBan #SmellCensorship #FreedomToGrill #YouCantMakeThisUp

Here's the full-length article from a website called Real Awake News.

## City Bans BBQs to Prevent Meat Smell Offence

In a shocking move that's stirring controversy, the European Union plans to implement a directive that will require Member States to enact bylaws banning all outdoor barbecues in public spaces to protect the air from the smoke of grilled meat. Among the reasons cited are also "smell-sensitive" vegetarians and vegans who complain about the smell. According to a now-deleted post from a supposed EU Parliament member, the measure aims to create a more "inclusive environment" in line with recent progressive policies.

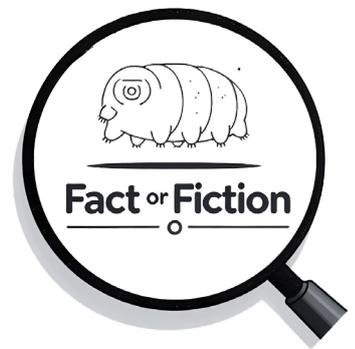
Citizens are outraged. "This is a direct attack on our traditions," said one man during a protest where people gathered in a park with raw steaks and portable grills in defiance of the ban. Some claim vegan activists pressured EU Member States after "smell harassment" complaints, citing climate change as a reason to ban smoke and smells. Memes featuring crying hot dogs and angry burgers are now spreading across social media.

The EU has yet to respond publicly, but sources say fines for violating the rule could reach up to 500 EUR. Many fear this is the start of a "slippery slope" toward banning other "offensive" food smells, like popcorn at the movies or fried chicken at fairs. One commenter summed it up: "First they come for your burgers, then your freedom."

# Fake News Detectives

## Spot the Red Flags

15-17  
Age group



### Duration:

60-75 minutes



### Materials needed:

- Paper or digital tools for group writing
- Printed fake news identifiers (optional handouts)
- Whiteboard or projector
- Optional: props or drawing tools for visual elements



### Workshop type:

Full-length scenario



### Objectives:

- Understand how fake news is created and spreads.
- Practice identifying common signs of misinformation.
- Build media literacy through peer interaction and analysis.
- Develop teamwork and creative communication.



### Main goal(s):

To strengthen students' media literacy by helping them recognize and deconstruct fake news through creation and critique in a collaborative setting.



### Learning outcomes:

1. Students can list at least 3–5 common red flags of misinformation.
2. Students demonstrate critical thinking by analysing and explaining why a news item might be misleading.
3. Students collaborate to construct a convincing piece of fake news using identified techniques.

## Scenario \ exercise description step-by-step:

### Step 1: Introduction (10 minutes)

- The facilitator introduces fake news and leads a short discussion on why people create or share false information (e.g., for influence, money, entertainment, or by accident). Present fake news identifiers like sensationalism, lack of sources, clickbait headlines, and emotional manipulation.

### Step 2: Group Activity – Create Fake News (35 minutes)

- Divide students into small groups (2-3). Assign each a theme (e.g., health, local news, tech) (list of themes/ topic is in the Annex). Each group writes a short fake news piece: a headline and a 3–5 sentence article or post that must include at least three fake news identifiers. Optional (but recommended): create a visual (image, meme, sketch).

### Step 3: Group Presentations (15-20 minutes)

- Each group presents their piece to the class, explaining which techniques they used to make it persuasive or misleading.

### Step 4: Discussion & Debrief (15 minutes)

- After all the groups have shared their fake news creations, gather everyone for a group-wide discussion. Rather than analyzing each group's work individually, guide a general conversation about the patterns, techniques, and emotional responses that came up across all the examples.
- This approach emphasizes shared learning, avoids singling anyone out, and ensures that everyone reflects on techniques rather than on judging the „quality“ of each group's output.

### **Optional: Voting Activity (5 minutes)**

- If the group has a playful dynamic and the environment feels safe, you can invite participants to do a light-hearted anonymous vote on fun, creative categories:
  - *Most Believable*
  - *Most Outrageous or Ridiculous*
  - *Best Clickbait Headline*
  - *Most Dramatic Delivery*
  - *Most Clever Use of Misinformation Tactics*
- Use slips of paper, a show of hands, or a digital poll, depending on your setting. Emphasise that these categories are just for fun and celebration of creativity—not a competition or judgment.

### **Questions for reflection:**

1. What elements made some of the fake news examples feel believable?
2. What common “red flags” did you notice across different pieces?
3. Which emotions (fear, excitement, outrage) were used to grab attention?
4. What habits can help us become more mindful and responsible with the content we consume and share?

### **Suggestions for adapting the exercise to other age groups or subjects**

#### **For older teens (18–19):**

- Introduce **complex misinformation** topics like deepfakes, manipulated statistics, or satire vs. propaganda.
- Incorporate **fact-checking tools** (e.g., Google reverse image search, Snopes, Media Bias/Fact Check).
- Allow room for **ethical debates**: Should influencers be held responsible for what they share?

#### **Subject area adaptations:**

##### **Science:**

- Use **pseudoscientific claims** or viral health myths as fake news prompts:  
„Bananas cure cancer!”
- Encourage groups to include **scientific-sounding jargon** or fake statistics.

##### **History or Social Studies:**

- Have students create fake news pieces based on **historical contexts** or propaganda styles:  
“Witchcraft Blamed for Crop Failure” (based on pre-scientific beliefs).
- Encourage them to mimic the tone or language of **specific eras**.
- Use the debrief to discuss how misinformation has shaped **public opinion and policy**.

##### **Language & Literature:**

- Have students write fake news using **rhetorical strategies or persuasive devices** they’re studying (e.g., hyperbole, emotional appeals, unreliable narrators).
- They could base fake news around **literary characters or settings** (e.g., “Romeo Spotted With Another Girl?”).
- Debrief by connecting their work to discussions of **bias, tone, and author intent**.

#### **Annexes:**

Annex 1: 12 General Themes for Student Groups

# **Fake News Detectives**

## **12 General Themes for Student Groups**



### **1. Health & Wellness**

(e.g., miracle cures, fake fitness trends, questionable supplements)

### **2. Viral Challenges**

(e.g., dangerous TikTok trends, fake dares, exaggerated outcomes)

### **3. Technology Gadgets**

(e.g., fake smartphone leaks, privacy scares, “mind-reading” tech)

### **4. Animals & Nature**

(e.g., “invasive species spotted in your town,” mutant pets, record-breaking animal behaviors)

### **5. Aliens & Conspiracies**

(e.g., government cover-ups, UFO sightings, secret space missions)

### **6. Weather & Natural Disasters**

(e.g., exaggerated storm warnings, fake survival tips, climate panic)

### **7. Music & Pop Culture**

(e.g., fake album drops, secret collaborations, banned music videos)

### **8. Education**

(e.g., “homework banned,” fake exam leaks, wild school reforms)

### **9. Transportation**

(e.g., flying bikes, jetpack deliveries, self-driving school buses)

### **10. Travel & Tourism**

(e.g., made-up destinations, disappearing landmarks)

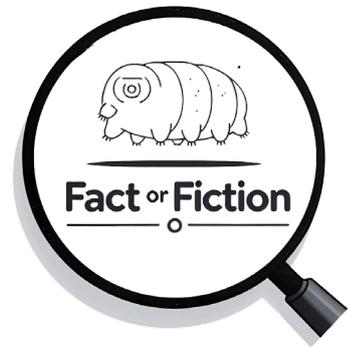
### **11. Science Breakthroughs**

(e.g., cloned dinosaurs, teleportation discovered, time travel unlocked)

### **12. Public Safety**

(e.g., made-up emergency alerts, false neighborhood threats, fake police tips)

# Verify This! Fact or Fiction?



## Duration:

30 minutes (can be extended if needed)



## Materials needed:

- Pre-prepared questionable statements (paragraphs, tweets, memes, quotes – we suggest presenting it on slides, however, can be printed as well)
- Handouts or slides with fact-checking strategies (e.g., *Check a trusted website, Cross-reference sources, Look for author credentials*)
- Whiteboard or flipchart & markers for group sharing
- Timer



## Workshop type:

Full-length scenario



## Objectives:

- Help students understand the importance of verifying information before accepting or sharing it.
- Practice basic fact-checking strategies and develop critical thinking and media literacy skills in the context of news, historical facts or online content.



## Main goal(s):

- To raise awareness about misinformation and how to avoid spreading it.
- To equip students with simple and effective verification techniques.



## Learning outcomes:

1. Students can explain why it is important to verify information.
2. Students can identify at least three strategies to fact-check information.
3. Students can apply these strategies to assess the accuracy of a statement.

## Scenario \exercise description step-by-step:

### Step 1: Small Group Challenge – “Uerify This!” (15 minutes)

1. Divide students into small groups of 3–4.
2. Distribute to each group a **questionable statement** (e.g., *The Great Wall of China is the only man-made object visible from space.*)
3. Provide each group with a **handout or slide** listing **simple fact-checking strategies**, such as:
  - Check a trusted website (e.g., encyclopedias, fact-checking sites like Snopes, news outlets).
  - Cross-reference information from more than one source.
  - Look for the credentials and expertise of the author/source.
  - Look for supporting evidence or data.
4. Instruct groups to discuss and determine whether their statement is **true or false**, using the strategies.
5. Encourage them to document which strategy or evidence led to their conclusion.

### Step 2: Group Share & Debrief (15 minutes)

1. Each group briefly shares:
  - Their statement.
  - Whether it was true or false.
  - How they verified it.
2. Facilitate a group discussion:
  - *How easy was it to believe something without checking?*
  - *How does verifying information build trust and prevent misinformation?*
  - *Where can you go for trusted information (e.g., academic databases, trusted news sites)?*

### **Questions for reflection:**

1. Why do people sometimes believe and share false information?
2. How can you tell if a source is reliable?
3. What will you do differently the next time you see a surprising or questionable claim online?

### **Suggestions for adapting the exercise to other age groups or subjects:**

For older students include more complex claims (e.g., political or scientific misinformation) and deeper discussion about bias and source evaluation. For subject-specific classes - tailor statements to the topic (e.g., health myths in biology, historical myths in history class).

### **Annexes:**

Annex 1: Sample Statements (Myths, Memes, Tweets)

Annex 2: Fact-Checking Strategies Handout

Annex 3: Suggested List of Trusted Websites for Reference

### **Suggestion**

*Choose statements that are age-appropriate and relevant to students' lives - include popular myths, viral memes or misunderstood history. Make sure at least one reliable source confirming or debunking each statement is easily accessible. Monitor groups to assist them in using the fact-checking strategies effectively. Keep the atmosphere light and engaging - frame it as a challenge or quiz. Highlight the real-world impact of misinformation (e.g., in health, history, social media).*

# Sample Statements (Myths, Memes, Tweets)



You can print these statements on cards or slides - one per group.

***“Goldfish only have a three-second memory.”***

***“Bulls get angry when they see the color red.”***

***“Humans only use 10% of their brains.”***

***“If you drop a penny from the Empire State Building, it could kill someone on the ground.”***



**sir Collin III**  
@collinknowsthings

You can charge your phone faster by putting it in the freezer.

11:13 AM · Aug 13, 2025 · **3.8K** Views

**154** Retweets **37** Quotes **1.6K** Likes **13** Bookmarks

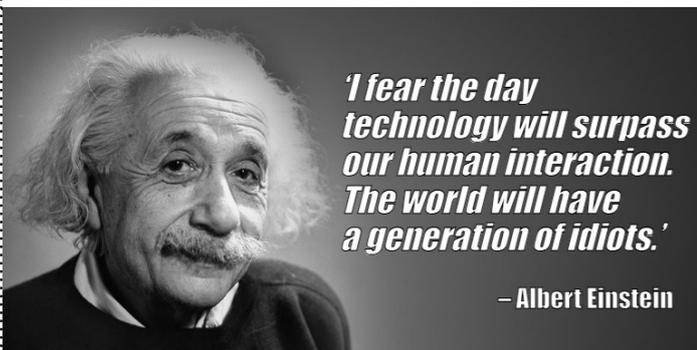


**drJohn** ✓  
@drjohn123

Sharks don't get cancer - so eating shark cartilage can prevent cancer in humans.

