



# ThinkTwice

## Gamification Guide for Educators



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# DOCUMENT DETAILS

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## **Acknowledgements**

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# EXECUTIVE SUMMARY

Welcome to the ThinkTwice Gamification Guide for Educators! In this comprehensive document we will explore methods of implementing the ThinkTwice “Think Outside the Box” game with learners of different ages - children (ages 8-12), teens, and adults. Designed as part of our “Gamification of Media Literacy” initiative, “Think Outside the Box” is grounded in UNESCO’s “Think Critically, Click Wisely!” and the European Commission’s Guidelines on Digital Literacy. It aims to equip learners with essential media literacy skills to identify, analyse, and counter misinformation.

## Purpose of the Game

Our adventure into a fantasy world shrouded in misinformation is aptly titled "Clarity Quest: Beyond the Fog". This game uses an imaginative narrative to teach players critical media literacy skills in an accessible, engaging way. As players progress through the game, they clear away the metaphorical "fog" of misinformation by correctly answering questions. Each level is tailored to its target age group, addressing age-appropriate topics with increasing complexity.

## Key Features

### Age-Specific Levels:

As previously mentioned, game levels are designed to deliver tailored content of varying complexity to learners of various age groups:

1. **Children (8-12):** The focus for this group is on basic identification of misinformation, as well as some introductory fact-checking techniques, and understanding the media's role in disinformation.
2. **Teens:** With this slightly older group, the game begins to tackle more complex misinformation topics, including its potential impacts on civic society, and how to create actionable responses.
3. **Adults:** The level for adults engages with advanced concepts like the post-truth era, media analysis, and designing anti-misinformation projects.

### Gamified Learning:

Each level has been adapted to include some of the fundamental aspects of gamified learning, including points and feedback mechanisms to motivate continued engagement and reinforce learning. We believe that this innovative approach to education has the potential to engross learners in the acquisition of knowledge.



## Guide Framework

The learning process does not begin and end with the game itself, however! The ThinkTwice: Think Outside the Box methodology is designed to be used in conjunction with more conventional educational approaches, which expand on and enhance the learning experience. To this end, we will provide a synopsis on some effective methods to optimise classroom integration of our learning materials. This guide outlines suggested activities and pedagogical approaches to be implemented pre-game, during completion of the game (herein referred to as “mid-game”), and post-game.

Pedagogically speaking, this hybrid approach should prioritise the following:

1. **Pre-Game Activities:** Development of foundational knowledge and enhancement of critical thinking skills before gameplay.
2. **Mid-Game Activities:** Collaboration, guided discussions, and active learning during gameplay.
3. **Post-Game Activities:** Real-world applications of the learning material, reflection, and project-based tasks to reinforce media literacy skills.

## Outcomes and Educational Value

The guide ensures that learning extends beyond gameplay, equipping learners to navigate and critically evaluate digital content in their everyday lives. Through this structured approach, incorporating both digital and more conventional learning elements, educators can maximise Clarity Quest’s impact as an interactive tool. Learners will be better engaged in developing vital digital literacy skills, as well as consuming media in a more informed, critical way.





# SECTION 1: OVERVIEW

- **GAME RULES & MECHANICS**
- **OBJECTIVES BY AGE GROUP**



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# 1. INTRODUCTION

This section provides an overview of the ThinkTwice “Think Outside the Box” game, as well as an in-depth look at how “Clarity Quest: Beyond the Fog” is specifically tailored to meet the learning needs of different age groups, ensuring an age-appropriate, engaging, and educational experience for all learners. Each level of the game scales relative to the general cognitive and developmental stages of respective target groups, progressively introducing more complex concepts. The game mechanics, including points and feedback, offer a more tangible motivational tool and reinforce critical media literacy skills. This section details how each age group engages with the game’s narrative and objectives.

## 1.1. Overview

“Think Outside the Box” is an interactive educational game designed to build media literacy skills among diverse age groups, from young children to adults. Inspired by UNESCO’s “Think Critically, Click Wisely!” and the European Commission’s Guidelines on Digital Literacy, the game empowers players to navigate misinformation in digital spaces. Each level addresses unique developmental needs, making it adaptable to various settings, both in and outside of the classroom.

### 1.1.2. Objectives by Age Group

#### Children (Ages 8-12):

- Understand misinformation types (disinformation, misinformation, mal-information).
- Recognise characteristics of common false content on social media.
- Learn basic fact-checking techniques and the potential negative impact of trolling and clickbait.

#### Teens:

- Dive into a more detailed breakdown of types of misinformation, enhanced by case studies.
- Explore the potential societal impact of misinformation (its influence on economics and civic participation, for example).
- Practise advanced fact-checking and develop action plans against misinformation.

#### Adults:

- Tackle more complex theories of what truth means and the post-truth era.
- Evaluate misinformation’s potential impact on health, the economy, and governance.

- Apply media literacy skills to real-life contexts and design anti-misinformation projects.

### 1.1.3. Game Rules and Mechanics

- **Narrative:** Set in a mystical world obscured by the murk of misinformation, players embark on a “Clarity Quest” to answer questions correctly and clear the fog.
- **Gameplay Style:** Levels comprise a question-and-answer format, including single-correct answers, multiple-correct answers, and fill-in-the-blanks. Feedback is provided after each question.
- **Levels:** Three age-specific levels - children (8-12), teens, and adults - each with tailored content complexity.
- **Scoring and Rewards:** Players earn points for correct answers, enhancing motivation and advancing their quest.

## 1.2. TECHNICAL GUIDE

Clarity Quest: Beyond the Fog is an educational adventure designed to build media literacy skills for learners of all ages. Created as part of the Think Twice project, the game is based on UNESCO's Think Critically, Click Wisely! framework and the European Commission's Guidelines for tackling disinformation. It empowers players to recognise misinformation, understand disinformation strategies, and navigate the digital world confidently.