11:13 AM · Aug 13, 2025 · **2.5K** Views

**54** Retweets **143** Quotes **1.1K** Likes **24** Bookmarks



***“The Great Wall of China is the only man-made object visible from space.”***

***“Lightning never strikes the same place twice.”***

***“Vaccines cause autism.”***

# Fact-Checking Strategies

## How to Verify Information



### **Check a trusted website.**

Look for the claim on reliable, well-known sources (encyclopedias, fact-checking sites, reputable news outlets).



### **Cross-reference more than one source.**

Don't rely on just one site. See if multiple independent sources agree.



### **Look for the author or source's credentials.**

Is the person or website credible, knowledgeable, and trustworthy?



### **Check the date.**

Sometimes old or outdated information is shared as if it's current.



### **Look for supporting evidence.**

Does the claim include facts, data, or proof? Or just opinions and feelings?



### **Be wary of sensational language.**

If it sounds shocking or "too good to be true," it probably is.



### **Search for images or quotes.**

Use reverse image search to see where an image actually came from. Look up a quote to see if it's authentic.

## Suggested List of Trusted Websites for Reference



### Encyclopedia & General Knowledge:

National Geographic: <https://www.nationalgeographic.com>



### Fact-Checking Sites:

Snopes: <https://www.snopes.com>

FactCheck.org: <https://www.factcheck.org>

PolitiFact: <https://www.politifact.com>



### Science & Health:

World Health Organization: <https://www.who.int>



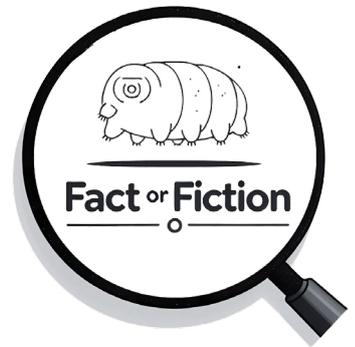
### Image\Quote Verification:

Google Reverse Image Search: <https://images.google.com>

Quote Investigator: <https://quoteinvestigator.com>

# Safe or Sorry? Building a Positive and Safe Digital Identity

15-17  
Age group



**Duration:**  
20 minutes



**Materials needed:**

- Printed or projected scenarios (at least 3, see Annex 1)
- Whiteboard or flipchart & markers (for group responses)
- Reflection question sheet or slide for wrap-up
- Optional: handout or slide listing digital safety tips



**Workshop type:**  
Short exercise



**Objectives:**

- Help students understand how their online actions contribute to their digital identity.
- Raise awareness about privacy and digital threats.
- Encourage intentional, safe, and respectful choices in digital spaces.



**Main goal(s):**

- To equip students with the knowledge and mindset to protect themselves and others online.
- To promote a positive and mindful approach to digital presence.



**Learning outcomes:**

1. Students can identify risky vs. safe online behaviors.
2. Students can explain how online actions can affect themselves and others.
3. Students can name at least one strategy to improve their online safety and digital identity.

## Scenario \exercise description step-by-step:

### Step 1: Scenario Game – “Safe or Sorry?” (10 minutes)

1. Present **three short online scenarios** (see Annex 1) to the class on slides or read aloud.
2. Examples of scenarios:
  - A teen shares a funny video of a friend without asking.
  - Someone receives a DM from a stranger asking to chat privately.
  - A student posts their school and birthday on their public profile.
3. Ask students to work in small groups or discuss as a whole class.
4. For each scenario, have them consider:
  - **Is this safe or risky?**
  - **What could go wrong?**
  - **What could be done differently?**
5. Record key points from their answers on the board to reinforce the discussion.

### Step 2: Wrap-up – “Digital Check-In” (10 minutes)

1. End the workshop by asking students to reflect on their own digital behavior.
2. Provide them with these three **reflection questions** on a slide, handout, or verbally:
  - *What’s one thing I’ll stop doing online for my safety?*
  - *What’s one thing I’m proud of in my digital presence?*
  - *What’s one thing I can do to help others stay safe online?*
3. Allow a few minutes for students to write their answers privately or share voluntarily in pairs or with the class.
4. Conclude by emphasizing the power of choice and respect in shaping a safe and positive digital identity.

**Questions for reflection:**

1. How do my online actions affect my digital identity and how others see me?
2. What risks exist online, and how can I reduce them?
3. How can I be a role model for safe and respectful behaviour online?

**Suggestions for adapting the exercise to other age groups or subjects:**

For older students, consider incorporating more complex issues, such as cyberbullying or managing professional digital identity. In a technology class, extend the activity to include creating a “digital safety plan” or exploring privacy settings together.

**Annexes:**

Annex 1: Sample Scenarios

Annex 2: Digital Safety Tips Handout

**Suggestion**

*Choose scenarios that feel realistic and relevant for your students — they should recognise themselves or peers in these situations. Be mindful of students’ privacy when discussing sensitive topics — make it clear that no one is forced to share personal stories. Keep the tone positive and supportive — focus on learning and improvement, not on guilt or fear. Provide additional resources or a list of tips on how to stay safe online, if possible.*

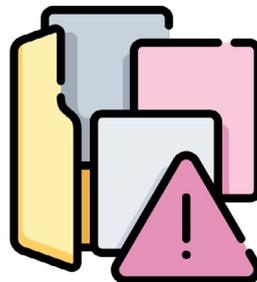
## Safe or Sorry? Sample Scenarios



**A teen shares a funny video of a friend without asking them.  
The friend looks embarrassed in the video.**



**Someone receives a direct message from a stranger on Instagram  
asking to chat privately and asking for personal information.**



**A student posts their full name, school, and birthday publicly on their  
profile so everyone can see it.**



**(Optional extra): You post a comment on a classmate's picture,  
making fun of how they look, and many others join in.**



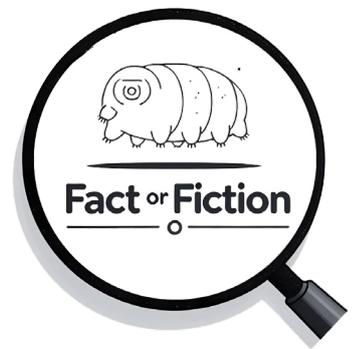
# **Digital Safety Tips Handout**

## **How to Stay Safe & Build a Positive Digital Identity**

- ✔ **Always ask permission before posting about others.**
- ✔ **Think before you share — would you say it in person?**
- ✔ **Keep personal information (like your address, school, and birthday) private or only visible to trusted people.**
- ✔ **Be cautious about talking to strangers online — they may not be who they say they are.**
- ✔ **Use strong, unique passwords and enable two-factor authentication where possible.**
- ✔ **Review privacy settings on social media and apps regularly.**
- ✔ **Remember: what you post online can stay online — even if you delete it.**

# Two Truths and a Lie

15-17  
Age group



**Duration:**  
20 minutes



**Materials needed:**

- Internet-enabled devices (smartphones, tablets or computers)
- A digital platform for sharing (e.g., Jamboard, Mentimeter or chat)
- Prepared examples of three statements (two true, one false) about a topic
- Optional: projector/screen if in-person



**Workshop type:**  
Short exercise



**Objectives:**

- Develop participants' ability to detect misleading or false information.
- Promote awareness of digital misinformation and improve judgment in evaluating online statements.



**Main goal(s):**

Sharpen critical judgment and help participants identify misleading content online.



**Learning outcomes:**

1. Participants can critically analyse statements and recognise signs of false information.
2. Participants practice reasoning and discussing why certain statements might be untrue.
3. Participants learn to question information and seek verification before believing or sharing.

## Scenario \exercise description step-by-step:

### Step 1: Introduction (4 minutes)

- Explain the goal of the activity: to practice spotting false or misleading information in a fun, interactive way. Emphasise how this skill applies to their digital lives.
- Tell participants you will show them three statements. Two are true and one is false. Their job is to guess which one is false and explain why.

### Step 2: First round (5 minutes)

- Show a set of three statements (prepared in advance) about a topic relevant to them (e.g., social media facts, digital safety, current events).
- Have participants vote (digitally or by raising hands) on which they think is false.

### Step 3: Discussion (5 minutes)

- Reveal the correct answer and discuss why the false statement is misleading. Ask participants what clues helped them decide and what made it hard.

### Step 4: Second round (optional, 5 minutes)

- Optionally, allow the participants to create their own sets of three statements in small groups and challenge each other.

### Step 5: Conclusion (1 minute)

- Summarize the key takeaways: always question what you read online, verify before believing or sharing and use critical thinking.

### Suggestion

*Choose statements that are age-appropriate and relevant to the participants' interests and experiences. Encourage respectful discussion even when participants disagree. Provide examples of how similar false statements have circulated online to make the exercise more concrete.*

### Questions for reflection:

1. What made it easy or hard to identify the false statement?
2. How can you apply these skills when using social media or browsing the internet?

### Suggestions for adapting the exercise to other age groups or subjects:

For younger students, use simpler statements and guide the discussion more closely. For older students, use more complex topics (e.g., health misinformation, fake news in politics).

### Annexes:

Annex 1: Example statements

# Two Truths and a Lie

## Example statements

*Example statements with answers for teachers.*

### Social media topic

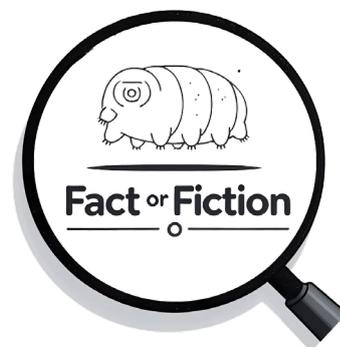
- ✓ **Instagram was launched in 2010.**  
(Correct.)
- ✗ **TikTok is owned by a U.S. company.**  
(Incorrect : It is owned by the Chinese company ByteDance.)
- ✓ **More than half of teenagers use YouTube daily.**  
(Correct.)

### Environment topic

- ✓ **Recycling helps reduce the amount of waste that ends up in landfills.**  
(Correct: recycling diverts materials like paper, glass and plastics away from landfills and into reuse.)
- ✓ **Planting trees can help fight climate change by absorbing carbon dioxide.**  
(Correct: Trees absorb CO<sub>2</sub> from the atmosphere during photosynthesis, reducing greenhouse gases.)
- ✗ **Plastic takes only about 5 years to break down in nature.**  
(Incorrect: most plastics take hundreds (sometimes even more) years to break down in the environment.)

# Fact or Fake?

15-17  
Age group



## Duration:

20 minutes



## Materials needed:

- Projector or shared digital screen
- Pre-prepared fake vs. real news headlines/posts (Annex 1)
- Digital quiz platform (Kahoot, Mentimeter, Google Forms) or facilitator-led Q&A
- Digital presentation



## Workshop type:

Short exercise



## Objectives:

- Help students recognize fake or misleading information online.
- Practice fact-checking strategies in real-time.
- Encourage healthy skepticism without fostering cynicism.



## Main goal(s):

Equip students with practical skills to identify fake news and misinformation in their daily online lives.



## Learning outcomes:

1. Students identify red flags of misinformation (clickbait, emotional manipulation, lack of credible sources).
2. Students practice quick fact-checking techniques.
3. Students understand the importance of verifying content before sharing.

## Scenario \exercise description step-by-step:

### Step 1: Warm-up Quiz (7 minutes)

- Display 3–4 short headlines (Annex 1) – mix of real and fake
- Students vote individually via phone or by raising hands
- Briefly discuss: *Why do you think this one is real/fake?*

### Step 2: Fact-Checking Mini Challenge (8 minutes)

- Split into small groups (3–4 students)
- Assign each group one headline from Annex 2
- Groups discuss for 5 minutes:
  - *What clues suggest it's fake or real?*
  - *Where could you check this quickly?*
- Each group shares a 1-minute summary of their reasoning

### Step 3: Quick Debrief & Reflection (5 minutes)

- Facilitator highlights 2–3 key strategies from Annex 3:
  - Check credible sources
  - Reverse image search
  - Watch for emotional/exaggerated language
- Ask: *What's one trick you'll use next time before sharing a post?*

### Suggestion

*Keep tone light and engaging — misinformation is common and tricky, not something to feel ashamed about. Avoid controversial or overly sensitive fake news examples. Encourage students to think critically, not cynically ("not everything online is fake, but it's worth checking").*

### Questions for Reflection:

1. What makes fake news so convincing?
2. Why is it dangerous to share information without checking it?
3. How can young people protect themselves and others from misinformation?

## **Suggestions for adapting the exercise to other age groups or subjects**

### **For younger students:**

- Use playful, exaggerated headlines to spark curiosity:
  - *Aliens spotted in the school yard!* (Fake)
  - *Dog wins local talent show by playing piano.* (True)
- Focus on visual clues like emojis, dramatic punctuation, or silly claims.
- Provide a simplified worksheet with checkboxes for “Real,” “Fake,” and “Not Sure.”

### **For older students:**

- Use more complex or realistic examples:
  - *Politician caught using AI-generated speech in debate.* (Fake)
  - *Study shows social media affects sleep patterns in teens.* (True)
- Encourage short group debates or mini-presentations.
- Include a printed fact-checking glossary or reference sheet.

## **Learning Needs Adaptations**

- **Visual learners:** Use bold fonts and clear layout in printed materials. Highlight emotional language with underlining or color.
- **Auditory learners:** Encourage verbal sharing and read-aloud prompts.
- **Neurodivergent students:** Provide structured worksheets with clear steps and allow alternative response formats (drawing, pointing).
- **Non-native language speakers:** Simplify language and include a glossary of key terms.
- **Limited tech access:** Use printed headline cards and physical voting tools (colored cards, hand-raising).
- **Physical disabilities:** Use large-font, high-contrast materials and assign roles that suit each student’s comfort.

## **Annexes:**

Annex 1: Quick Warm-up Headlines (Print and distribute or display on screen. Students vote using colored cards or hand-raising.)

Annex 2: Group Headlines for Fact-Checking (Assign one headline per group with a worksheet.)

Annex 3: Group Worksheet (1 per group)

Digital Aid 6: Fact-Checking Strategies. Digital presentation: **p. 86**

## Annex 1

# Fact or Fake? Warm-Up Headlines



- ✓ Teen builds functioning robot from recycled plastic.
- ✗ NASA confirms Earth will have 16 days of darkness in November!
- ✗ New law bans using phones after 8 PM for teenagers.

---

## Annex 2

# Fact or Fake? Group Headlines for Fact-Checking



**“Local park closed because squirrels tested positive for COVID-19.”**

**“Study shows chocolate helps you concentrate better in exams.”**

**“Sharks spotted swimming in city streets after flood.”**



# Fact or Fake?

## Group Worksheet (1 per group)

### Group Fact-Checking Worksheet

Headline: \_\_\_\_\_

1. What clues suggest this might be fake or real?

- \_\_\_\_\_

- \_\_\_\_\_

2. Where could you check this information quickly?

- \_\_\_\_\_

- \_\_\_\_\_

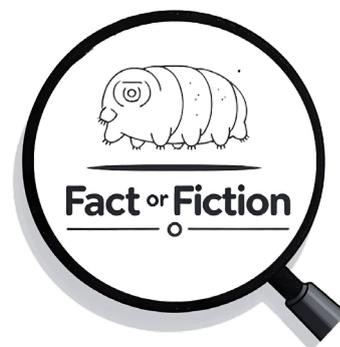
3. What is your group's conclusion?

Real    Fake    Not Sure

4. Be ready to share your reasoning in 1 minute!

# Peer Advice Round

15-17  
Age group



**Duration:**  
20–30 minutes



**Materials needed:**

- A whiteboard or flipchart (can be digital if a projector is available)
- Markers OR digital sticky notes (e.g., Padlet, Jamboard, Miro, Mentimeter, or Zoom whiteboard if online)
- Timer



**Workshop type:**  
Short exercise



**Objectives:**

- Encourage students to think critically about online dilemmas.
- Foster empathy and peer-to-peer support.
- Build skills for analyzing situations and offering constructive solutions.



**Main goal(s):**  
To equip participants with practical problem-solving strategies through collective peer discussion.



**Learning outcomes:**

1. Students will practice listening and responding respectfully to peers.
2. Students will analyze real-life online dilemmas critically.
3. Students will leave with concrete strategies they can use in their own online experiences.

## Scenario exercise description step-by-step:

### Step 1: Introduction (5 minutes)

- Facilitator explains the purpose: *Today we'll think together about common online challenges you or your peers might face, and share advice as if you were writing to a friend asking for help.*

### Step 2: Divide into Groups (5 minutes)

- Split participants into small groups of 4–5.
- Each group receives a scenario (digitally displayed on the board or read aloud).
- Scenarios can be drawn from common teen experiences online.

### Step 3: Group Discussion (10 minutes)

- Each group discusses their scenario and prepares peer advice.
- They must answer:
  - *What is the main problem here?*
  - *How would you advise a friend in this situation?*
  - *What are possible consequences of ignoring the issue vs. acting on it?*
- Groups note down ideas digitally (on a shared Padlet/Jamboard board) or verbally.

### Step 4: Sharing Advice (5–10 minutes)

- Each group shares their scenario and their advice.
- Facilitator summarizes main strategies on the board.

### Step 5: Wrap-Up (5 minutes)

- Facilitator highlights common themes: asking for help, verifying, reporting, supporting peers.
- Encourage students to remember they are not alone in facing these challenges.

### Suggestion

*Use relatable scenarios (from social media, gaming, group chats, etc.). Ensure the atmosphere is respectful and supportive. If participants share personal stories, handle them sensitively and redirect if needed. If time is short, reduce the number of scenarios and do a full-group discussion instead of small groups.*

**Questions for Reflection:**

1. How easy was it to give advice to a peer in this situation?
2. Did you learn new strategies from listening to others?
3. Would you apply these strategies in real life? Why or why not?

**Suggestions for adapting the exercise to other age groups or subjects****For younger students:**

Use simpler, less complex scenarios (e.g., dealing with mean comments, unknown friend requests).

**For older students:**

Add more complex dilemmas (e.g., online activism, misinformation in politics, university pressures). Encourage critical debate rather than only advice.

**Annexes:**

Annex 1: Example Scenarios

## Peer Advice Round Example Scenarios



**You see a classmate being bullied in a group chat. The bully is someone popular.  
What advice would you give your friend who is the victim?**



**A friend sends you a link to a “too good to be true” giveaway.  
They are excited and want to join. How do you respond?**



**You notice an influencer spreading what looks like fake health advice.  
Your peer asks if they should follow it. What do you say?**



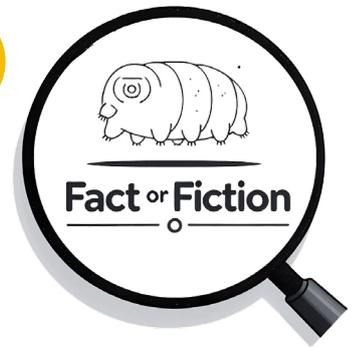
**Your friend feels excluded because others in the class made  
a private group chat without them. How can you support them?**



**Someone you don't know well keeps messaging you late at night and asking  
personal questions. What advice do you give your friend in this situation?**

# Social Media Role Models

15-17  
Age group



## Duration:

20 minutes



## Materials needed:

- Projector or shared screen
- Students' own phones/tablets (optional)
- Digital whiteboard (Padlet, Jamboard, or Mentimeter)
- No paper required



## Workshop type:

Short exercise



## Objectives:

- Students analyze the influence of social media role models on youth.
- Students distinguish between positive and negative role model behavior.
- Encourage critical reflection on personal values and choices online.



## Main goal(s):

Empower students to critically evaluate social media influencers and make thoughtful decisions about who they follow and why.



## Learning outcomes:

1. Students identify qualities of positive vs. negative role models online.
2. Students recognize how social media role models influence opinions, behaviors, and self-image.
3. Students practice critical thinking about online content and influence.

## Scenario \exercise description step-by-step:

### Step 1: Quick Warm-Up (3 minutes)

- Facilitator asks: *Who's one person you follow online that inspires you, and why?*
- Collect 2–3 answers quickly on a shared digital board or aloud.

### Step 2: Fast Group Analysis (10 minutes)

- Split participants into groups of 3–4.
- Each group selects one influencer or role model (either from their own choice or Annex 1 examples shown on screen).
- Guiding questions displayed on screen:
  - *What kind of content do they share?*
  - *What's one positive impact they might have on followers?*
  - *Is there any possible risk in following them?*
- Groups discuss and note their main points digitally.

### Step 3: Rapid Sharing & Role Model Radar (5 minutes)

- Each group shares one positive and one risk about their chosen influencer.
- Facilitator builds a quick "Role Model Radar" on the digital board.

### Step 4: Wrap-Up Reflection (2 minutes)

- Facilitator asks:
  - *What's one quality you want in the people you follow online?*

### Suggestion

*Keep group analysis short by limiting influencers to one per group. Display all guiding questions and Annex examples at once to save time. If students struggle to choose, have 3–4 preloaded influencer profiles ready.*

### Questions for Reflection:

1. How do you decide if someone is worth following?
2. Can someone be both a positive and risky influence?

## **Suggestions for adapting the exercise to other age groups or subjects**

### **For younger students:**

Focus on fun and kindness – use lighthearted influencers.

### **For older students:**

Include debates about ethics, misinformation, and sponsorship transparency.

### **Annexes:**

Annex 1: Example Influencers (for analysis)

Annex 2: Digital Board Template (Padlet/Jamboard)

Annex 3: Role Model Radar (Visual Aid)

# **Social Media Role Models**

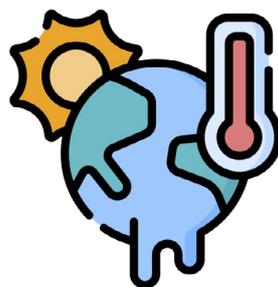
## **Example Influencers (for analysis)**



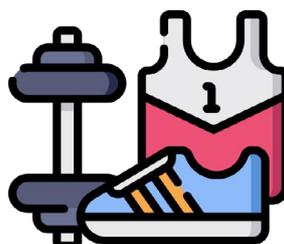
**A YouTuber promoting healthy lifestyles and fun challenges.**



**An Instagram influencer posting luxury fashion and sponsored ads.**



**A TikTok creator advocating for climate change awareness.**



**A celebrity athlete sharing training tips but also promoting unhealthy supplements.**

# Social Media Role Models Digital Board Template (Padlet\Jamboard)

## Role Model Analysis Board

### Positive Qualities



- Inspires me
- Shares useful tips

### Potential Risks



- Promotes unrealistic lifestyles
- Shares unverified information

### Verdict

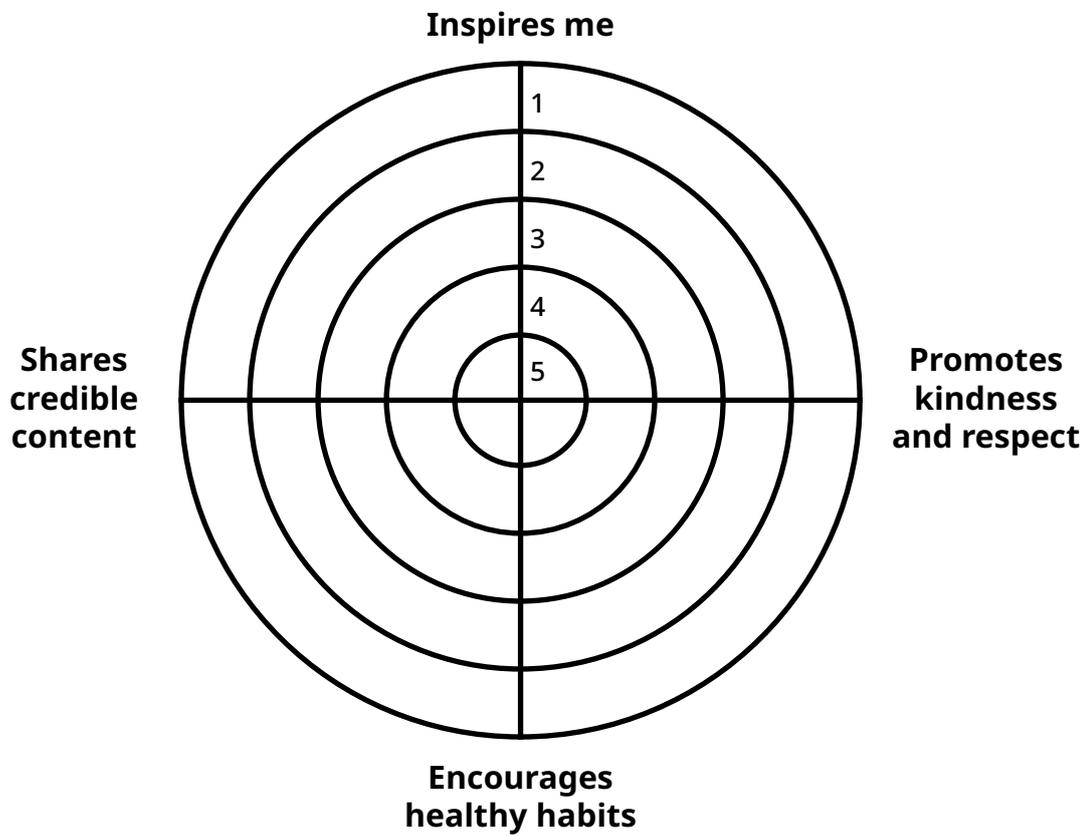


- Good role model
- Needs caution
- Not a role model

# Social Media Role Models

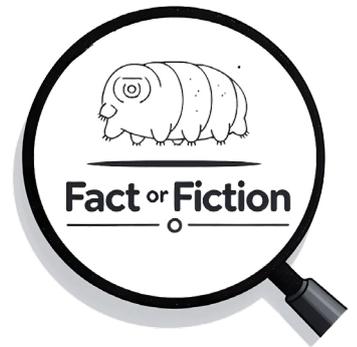
## Role Model Radar (Visual Aid)