The game can be used in classrooms, for independent learning, or as part of a flipped classroom approach, offering a versatile tool for educators and learners alike.

### 1.2.1. Main Topics Covered

- Recognising and addressing misinformation and disinformation
- The importance of truth in media and society
- Media literacy and responsible digital practices
- Fact-checking techniques and combating false information

### 1.2.2. Gameplay Overview

Clarity Quest features three levels, each tailored to a specific age group: children, teens, and adults. Players progress through engaging challenges and interactive questions designed to test and enhance their critical thinking and digital literacy skills. From catching lizards and finding crows to tackling advanced questions, each level



presents age-appropriate activities that contribute to clearing Mystica's fog of confusion.



Figure 1. The main page of the game

The game can be accessed through the link <https://thinktwiceproject.eu/resources/>. Upon opening the game, the main page will appear (Figure 1). Here, you will find three levels designed for different age groups. Clicking on the "ThinkTwice" logo will navigate you to the "About the Game" page.

The "About the Game" page (Figure 2) provides key information about the game, including the main topics covered, an overview of the gameplay, and the reasons to play.

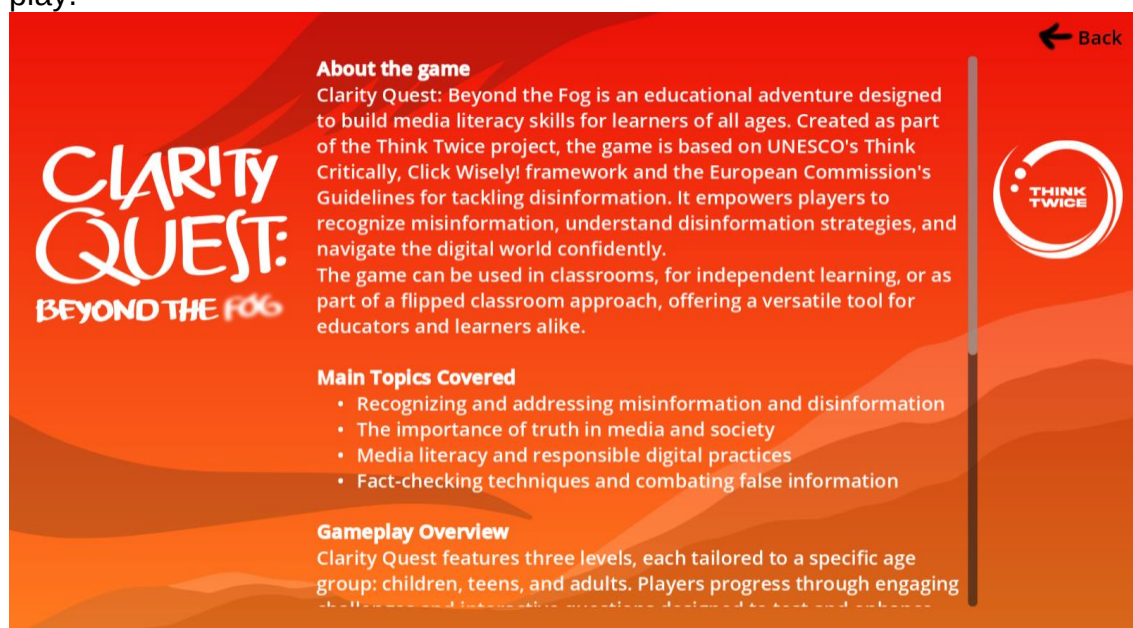


Figure 2. About game page

### 1.2.3. Level One

The 1<sup>st</sup> level was created for kids aged 8 to 12 years old. Once you choose to play this game, you will get the main instructions (Figure 3). One game attempt contains 25 questions.

#### The goal of this level:

- Chase and catch lizards to uncover their questions.
- Answer correctly to lift the fog and earn points.
- Collect 25 points to win the level and become a Truth Seeker Champion!

#### How to play:

- Use the WASD keys or the arrow keys to run after the lizards.
- Use **Shift** to sprint and reach the lizard quicker!
- Get close to a lizard to grab it and reveal its question.
- Choose the right answer to clear more fog and earn points!