### Role Model Radar



# Information Hunt

15-17  
Age group



## Duration:

20 minutes



## Materials needed:

- Projector or shared screen
- Internet access (if possible; if not, facilitator uses PDF)
- Digital tool (Kahoot, Mentimeter, or Jamboard)
- Digital presentation



## Workshop type:

Short exercise



## Objectives:

- Teach quick ways to identify reliable vs. unreliable online content.
- Build teamwork in evaluating information.
- Make fact-checking fun and practical.



## Main goal(s):

Help students become more resilient to misinformation by practicing fast, everyday fact-checking strategies.



## Learning outcomes:

1. Students can spot “red flags” in online content.
2. Students can apply at least 2 fact-checking methods.
3. Students gain confidence in discussing why a post may or may not be reliable.

## Scenario \exercise description step-by-step:

### Step 1: Quick Intro (3 minutes)

- Facilitator says:
  - *Today we'll test how fast we can tell if online posts are real or fake.*
- Show one funny fake headline on screen (e.g., *Sharks Found in Riga Canal!*)

### Step 2: Group Task (10–12 minutes)

- Divide students into 3–4 groups.
- Each group gets 2 examples (Slides 1,2,3).
- They decide: *Real or Fake? Why?*
- Use Fact-Checking Checklist digital slide projected on the screen (or shared via Mentimeter).
- Facilitator circulates to support discussion.

### Step 3: Group Sharing (3–4 minutes)

- Each group shares one example and their reasoning.
- Facilitator confirms correct answers and explains 1–2 fact-checking tips.

### Step 4: Wrap-Up (2 minutes)

- Ask quick reflection questions:
  - *What's one trick you'll use next time you see surprising news?*
  - *Why do fake posts spread so quickly?*

### Suggestion

*Keep it fun and fast-paced. Limit to 4–5 examples total to fit the 20-minute slot. Use memes or TikTok “facts” for younger groups; deeper fake news or deepfakes for older teens.*

### Questions for Reflection:

1. How can you check if a website or account is trustworthy?
2. Why is it dangerous to share something before checking it?

## **Suggestions for adapting the exercise to other age groups or subjects**

### **For younger students:**

- Introduce critical thinking in a playful, safe way – no heavy politics or complex tech.
- Encourage students to laugh, question, and explore.
- Keep tone light and curious.
- Avoid political or technical content – focus on media literacy basics.

### **Suggested Examples:**

- Use fun, simple, and visually engaging content that sparks curiosity:
  - Silly Meme: *Bananas can make you invisible!*  
Ask: *What makes this unbelievable? How could you check?*
  - Viral TikTok challenges: *Funny Headline: Dog becomes mayor of small town!*  
Ask: *Could this happen? How would you verify it?*

### **For older students:**

If working with older students (15–17 or 18–19), replace the younger examples with the following advanced scenarios:

#### **Group Task (10–12 minutes)**

##### **Scenario 1: Manipulated Political Post**

- Scenario Text (Slide):

*Breaking: Senator L. Thompson says she will ban all private vehicles by 2026. 'It's time to take drastic climate action,' she tweeted.*

- Facilitator Notes:

- Ask: *Does this sound plausible? What's the source?*
- Discuss: Propaganda techniques (exaggeration, fear appeal, false attribution).
- Verification tips: Check official Twitter account, news coverage, fact-checking sites.

##### **Scenario 2: AI-Generated News Article**

- Scenario Text (Slide):

*Celebrity chef Marco V. arrested for smuggling exotic animals during a cooking tour in Thailand. Sources say he used rare lizards in his dishes.*

- Facilitator Notes:

- Ask: *What makes this believable? What details seem off?*
- Discuss: Sensationalism, lack of credible sources, emotional manipulation.
- Verification tips: Search reputable news outlets, check image metadata (if applicable), look for official statements.

##### **Scenario 3: Deepfake Transcript**

- Scenario Text (Slide):

*President R. Davis: 'I believe democracy is outdated and needs to be replaced.'* — from a leaked video circulating online.

- Facilitator Notes (Handbook only):

- Ask: *Would a public figure say this? What's the context?*
- Discuss: Ethical concerns (trust erosion, political manipulation, reputational damage).
- Verification tips: Use deepfake detection tools, compare with verified speeches, check video source.

### **Optional Teacher Resource**

[factcheck.org](https://factcheck.org)

[snopes.com](https://snopes.com)

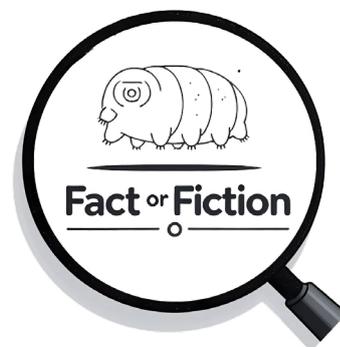
### **Annexes:**

Digital Aid 7: Example Content. Digital presentation: **p. 91**

Digital Aid 8: Fact-Checking Checklist. Digital presentation: **p. 97**

# Personal Data Puzzle

15-17  
Age group



## Duration:

20 minutes



## Materials needed:

- Projector or shared digital screen
- Digital polling tool (e.g., Mentimeter, Jamboard, Padlet) – optional
- Digital presentation



## Workshop type:

Short exercise



## Objectives:

- To raise awareness about the importance of protecting personal data online.
- To show how easily personal information can be pieced together from public content.
- To encourage safe and mindful sharing habits.



## Main goal(s):

Help young people understand digital footprints and practice strategies to protect their personal information.



## Learning outcomes:

1. Students recognize what counts as personal data.
2. Students learn to identify oversharing online.
3. Students practice safe habits for managing their online presence.

## Scenario \ exercise description step-by-step:

### Step 1: Introduction (3 minutes)

- Facilitator displays 1 fake social media profile (Annex 1) and asks:
  - *What do you notice about this profile? What could someone figure out about this person?*

### Step 2: The Puzzle Activity (10 minutes)

- Facilitator shows 2-3 fake posts (Annex 2) together.
- In small groups or pairs, students discuss:
  - *What can you tell about this person's location, school, hobbies, or friends?*
  - *What could a stranger or scammer do with this info?*
- Each group shares **one insight** with the class.

### Step 3: Quick Discussion + Tips (5 minutes)

- Facilitator highlights common risks and explains briefly:
  - **Identity theft** – Using your personal info (e.g., date of birth, address) to pretend to be you, often to commit fraud or open accounts in your name.
  - **Stalking** – Tracking your location or activities from posts, which could lead to unwanted contact or real-world approaches.
  - **Scams & fraud** – Using details from your posts to trick you into giving money, passwords, or more information.
  - **Reputation damage** – Old or misleading posts can harm school, job, or personal opportunities.
- Then, show Annex 3 slide with practical tips to stay safe.

### Step 4: Reflection (2 minutes)

- Ask:
  - *What's one personal detail you'll be more careful about sharing online?*

### Suggestion

*Keep the tone light but informative — focus on empowerment, not fear. Remind students not to share any real personal info. Use visuals to spark interest and discussion. If needed, substitute group work with whole-class discussion.*

### Questions for reflection:

1. Why do people overshare online?
2. How easy was it to learn about someone from a few posts?
3. What steps can you take to protect your data?

### Suggestions for adapting the exercise to other age groups or subjects

#### For younger students:

- Use Simpler Posts. Example: *"Hanging out at the mall!"* or *"At soccer practice with my team!"*
- **Why it matters:**
  - Even casual posts can reveal location, routine, or social circles.
  - Young teens may not realize how patterns in posts can be tracked.
  - Emphasize how strangers could misuse this info (e.g., pretending to know them, guessing passwords).

#### For older students:

- Add Discussion on GDPR, Cookies, and Digital Consent (use Digital Aid).
- Key Concepts to Cover:
  - **GDPR (General Data Protection Regulation):**
    - EU law that protects personal data.
    - Gives users rights over how their data is collected and used.
    - Example: You can request a company to delete your data.
  - **Cookies:**
    - Small files websites store to track your activity.
    - Can be used for targeted ads or remembering login info.
    - Risk: Some cookies track you across multiple sites.
  - **Digital Consent:**
    - Agreeing to terms before sharing data (e.g., signing up for apps).
    - Often hidden in long privacy policies.
    - Risk: You may unknowingly allow access to contacts, photos, or location.
  - **Why it matters:**
    - Older teens are often signing up for services, shopping online, or applying for jobs.
    - They need to understand what they're agreeing to and how to protect their rights.

#### Annexes:

- Digital Aid 9: Digital slides for students aged 15-17. Digital presentation: **p. 98**
- Digital Aid 10: Digital slides for students aged 12-14. Digital presentation: **p. 105**
- Digital Aid 11: Digital slides for students aged 18-19. Digital presentation: **p. 109**

#### Tip

*Focus on basic privacy concepts: What's public vs. private? Use relatable examples like school events or favorite hangouts. Keep tone light and use visuals to spark curiosity.*

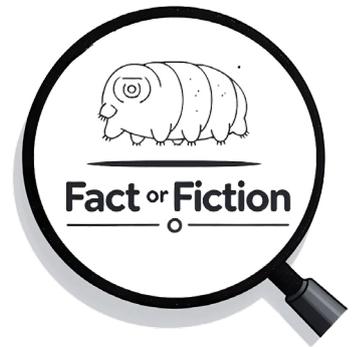
#### Tip

*Use real-world examples (e.g., Instagram data settings, job application forms). Encourage critical thinking: "Would you share this info with a stranger?" Consider a quick quiz or poll to test understanding.*

# Choose Your Ending

## Building Digital Resilience Through Role Play

18-19  
Age group



### Duration:

60-90 minutes



### Materials needed:

- Scenario cards (fictional but realistic online dilemmas)
- Open space for group role play
- Optional: whiteboard/projector for reflection prompts



### Workshop type:

Full-length scenario



### Objectives:

- Practice critical thinking and ethical decision-making in digital situations.
- Explore emotional and social dynamics online through role play.
- Build empathy, self-awareness, and resilience.



### Main goal(s):

To help teens reflect on online behavior, peer influence, and emotional responses while developing healthier, more conscious approaches to navigating digital challenges.



### Learning outcomes:

1. Students explore multiple possible responses to online dilemmas.
2. Students demonstrate empathy and perspective-taking through character role play.
3. Students reflect on consequences and support strategies in digital situations.

## Scenario\exercise description step-by-step:

### Step 1: Introduction (10 minutes)

- Define digital resilience and explain that participants will explore it through fictional scenarios.
- Each group will receive a half-written story involving a digital conflict, boundary violation, or misinformation. Their task is to decide how it ends and act it out.

### Step 2: Group Task – Create the Ending (15–20 minutes)

- In groups of 4–5, students read their scenario card and collaborate to imagine what happens next. They plan a short role-play scene (2–3 minutes) presenting the situation and the consequences of their chosen response. Encourage creativity and realism.

### Step 3: Performances (15–20 minutes)

- Each group performs their scene for the class. Others observe and reflect silently.

### Step 4: Debrief & Reflection (20–30 minutes)

- Facilitator leads a discussion after all scenes:
  - What digital pressures were involved?
  - Were the outcomes healthy or harmful?
  - What could the characters have done differently?
  - When is it important to ask for help or set boundaries?

*Digital resilience in young people refers to their ability to navigate the online world safely and positively, managing risks and recovering from challenges.*

**Questions for reflection:**

1. Which scene felt most real to you, and why?
2. What would you do differently next time you face a similar digital challenge?

**Suggestions for adapting the exercise to other age groups or subjects:**

For younger students:

- Focus on simpler digital dilemmas, such as screen time disagreements, password sharing, or teasing in group chats.
- Allow students to draw scenes instead of acting them out if they're shy.

**Annexes:**

Annex 1: Choose your ending - scenarios

**Suggestion**

*Prioritise emotional safety some topics may hit close to home. Be ready to redirect or adapt scenes if they become uncomfortable. Reinforce that online mistakes are common, and resilience is about learning and responding with awareness, not perfection.*



## Choose your ending – scenarios

### The “Reward Link” in the Server

You’re part of an active gaming Discord server with students from multiple schools. One night, someone new joins and drops a flashy message offering in-game rewards through a link: “I got free coins, no joke. Click this and you’ll get them too – but it’s limited time!” A few people in the chat say it worked, encouraging others to try it. Some of your friends are excited, but others start asking questions – wondering if it’s legit or some kind of scam. As the chat continues, players become more divided, and people are tagging each other to get their attention.

You and your friends are online and watching it unfold in real time. There’s pressure, uncertainty, and a lot of noise in the chat.

### The Influencer Offer

You and your friends run a small but growing account that reviews tech gadgets. You’ve been working hard to create honest content and build a following. One day, a semi-famous influencer with thousands of followers messages your group. They compliment your content and offer to promote your page – for free– if you help “hype” their newest sponsored product. The catch? You haven’t actually used the product yet, and they don’t offer a sample. “Just trust me,” they say. “It’s amazing. Say it’s great, and I’ll help you blow up.”

Your group is flattered and excited. This could be a huge opportunity. But you’re not all on the same page about what to do.

### The Presentation Video

During a class project, one student records your group’s presentation. Later, they post a short clip of it on their story. The post includes some music and filters – and focuses heavily on one group member who looked nervous during their part. That student sees the post and asks the person to take it down, saying they didn’t give permission and feel embarrassed. The original poster brushes it off, saying, “It’s just a joke – everyone’s laughing. Relax.”

The story is still up. Some classmates have reacted with emojis. The group is now sitting together in the next class.

### Boosting the Numbers

You’re in a student club preparing for an important online event. The club’s social media account is relatively new and doesn’t have many followers. One member suggests a quick fix: “We can just buy some followers – cheap bots. It’ll make us look more legit and attract more people.” Some members are unsure. “Everyone does it,” the student insists. “No one’s going to check.” The club is divided, and the decision needs to be made soon because the event is next week.

People are looking around, waiting to see who will speak up first.

### **Heated Chat in the Game**

You're in a multiplayer online game with friends from school. Things are competitive, but mostly fun. During one match, an unfamiliar player on the other team starts trash-talking your group. It starts with typical insults, but quickly escalates into personal attacks. One of your teammates fires back with something harsh. Then another joins in. The chat becomes a mess. Screenshots are taken, and someone reports the conversation. Later, people start posting clips and chat logs online.

The next day, everyone's talking about it at school. Some are laughing, others are uncomfortable. And a few players are now facing consequences.

### **The Trend Tester**

A new "challenge" is trending on a video-sharing platform: stacking random household items in risky ways, making it look like they almost fall, and adding suspenseful music. The trend is mostly harmless, but some people are faking accidents to get more views.

Your media class has been assigned to analyse online trends and create a video based on one. One group member suggests using this challenge—but making it even more extreme for comedy. You're not sure if it's funny, misleading, or irresponsible.

Your group needs to plan the video concept today.

### **The AI Article**

Your school's digital magazine is accepting articles on tech trends. One group decides to write about how artificial intelligence is "taking over everything." They use AI to generate most of the article and include a few eye-catching claims like: "Soon, human teachers will be replaced entirely."

The editor team (which includes your group) is reviewing the submission. It's engaging and well-written, but some parts are misleading or speculative. You don't know how much of the article was fact-checked, and the author says they were "just trying to get people thinking."

The article is scheduled to be published next week.

### **The Sensational Survey**

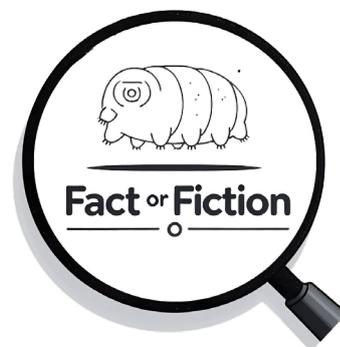
As part of a journalism assignment, your group creates a student survey on "how social media affects school life." After reviewing the results, someone proposes using dramatic headlines like "Most students admit they're addicted!" and "Social media ruining friendships!" even though the data was more nuanced.

The teacher has asked each group to turn their results into a one-page article for the class blog. Your draft is nearly finished, but now there's a debate about how much to emphasize the eye-catching lines—and whether they truly reflect what the survey showed.

# Comment Kindness

## Rewrite Harsh Comments Kindly

18-19  
Age group



**Duration:**  
25-30 minutes



**Materials needed:**

- Printed comment examples or digital slides
- Pens/pencils or devices (if working digitally)
- Optional: projector or whiteboard for group sharing



**Workshop type:**  
Short exercise



**Objectives:**

- Practice identifying emotionally charged or harmful online comments.
- Learn how tone affects communication in digital spaces.
- Explore strategies for expressing disagreement or critique with kindness and respect.



**Main goal(s):**  
To encourage thoughtful, respectful communication online and increase awareness of how word choice and tone impact others.



**Learning outcomes:**

1. Students can recognise unnecessarily harsh or aggressive online language.
2. Students demonstrate the ability to rephrase comments using a respectful, empathetic tone.

### Scenario \ exercise description step-by-step:

#### Step 1: Introduction (5 minutes)

- Begin with a short group discussion: *Why do you think people comment more harshly online than they would in person?*
- Introduce the idea that tone, word choice, and delivery matter, especially in digital spaces where nonverbal cues are missing.
- Let students know they will now review examples of online comments, and work in pairs or small groups (3 people) to rewrite them in a constructive, respectful way, without changing the core message.

#### Step 2: Main Activity – Rewriting Comments (15 minutes)

- Distribute a set of 3 example comments per group or pair. These might be from fictional social media posts, videos, news articles, or discussion forums. Each comment should be critical, dismissive, or sarcastic – but not graphic, personal, or cruel (you can design your own, but ready-to-use examples are provided in the Annex with some suggestions on how to improve them).

#### Step 3: Brief Debrief & Reflection (10 minutes)

- Encourage sharing their answers and creative ways in which they changed the comments.
- Reflect together:
  - How did it feel to rewrite harsh comments?
  - How might others respond differently when a message is phrased with kindness?

#### Suggestion

*Reassure students that this is not about censorship, but about digital responsibility and communication skills. You can let students invent their own harsh comments to rewrite or exchange with other groups to rewrite kindly, if appropriate.*

#### Questions for reflection:

1. Do you think tone matters when disagreeing with someone online? Why or why not?
2. Who is responsible for making the Internet a more friendly place?

## **Suggestions for adapting the exercise to other age groups or subjects**

### **For older students (15-17):**

- Use slightly **less biting comments**, e.g.:
  - *This is so cringe.*
  - *You should just delete this.*
  - *Nobody cares.*
- Allow discussion about **why people post mean things online**, and how **peer influence** affects commenting.

### **For younger students (12-14):**

- Use simple, relatable examples from platforms they know:
  - *That's not even good.*
  - *Why would you post this?*
  - *Ew.*
- Focus on basic empathy: how words can hurt even if you're joking.
- You might present some comments as part of a classroom "comment wall", where students take turns rewriting them with stickers or markers.
- Keep group sizes small or use pairs to ensure comfort.

### **Annexes:**

Annex 1: Example of comments to use

## Example of comments to use



**Original Comment:**

"This is such a clueless opinion. It's embarrassing that people think this way."

**Why it's harsh:**

Words like „clueless“ and „embarrassing“ shame the person and shut down dialogue.

---

**Original Comment:**

"Do you even understand what you're talking about? This is completely wrong."

**Why it's harsh:**

Rhetorical question and absolute phrasing sound dismissive and condescending.

---

**Original Comment:**

"Nobody asked for your opinion. Please stop posting this garbage."

**Why it's harsh:**

Invalidates someone's voice and uses the word "garbage" to insult.

---

**Original Comment:**

"Wow, another ridiculous take. Are you trying to go viral with nonsense?"

**Why it's harsh:**

Mocks and assumes bad intent; the tone is sarcastic and dismissive.

---

**Original Comment:**

"This is so misleading. Do some research before spreading misinformation."

**Why it's harsh:**

Comes off as condescending and accusatory.

---

**Original Comment:**

"You're clearly out of your depth. Stick to something you actually know."

**Why it's harsh:**

Assumes ignorance and talks down to the person.

---

**Original Comment:**

"This is a waste of time. No one cares about your opinion."

**Why it's harsh:**

Dismisses the person entirely; invalidating and unnecessary.

---

**Original Comment:**

"Yikes, you really missed the mark. This is just bad."

**Why it's harsh:**

"Yikes" and "just bad" are vague, sarcastic, and mocking.

**Original Comment:**

"You're part of the problem. People like you are why this keeps happening."

**Why it's harsh:**

Blaming and accusatory; escalates tension.

---

**Original Comment:**

"This post is peak ignorance. Please read a book or something."

**Why it's harsh:**

Insults intelligence and shames the person.

---

**Original Comment:**

"You sound so entitled right now. Maybe think before you speak next time."

**Why it's harsh:**

Loaded language and passive-aggressive tone.

---

**Original Comment:**

"This is exactly why no one takes your generation seriously."

**Why it's harsh:**

Generalizes and mocks an entire group.

---

**Original Comment:**

"Who gave you the confidence to say this publicly?"

**Why it's harsh:**

Sarcastic and humiliating.

---

**Original Comment:**

"Just stop. You're making it worse with every word."

**Why it's harsh:**

Commanding, shaming, and cuts off conversation.

---

**Original Comment:**

"No one with a brain believes this. Come on."

**Why it's harsh:**

Direct insult to intelligence.

---

**Original Comment:**

"Are you for real? This has to be satire—it's that bad."

**Why it's harsh:**

Sarcasm and mockery; doesn't invite discussion.

**Original Comment:**

"Unbelievable how ignorant you sound. Just wow."

**Why it's harsh:**

Dismissive and superior in tone.

---

**Original Comment:**

"This whole post is trash. Try again when you know what you're talking about."

**Why it's harsh:**

"Trash" is a harsh insult; very personal and shaming.

---

**Original Comment:**

"Why are you always wrong about everything?"

**Why it's harsh:**

Overgeneralizing and accusatory; emotionally loaded.

---

**Original Comment:**

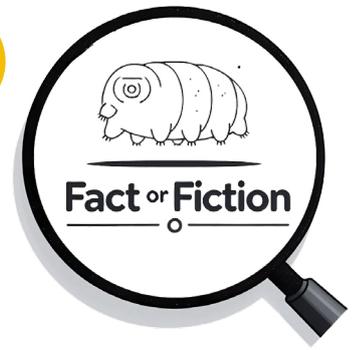
"Your logic is broken. Did you even think this through?"

**Why it's harsh:**

"Broken logic" implies stupidity; rhetorical tone is dismissive.

# Building Critical Resilience Facing Challenges with Confidence

18-19  
Age group



## Duration:

40–45 minutes



## Materials needed:

- Whiteboard or flipchart & markers
- Slides or visual aids showing definitions, STOP & SHIFT steps
- Printed scenario cards (see Annex 1)
- Optional: pens and paper for students to jot down insights



## Workshop type:

Full-length scenario



## Objectives:

- Help young people build critical resilience – the ability to combine logical thinking, emotional awareness, and adaptive behavior to face challenges.
- Equip participants with concrete techniques (STOP & SHIFT) for responding to personal and social difficulties.
- Foster self-awareness and peer learning around handling stress and conflict constructively.