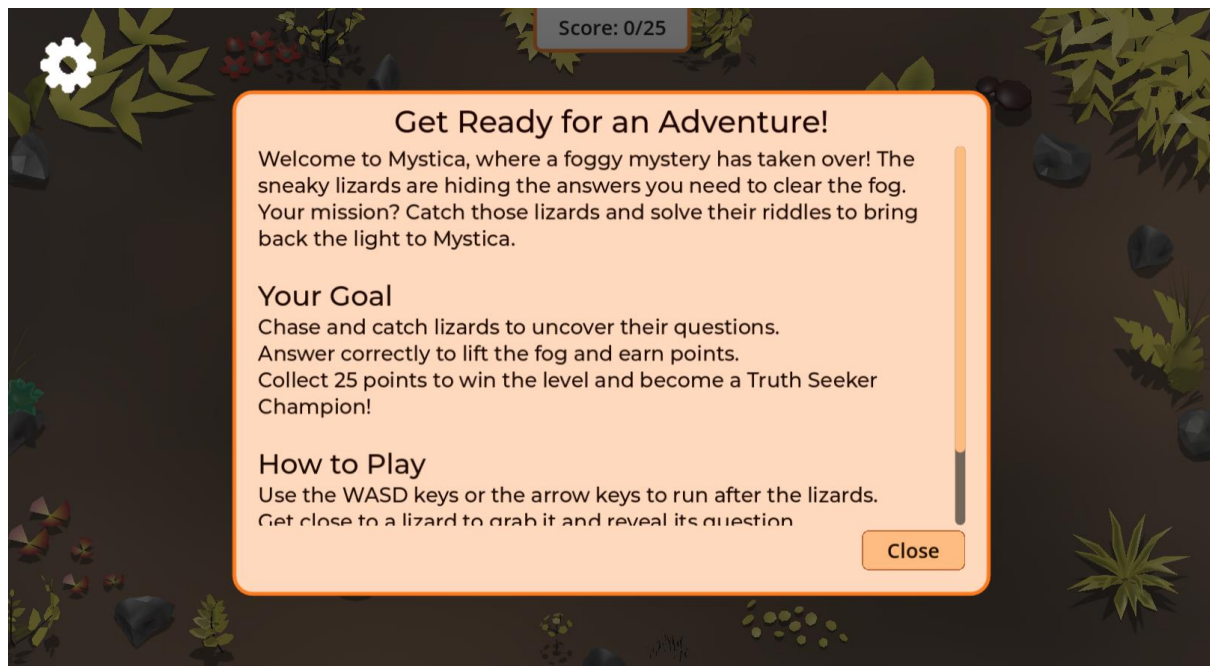


Figure 3. 1<sup>st</sup> level instructions

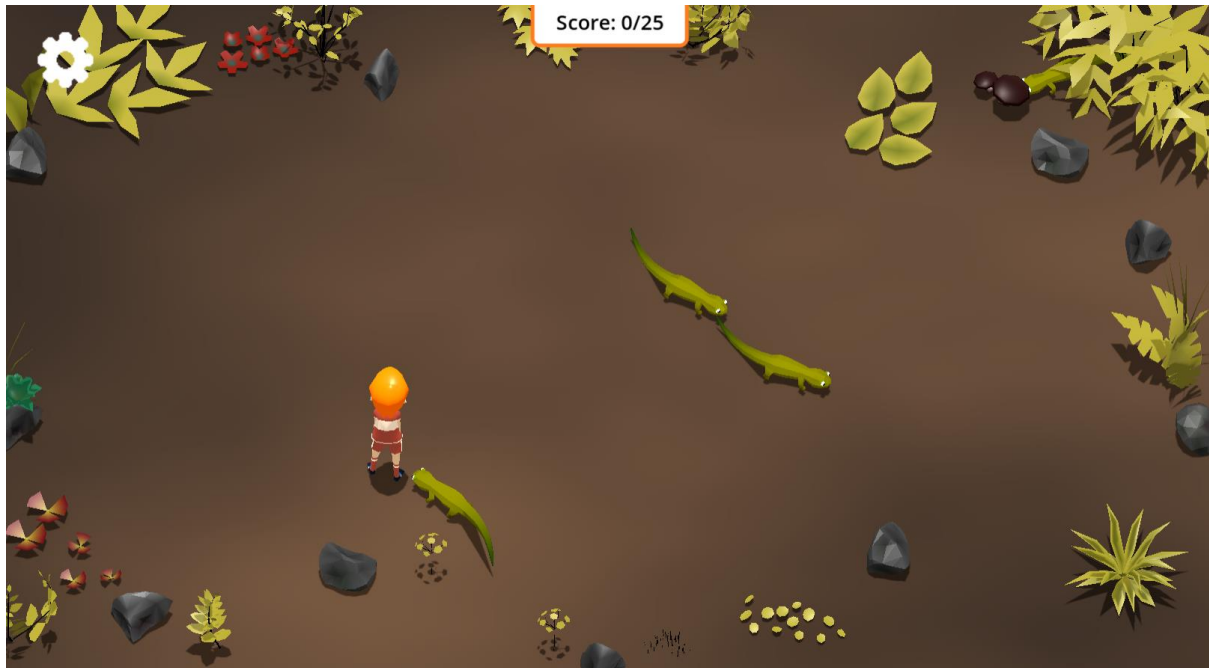


Figure 4. 1<sup>st</sup> level environment

After catching the lizard, you will receive a question where you can select one or more correct answers. Answer correctly to earn a point. The more correct answers you choose, the more fog will clear from the background of the questions.