## Main goal(s):

- To support students in developing practical skills to stay calm, think clearly, and respond intentionally under pressure.
- To encourage reflective and proactive attitudes towards personal and social challenges.



## Learning outcomes:

1. Students can explain what critical resilience means and why it matters.
2. Students can distinguish between reactive and resilient responses.
3. Students can apply STOP and SHIFT techniques to their own challenges.

## Scenario\exercise description step-by-step:

### Step 1: Introduction to Critical Resilience (5–7 minutes)

- Facilitator explains the concept of **critical resilience** using relatable, real-life examples:
  - Exam stress or failure;
  - Peer pressure or group conflict;
  - Online arguments or hurtful comments.
- Use whiteboard or slides to write down the key components:
  - Logical thinking (clear, reasoned decision-making);
  - Emotional awareness (recognizing and managing feelings);
  - Adaptive behavior (choosing helpful, respectful actions).

### Step 2: Group Work – Challenging Scenarios (10–12 minutes)

- Split participants into small groups (3–4 per group).
- Give each group one scenario card (see Annex 1 for examples).
- Groups work through:
  1. *What is the issue?*
  2. *What would be a reactive response?*
  3. *What would be a critically resilient response?*
- Groups briefly share their insights with the whole class.

### Step 3: Learning STOP & SHIFT Techniques (10–12 minutes)

- Facilitator explains two techniques for practising critical resilience:



#### STOP

**Stop:** Pause instead of reacting immediately.

**Take a breath:** Calm yourself.

**Observe:** What's really going on? What are you feeling?

**Proceed:** Choose your response thoughtfully.



#### SHIFT

**Spot your thought:** What am I telling myself?

**Hold it up to the light:** Is it accurate, helpful, or distorted?

**Identify truth:** What is really true here?

**Frame a new view:** Rephrase the thought into something more constructive.

**Take a step:** Act on your more helpful perspective.

- The teacher can model one example with each technique.
- Participants pick a current personal challenge and quietly practice applying STOP or SHIFT to it.

### Step 4: Whole-Group Reflection (5 minutes)

- Invite everyone to share one insight:
  - *What's one insight you had about yourself today?*
  - *or What's one thing you'll try differently next time you face a challenge?*
- Encourage voluntary sharing – no one is forced to speak.

### Step 5: Recap & Takeaway (3–5 minutes)

- Summarise key points:
  - What critical resilience is.
  - How STOP & SHIFT can help.
  - Why responding thoughtfully benefits everyone.

#### Suggestion

*Use calm and supportive language; avoid making anyone feel judged for their reactions. Keep examples realistic and relatable — let students contribute examples if they feel comfortable. Allow silence or private reflection when practising STOP & SHIFT — not everyone will want to share. If time allows, role-play one scenario to model how to move from reactive to resilient.*

#### Questions for reflection:

1. How does my initial reaction to a challenge help or hurt me?
2. What feelings come up when I pause and observe before acting?
3. Which technique — STOP or SHIFT — feels more natural to me? Why?

#### Suggestions for adapting the exercise to other age groups or subjects:

For younger students, use simpler language and only teach STOP.

#### Annexes:

Annex 1: Sample Challenging Scenarios

Annex 2: STOP & SHIFT Techniques Summary (for teachers)

# Sample Challenging Scenarios



**You fail an important test after studying hard, and you feel like giving up.**



**Your friends are pressuring you to join in making fun of another student online.**



**You and your best friend have an argument, and they post something hurtful about you on social media.**



## STOP & SHIFT Techniques Summary



### STOP

**Stop:** Pause instead of reacting immediately.

**Take a breath:** Calm yourself.

**Observe:** What's really going on? What are you feeling?

**Proceed:** Choose your response thoughtfully.



### SHIFT

**Spot your thought:** What am I telling myself?

**Hold it up to the light:** Is it accurate, helpful, or distorted?

**Identify truth:** What is really true here?

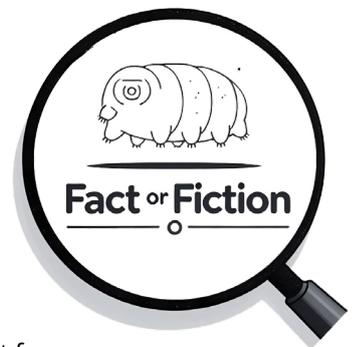
**Frame a new view:** Rephrase the thought into something more constructive.

**Take a step:** Act on your more helpful perspective.

# Uncover the Bias

## Understanding News Reporting

18-19  
Age group



**Duration:**  
20–25 minutes



**Materials needed:**

- Printed or digital copies of two or three articles reporting the same recent event from different news outlets, showcasing different perspectives (see Annex 1 for suggestions)
- Whiteboard or flipchart & markers (to collect observations)
- Optional: a “How to Spot Bias” handout (see Annex 2)
- Pens/paper if participants want to take notes



**Workshop type:**  
Short exercise



**Objectives:**

- Help students understand how bias appears in news reporting.
- Develop skills to differentiate between fact and opinion, and to notice language, tone and framing.
- Encourage critical reading of news and awareness of how perspectives shape reporting.



**Main goal(s):**  
To make students more discerning consumers of news, able to recognise bias and separate facts from subjective interpretation.



**Learning outcomes:**

1. Students can explain what bias is and why it matters in news reporting.
2. Students can identify specific language and framing techniques that reveal bias.
3. Students can distinguish between factual statements and opinions in a news article.

### Scenario \ exercise description step-by-step:

#### Step 1: Introduction & context (3–4 minutes)

- Facilitator briefly explains:
  - Bias is when reporting favours one perspective over another, sometimes subtly.
  - All outlets have some perspective, but it's essential to be aware of it as readers.
  - Bias can show through language choice, tone, framing, what is emphasised or omitted.
- Write these three focus areas on the board:
  - Language
  - Tone
  - Framing

#### Step 2: Activity – Article comparison (10–12 minutes)

- Divide students into small groups (3–4 per group).
- Provide each group with two or three articles covering the same event but from different outlets. (see Annex 1)
- Groups read the articles and discuss:
  1. What are the facts reported? (What actually happened – agreed upon in all articles.)
  2. What words, phrases or tone seem to show opinion or bias?
  3. How does each article frame the story? (What is emphasised or downplayed?)

#### Tip

*Encourage underlining or noting specific words or sentences that signal bias.*

#### Step 3: Sharing & discussion (5–6 minutes)

- Each group shares one or two examples they noticed:
  - A phrase that was clearly an opinion.
  - A difference in framing (e.g., one article focuses on victims, another on officials).
  - Any surprising or subtle bias.
- Facilitator notes patterns and examples on the board to summarise findings.

#### **Step 4: Wrap-up (3–4 minutes)**

- Reflect together:
  - Why is it important to notice bias in news?
  - How can readers protect themselves from being misled or manipulated?
- Suggest reading multiple sources and being mindful of emotional reactions when consuming news.

#### **Questions for reflection:**

1. Why do you think news outlets present stories differently?
2. How can bias in news affect public opinion or personal decisions?
3. What can you do as a reader to get a clearer, more balanced picture of events?

#### **Suggestions for adapting the exercise to other age groups or subjects:**

For younger students, use simpler articles and focus only on spotting clear opinion words.

#### **Annexes:**

Annex 1: Suggested Event Topics & Article Types

Annex 2: How to Spot Bias – Quick Guide

#### **Suggestion**

*Choose articles that are on neutral, age-appropriate and non-traumatising topics (e.g., environmental protests, sports events, economic policy). Avoid overly controversial examples that could alienate or inflame participants. Model respectful discussion if students have differing opinions. Offer the “How to Spot Bias” handout as a takeaway if desired.*

# Uncover the Bias

## Suggested Event Topics & Article

*(Facilitator should source current examples before the session. Here are topic suggestions.)*



### **A climate protest**

Compare an article from an environmental site vs. a business outlet.



### **A government policy announcement**

Compare left-leaning and right-leaning media coverage.



### **A sports championship**

Compare local fan-based reporting vs. national neutral reporting.



# How to Spot Bias

## Quick Guide



### Language:

Are emotionally charged words used? (e.g., “outrageous,” “heroic,” “disastrous”)

Are labels applied to people/groups? (e.g., “radical activists” vs. “concerned citizens”)



### Tone:

Is the article mocking, sympathetic, angry, or neutral?

Does the tone suggest approval or disapproval?



### Framing:

What is emphasized? (e.g., costs vs. benefits, victims vs. perpetrators)

What is left out or ignored?

Whose perspective is highlighted?



### Facts vs. Opinions:

Can you separate what happened (fact) from how it’s interpreted (opinion)?



# Digital Tools Guide

This annex provides ready-to-use guidance for facilitators to run activities digitally, with minimal or no paper.

## Digital Tools Suggestions

**Padlet or Jamboard:** Groups can post their advice live.

**Mentimeter:** Collect short, anonymous advice responses visible to all.

**Whiteboard in class:** Facilitator notes each group's advice in brief.

## 1. Kahoot: Quick Quiz about Personal Data Risks

### Purpose:

Warm-up and test participants' awareness of common data risks.

### Setup:

1. Go to [Kahoot.com](https://kahoot.com) – create a free account.
2. Create a quiz with 5–6 multiple-choice questions.
3. Share the game PIN with students — they join via their smartphones at kahoot.it.

### Time Allocation:

5–7 minutes

### Example Questions:

1. If you share your location in real-time on Instagram, who can see it?

A) Only your close friends

**B) Everyone who sees your post (Correct)**

C) Just Instagram staff

2. Which of these is a strong password?

A) 12345

B) Password2024

**C) g!R8x#4LpZ (Correct)**

3. Which app permission is suspicious for a flashlight app?

**A) Camera access (Correct)**

B) Light access

C) Phone brightness control

4. True or False: Deleting a post removes all traces of it online.

A) True

**B) False (Correct)**



# Digital Tools Guide

## 2. Mentimeter: Polls about Who Can See Shared Info

### Purpose:

Encourage group discussion on privacy awareness.

### Setup:

1. Go to [Mentimeter.com](https://www.mentimeter.com).
2. Create a live multiple-choice poll.
3. Display the voting code — participants vote anonymously using their phones.

### Time Allocation:

7–10 minutes

### Example Polls:

#### Poll 1:

You sign up for a new quiz app that asks for your email, age, and location. Who do you think can see this info?

- A) Only me
- B) The app creators (Correct)**
- C) Advertisers (Correct)**
- D) My school

#### Poll 2:

A fitness app publishes your running routes daily. Who might see this info?

- A) Just me
- B) Friends I share it with
- C) Anyone with access to the app (Correct)**

### Tip

*After results appear, discuss with students why most people voted for certain options and what the real risks are.*

# Digital Tools Guide

## 3. Google Forms: Groups Submit Answers Digitally

### Purpose:

Allow small groups to solve “Personal Data Puzzle” challenges and submit their answers quickly.

### Setup:

1. Go to [Google Forms](#).
2. Create a form titled “Personal Data Puzzle.”
3. Add one section for each puzzle.
4. Share the form link via chat or QR code.
5. Review submissions live (via Google Forms, Responses tab) and project answers for discussion.