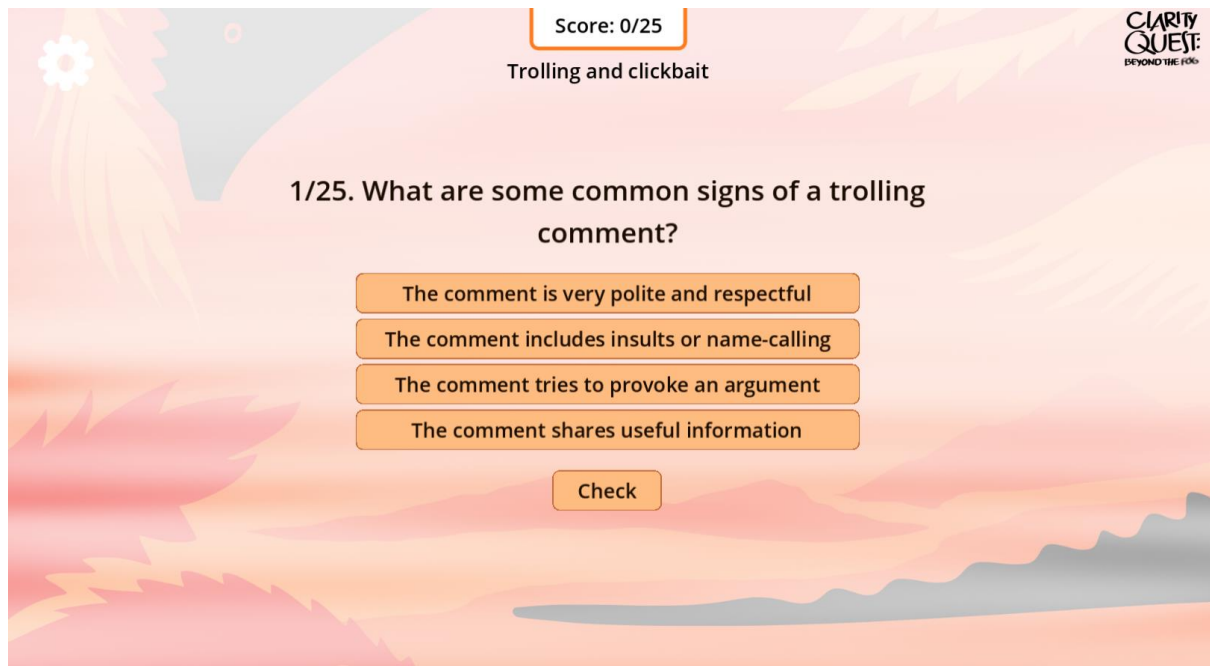


Figure 5. Example of 1<sup>st</sup> level question

To stop the game, restart, or return to the main menu, press the gear/cog icon in the top right corner. This will open a menu with these options, as shown in Figure 6.

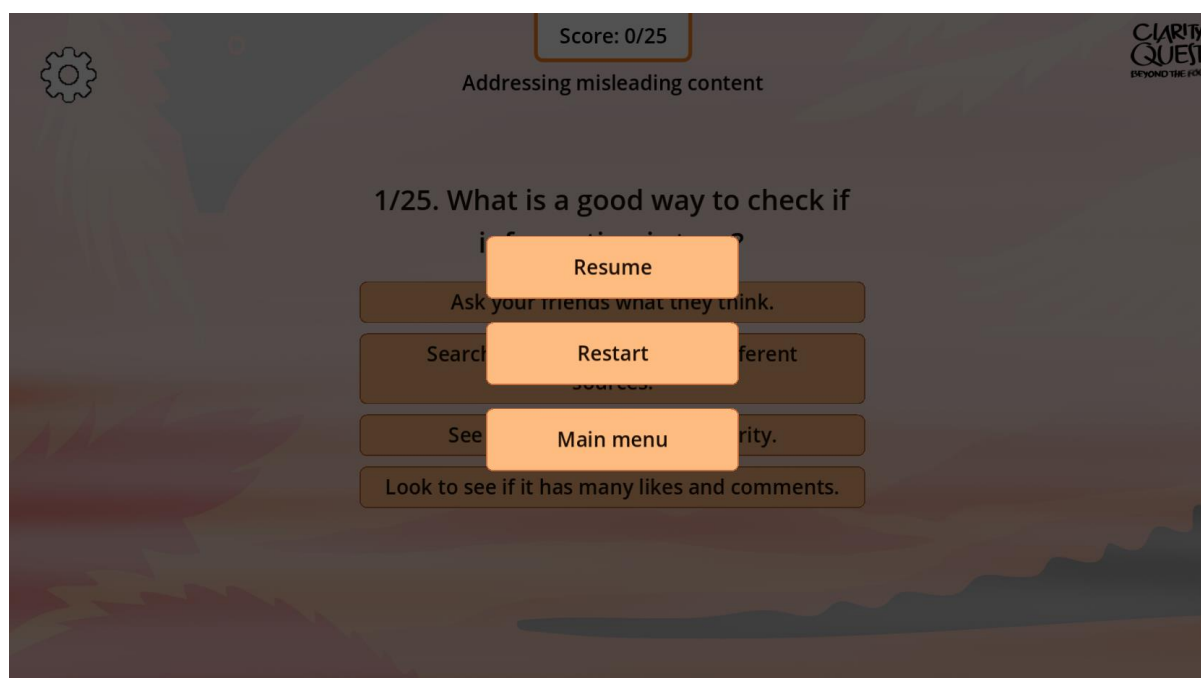


Figure 6. Pause in the game

After selecting the options you believe are correct, press "Next" to view the results. If all your chosen answers are correct, they will turn green. If some are incorrect, they will turn yellow.



Figure 7. Example of the answered question

After answering the question, you can read the feedback. If your answer is incorrect, you will receive feedback that will guide you toward the correct answer.

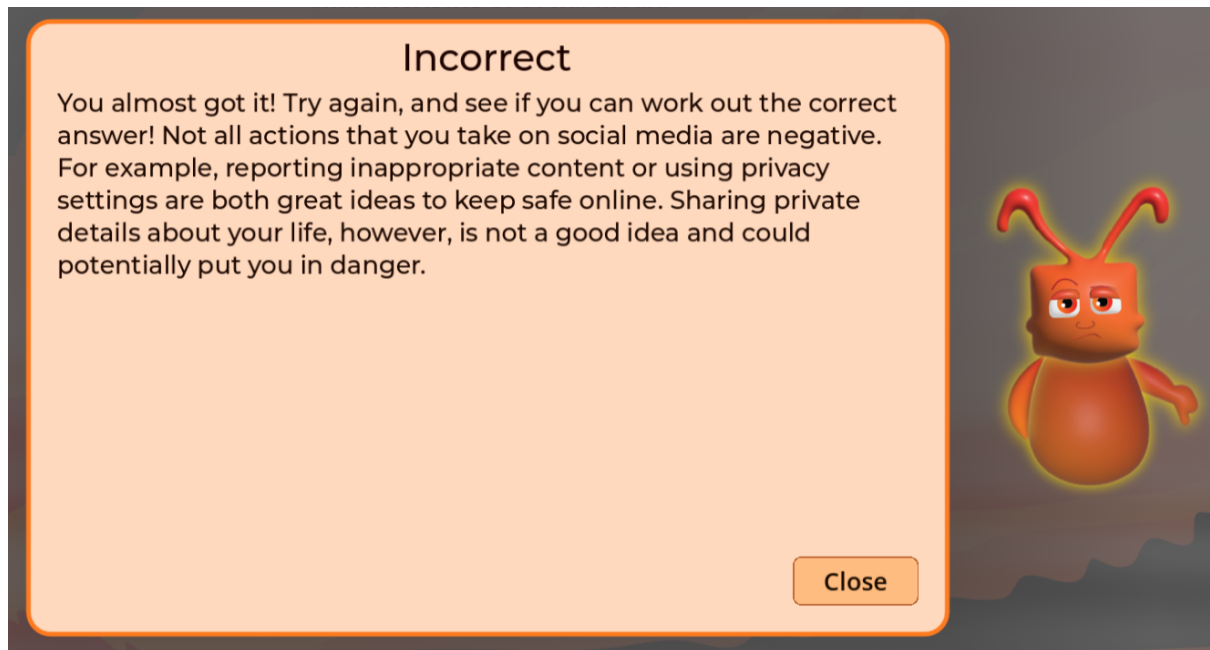


Figure 8. Feedback after answering incorrectly

If the answer is correct, you will receive feedback with additional information to enhance your knowledge on the topic.

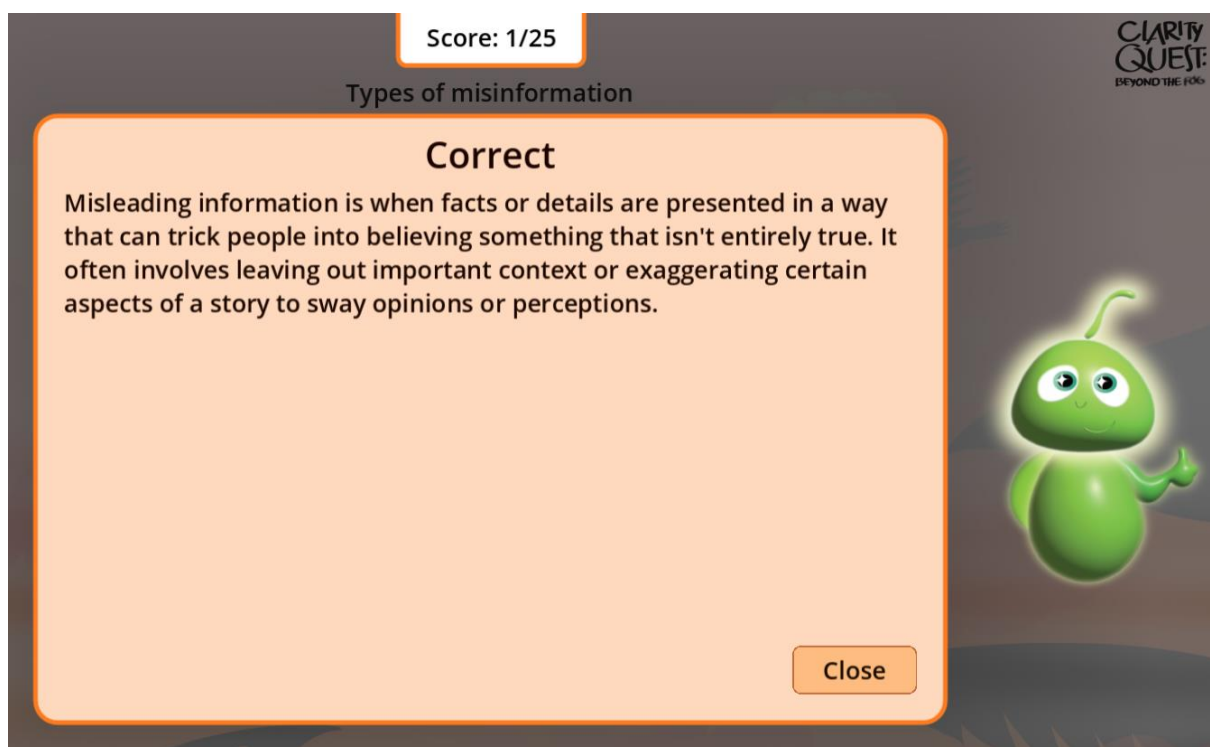


Figure 9. Feedback after answering correctly



## 1.2.4. Level Two

The 2<sup>nd</sup> level was created for teens. Once you choose to play this game, you will get the main instructions (Figure 10). One game attempt contains 25 questions.

### The goal of this level:

- Follow the path through the forest to find the crows perched in the trees.
- Click on the crows to get their questions and answer correctly.
- Earn 25 points by solving their quizzes to clear the fog and win the level!

### How to play:

- Walk down the forest path (**WASD** keys or the **arrow keys**) and find crows waiting in the trees.
- Use **Shift** to sprint and reach the crows quicker!
- Click on a crow to reveal its question.
- Choose the correct answers to earn points and lift the fog.