### Time Allocation:

10–12 minutes

### Example Form Layout:

#### Puzzle 1: Spot the Data Leak

Upload screenshot of fake Instagram post

Question: *“List 2 personal data risks you see in this post.”*

#### Puzzle 2: Who Can See This?

Scenario text: *“A quiz app asks for your location. Who might use this info?”*

Short answer question

#### Puzzle 3: Connect the Dots

Scenario text: *“Someone posts daily workout routes. What risks might this create?”*

Multiple choice grid: *“Physical risk,” “Advertising risk,” “No risk”*

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# Example Post with Comment Thread



**juliawashere**



**146 likes**

**juliawashere** Finally finished my art project after 2 weeks!

What do you think? ... more

[View all 11 comments](#)

**Zeob** Wow, that's amazing, you're so talented!

**rikki21** Looks okay, but I've seen better.

**dr.jekeel** Did you copy this from the internet?

**luna8935** This is really inspiring — I want to try something similar.

**kingofthesea** Ugly and pointless.

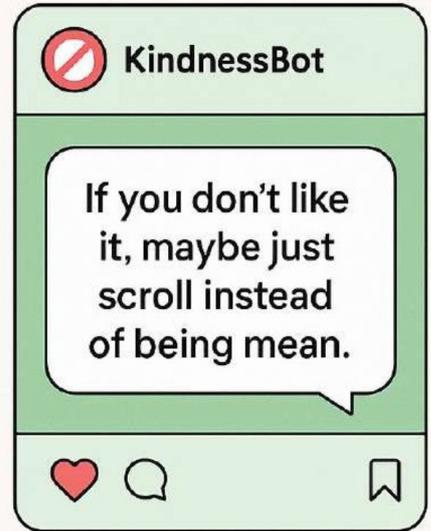
**mar.c.l** Don't listen to haters, this is awesome!



Add a comment...

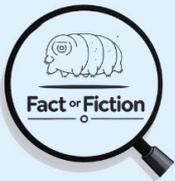
3 days ago

# Positive Response Prompts



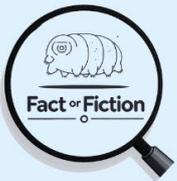
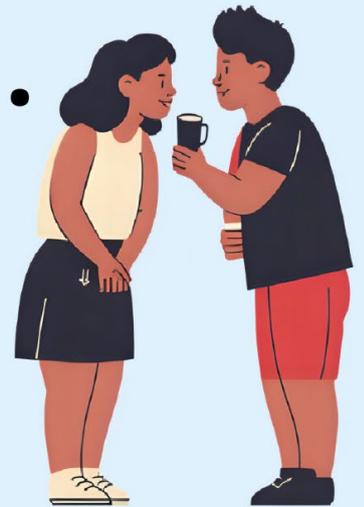


**I can post my opinion  
about a new game online.**



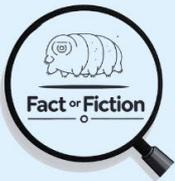
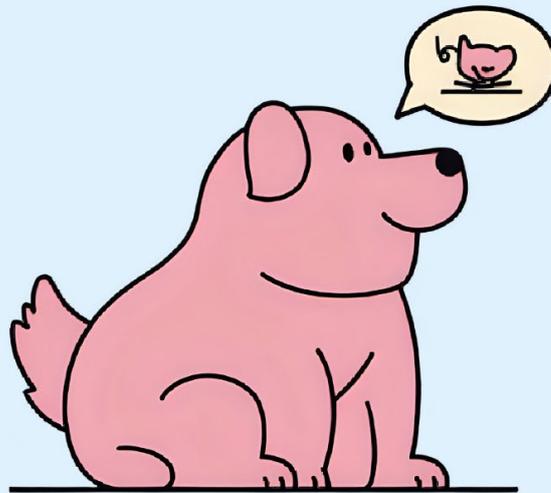


**I should not post private pictures of my friends without permission.**



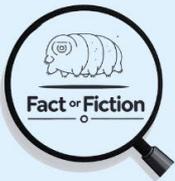


**I have the right to delete my account if I don't feel safe.**





**I must not spread rumors about classmates online.**





## Case Scenario 1

**A classmate creates a fake profile to make fun of someone.**



**What right is violated?**

**What responsibility is ignored?**



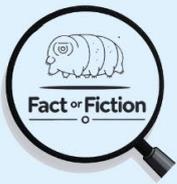
## Case Scenario 2

**A student shares a funny meme that actually contains someone's private photo.**



**What right is violated?**

**What responsibility is ignored?**



## Case Scenario 3

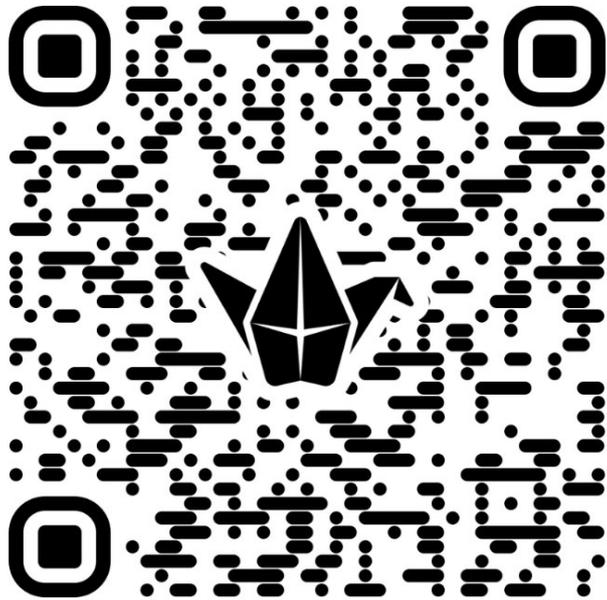
Someone reports a harmful video and it gets removed.



What right is protected?

What responsibility is fulfilled?

# Digital recap: Padlet \tablet activity





## Fact-Checking Strategies

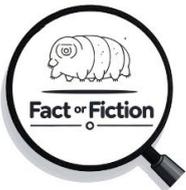
Check reliable news outlets.



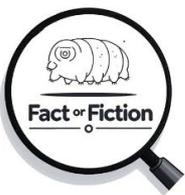
# Fact-Checking Strategies



Look for multiple sources.

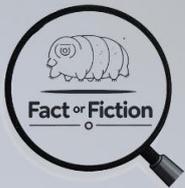


# Fact-Checking Strategies

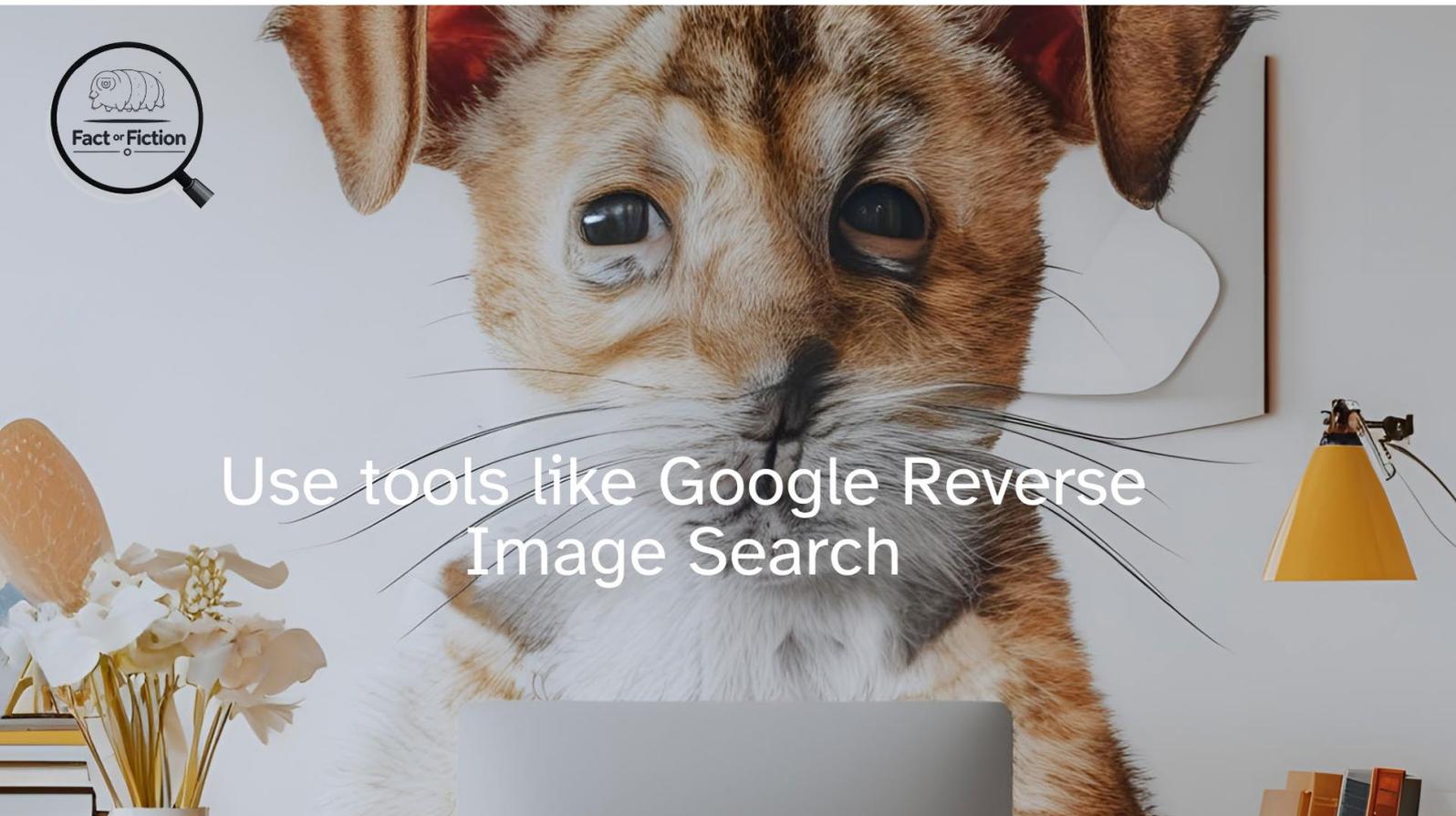


**Search the author or website credibility.**

# Fact-Checking Strategies



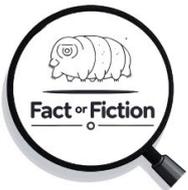
Use tools like Google Reverse Image Search



# Fact-Checking Strategies



Watch out for extreme language, emojis, or too-good-to-be-true claims.



# Digital presentation: Example Content



**BANANAS  
CAN MAKE  
YOU YOU  
INVISIBLE!!**

**BANANAS  
CAN MAKE YOU  
INVISIBLE!!**





## Viral TikTok challenges

Funny “did this really happen?”  
 (“Dog becomes mayor of small town”).



# Local park to be closed after UFO sighting 🛸 🌳



**Bananas cure  
depression  
instantly!** 🍌 ✨ ✨ ✨



**#LifeHack**



**HEALTH**



**NEWS AGENCY**

# **WHO confirms flu season is expected to be stronger this year**

Health officials are urging people to get vaccinated, emphasizing the importance of preventive measures.



NEWS



# Olympics 2024: Paris introduces 100% renewable energy for events



# Digital presentation: Fact-Checking Checklist



## Fact-Checking Checklist

- ✓ Is the author/source credible?
- ✓ Can I find this info in at least 2 reliable places?
- ✓ Is the language emotional or exaggerated?
- ✓ Do the images look manipulated?
- ✓ Does the website look trustworthy?

# Digital slides for students aged 15-17



@CoolTeenAlex

Follow

16 y/o gamer 🎮 | Loves pizza 🍕 | Riga 🌐



📍 Café Riviera



🗨️ Bus ticket





hannah\_98



736 likes

So happy with my new driver's license!