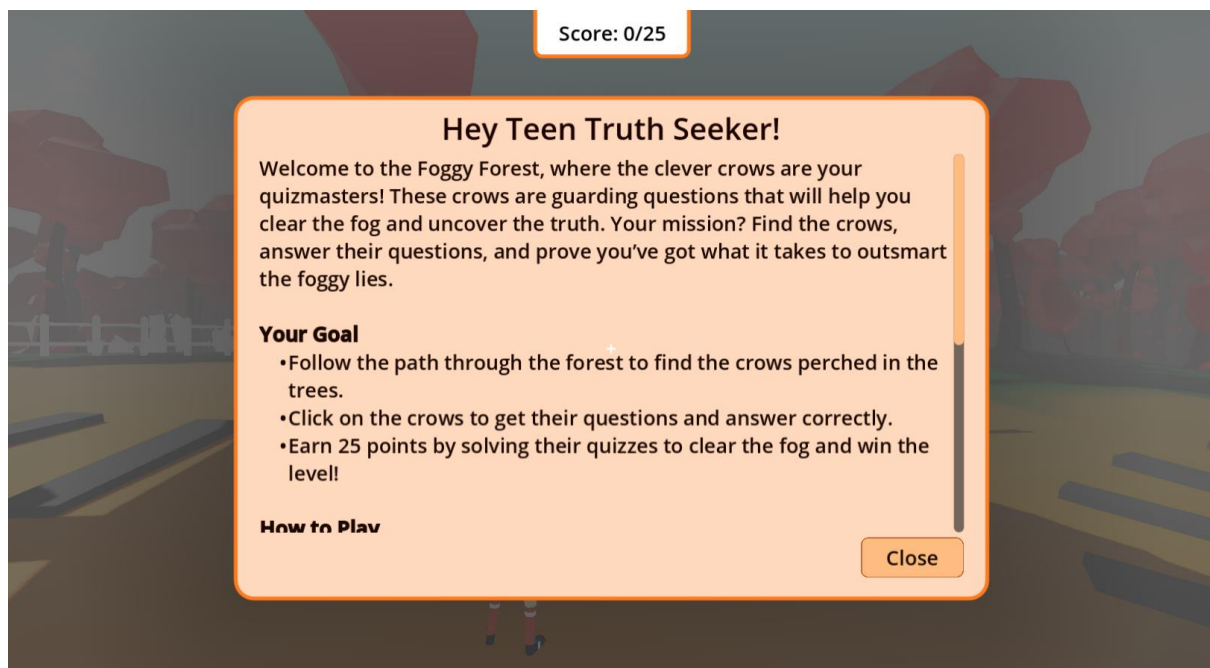


Figure 10. 2<sup>nd</sup> level instructions

Once you start playing, follow the path and search for crows. They may be on the ground (Figure 11) or in the trees (Figure 12), so be sure to look around. When you spot a crow, align the plus sign on the screen with it and press to receive its question. The more questions you answer correctly, the more fog will disappear, gradually revealing a sunny environment.



Figure 11. 2<sup>nd</sup> level environment (1)

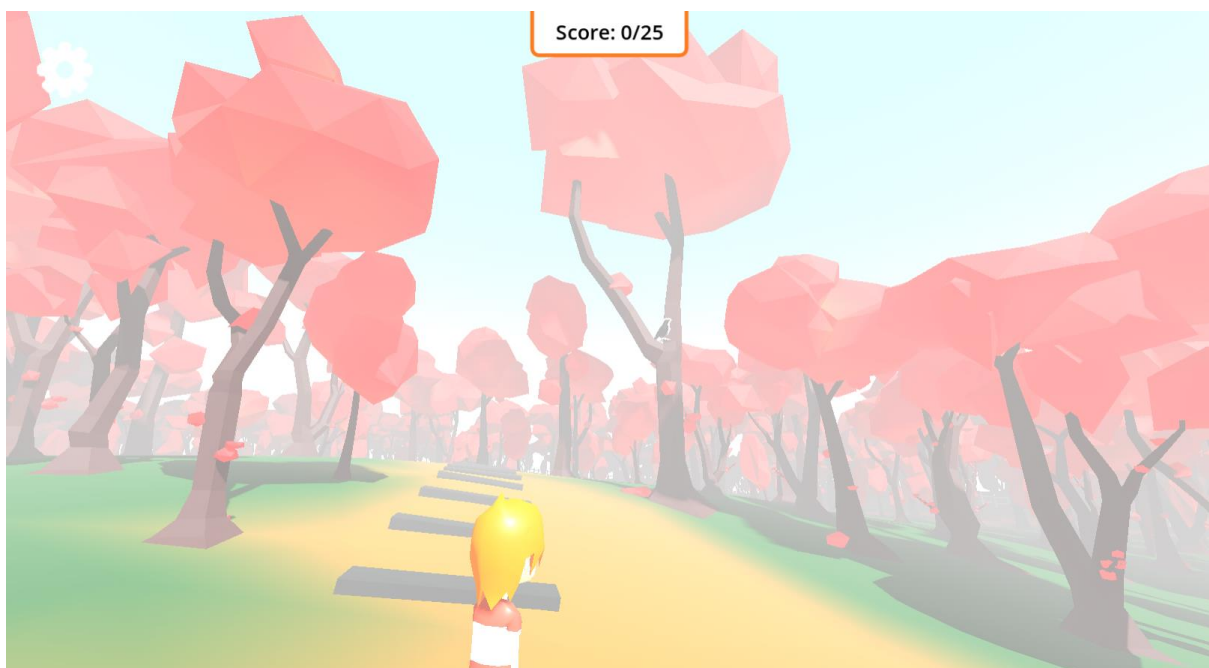


Figure 12. 2<sup>nd</sup> level environment (2)

The 2nd level consists of three types of questions: single correct answer (Figure 13), multiple correct answers, and fill-in-the-blank (Figure 14). If you answer a fill-in-the-blank question incorrectly, you will have two more chances to guess the correct answer. However, if you get it right on a second or third attempt, you will not earn points. After the third attempt, the correct answer will be displayed.

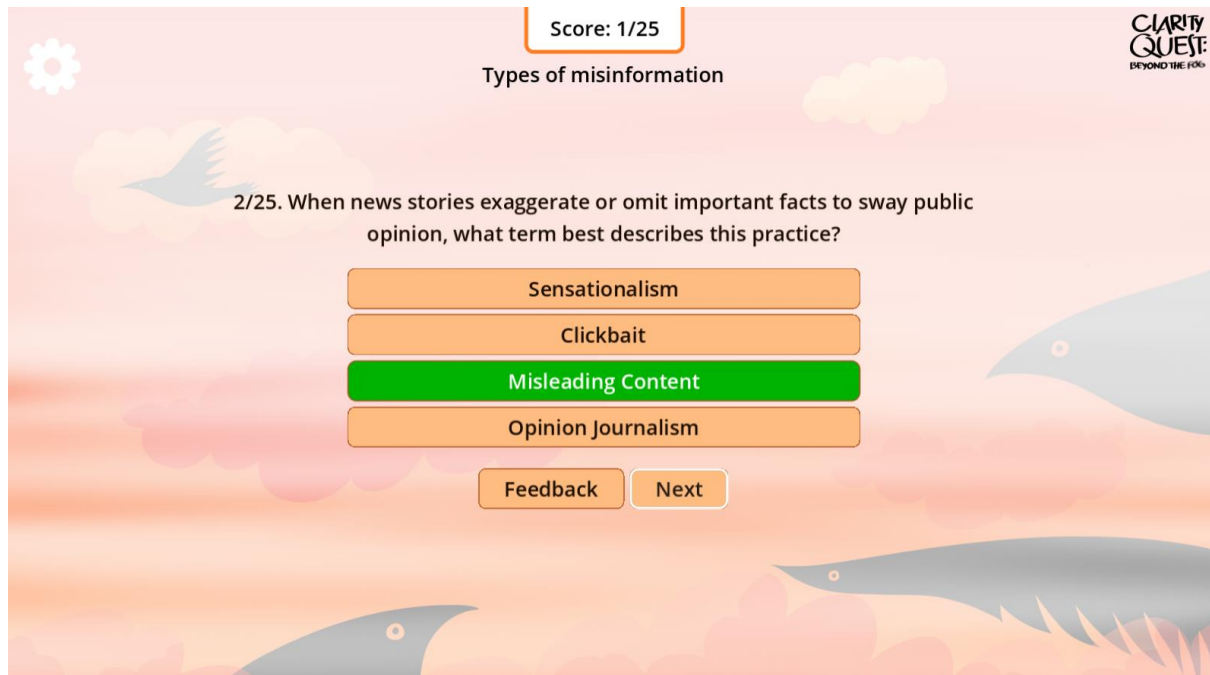


Figure 13. Example of correctly answered question

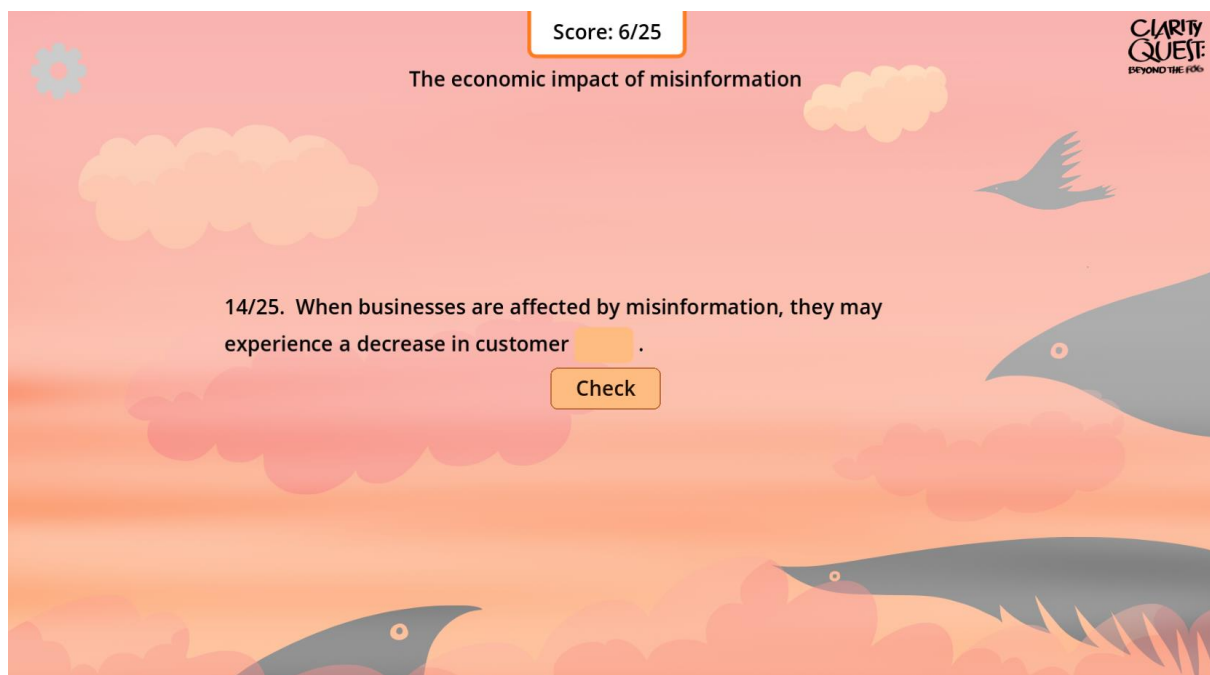


Figure 14. Fill in the blanks question example

### 1.2.5. Level Three

The 3<sup>rd</sup> level was created for adults. Once you choose to play this game, you will get the main instructions (Figure 15). One game attempt contains 25 questions.

#### The goal of this level:

- Answer all 25 questions as accurately as you can.
- Each correct answer earns you points—aim for the highest score possible!
- Complete the level by answering all the questions and demonstrating your mastery of truth.

#### How to play:

- Carefully read each question and the answer options.
- Pick the best answer to score points.
- If your answer is wrong, learn from the feedback to sharpen your skills!
- This level is all about accuracy and critical thinking—just answer as many questions correctly as possible.