[View all 15 comments](#)





pet\_lover

Follow

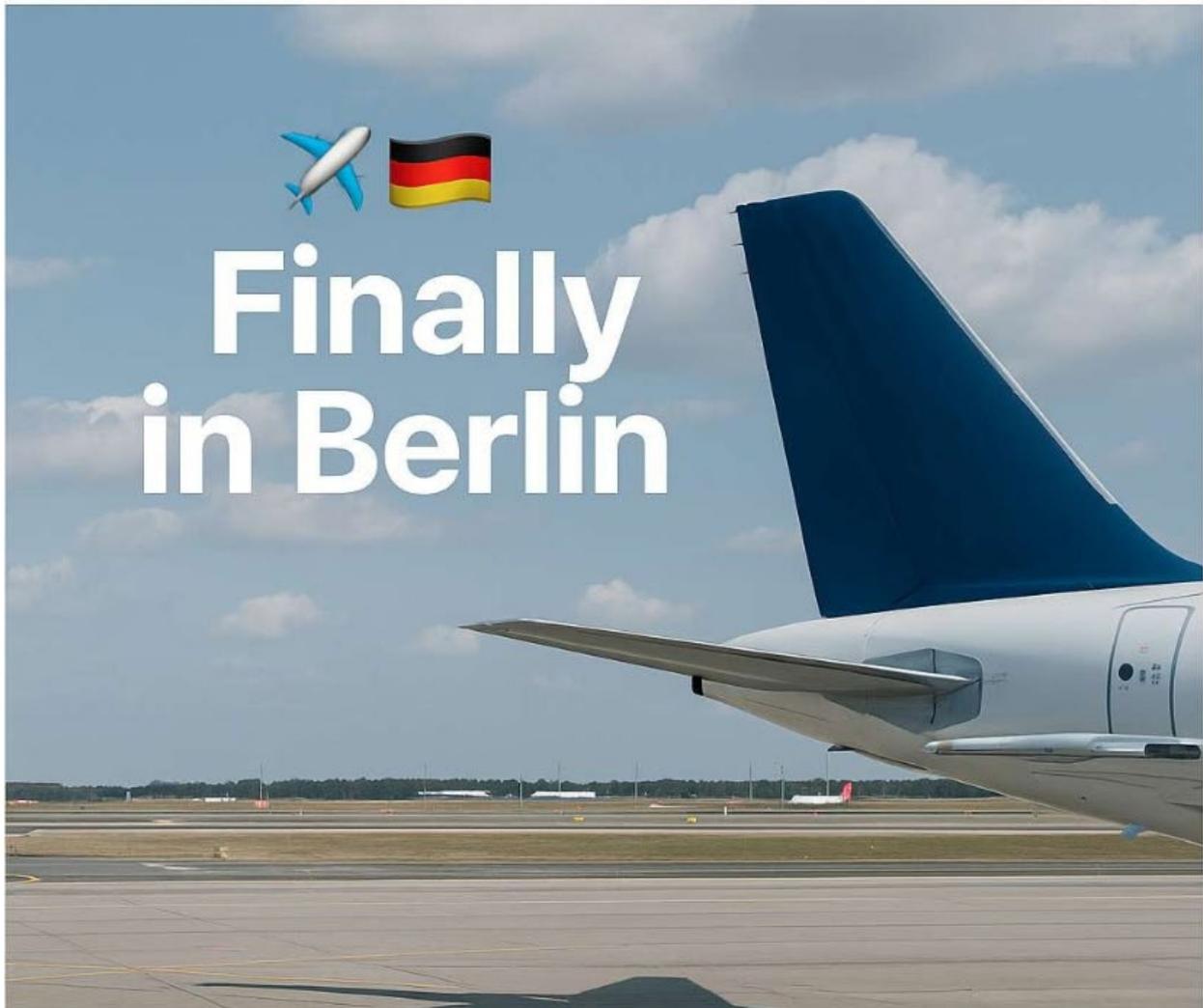


23 likes

Check out my new puppy 🐶 – anyone know good vets near Old Town?



marko\_travels



Finally  
in Berlin



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[marko\\_travels](#) Finally in Berlin 🇩🇪 ✨ #TravelGoals

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emma\_bdaygirl



1,098 likes

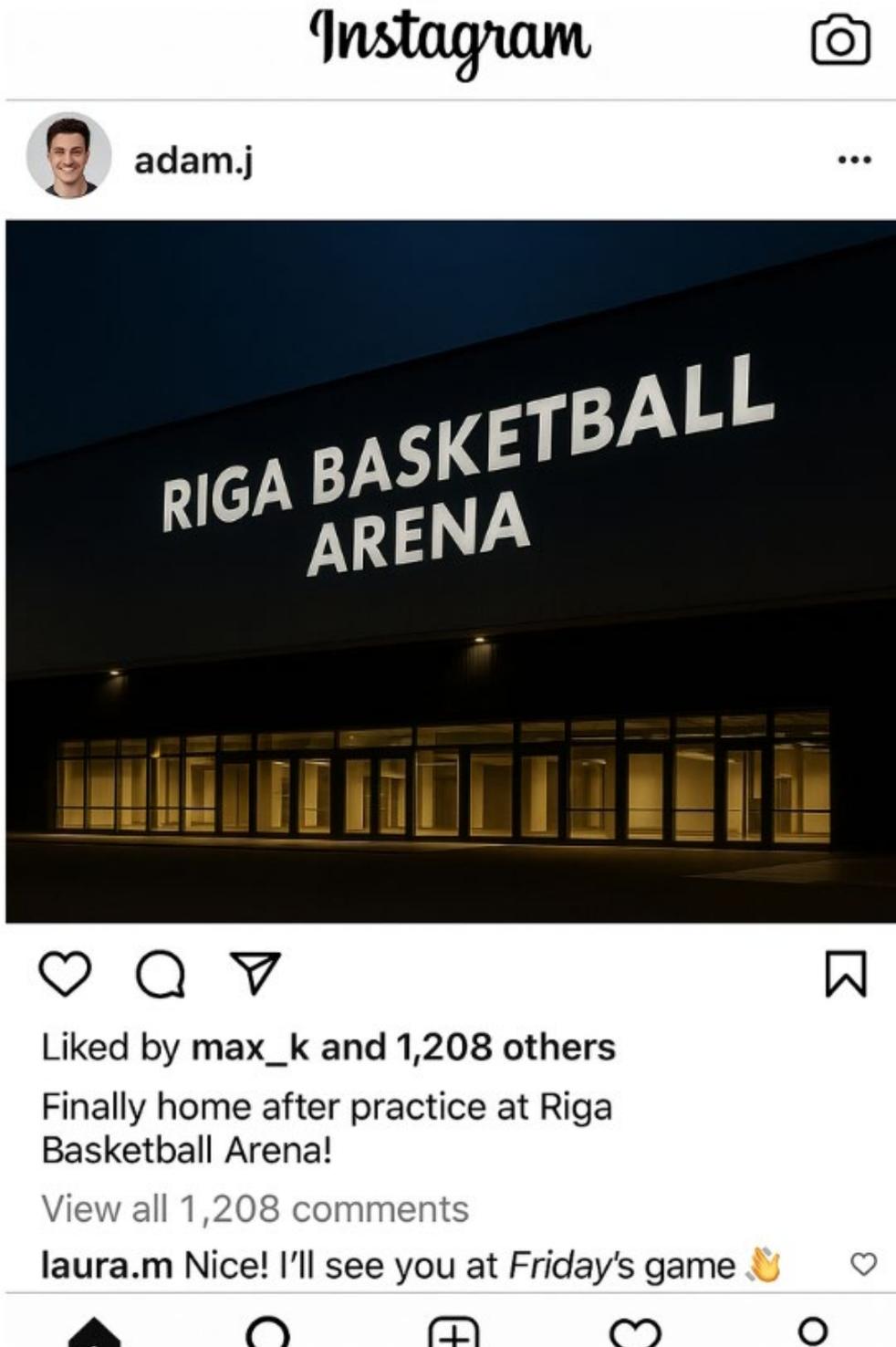
Best birthd aver Best birthday ever! Thanks everyone for coming 🥰 #Sweet16

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## Tips for Protecting Personal Data

- Don't share locations in real-time.
- Avoid posting documents (IDs, tickets).
- Check privacy settings regularly.
- Use strong, unique passwords.
- Think before tagging friends or posting personal info.





**sophie\_life**  
Riga Mall

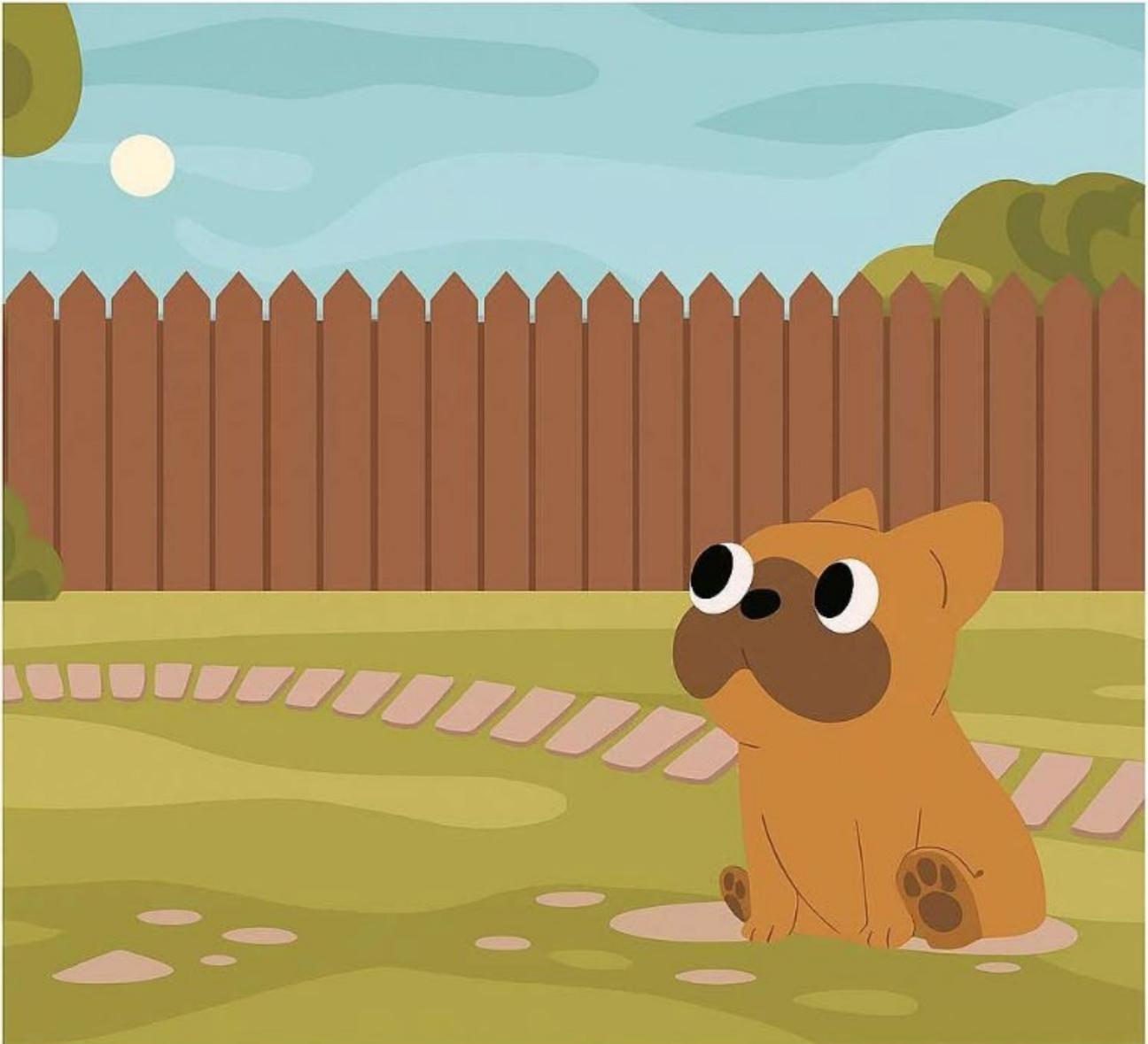


248 likes

Hanging out at Riga Mall with my besties 💕🛍️



doglover22



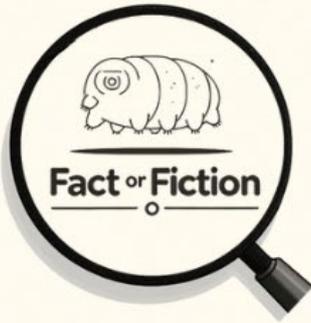
1,012 likes

Max loves Max loves chasing squirrels in our backyard 🐶🌳 #DogLife



## Tips for Protecting Personal Data

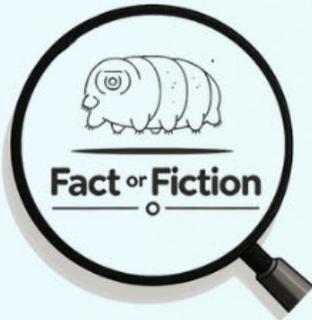
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# Consent

- Your agreement before a company collects or uses your data
- You must be told clearly what you're agreeing to

**Example:** Choosing “Allow” for location on Google Maps



# GDPR



- EU law protecting your personal data
- You can request companies to delete your data

**Example:** Ask Instagram to erase your account info.



# Cookies

- Small files websites store on your device to remember you
- Some are useful (like keeping you logged in), others track you for ads

**Example:** Click “Only necessary cookies” on news site