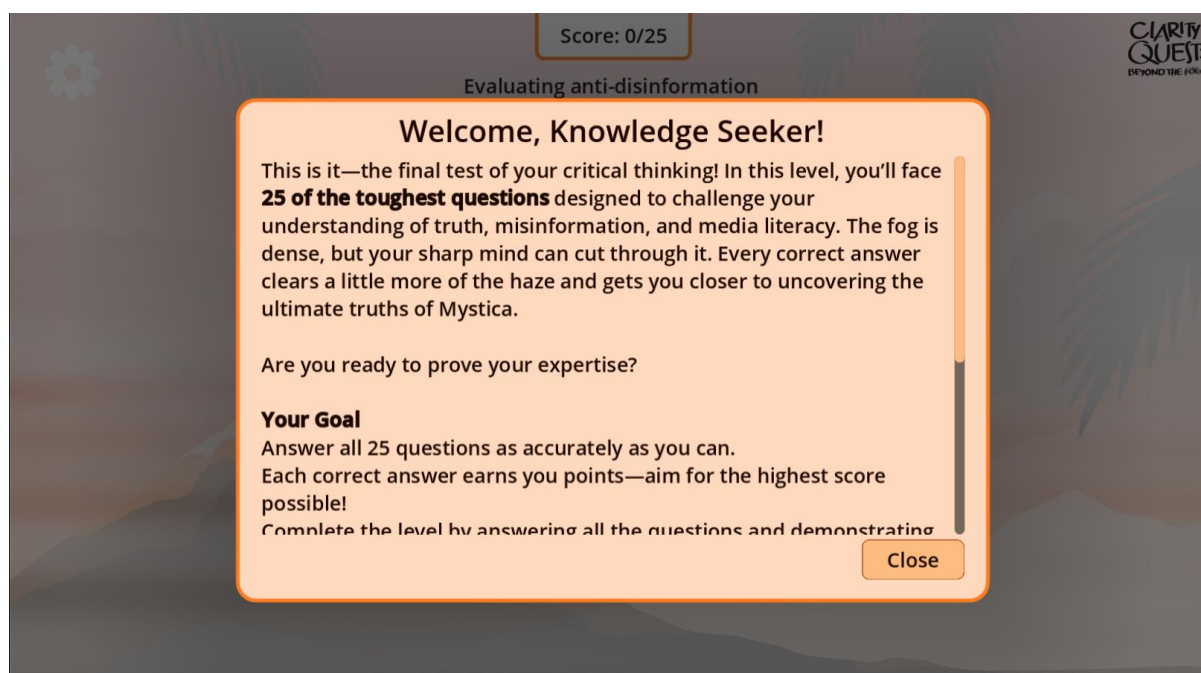


Figure 15. 3<sup>rd</sup> level instructions

The 3<sup>rd</sup> level consists of three types of questions: single correct answer, multiple correct answers, and fill-in-the-blank. If you answer a fill-in-the-blank question incorrectly, you will have two more chances to guess the correct answer. However, if you get it right on a second or third attempt, you will not earn points. After the third attempt, the correct answer will be displayed.

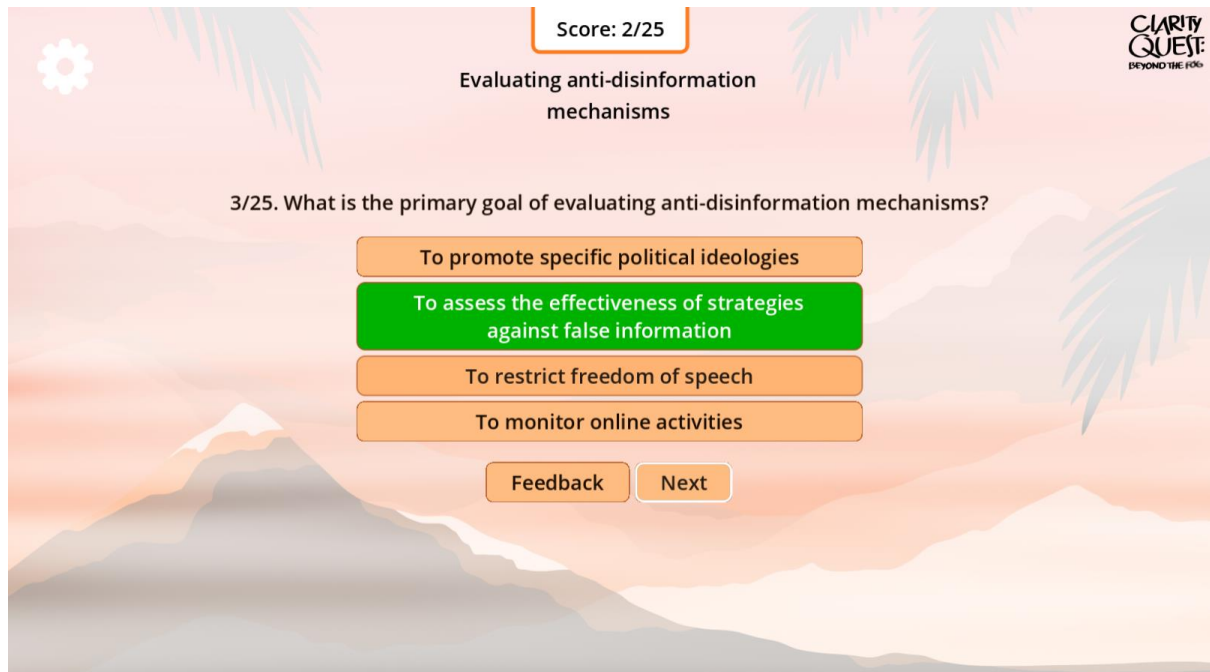


Figure 16. Example of the question in 3<sup>rd</sup> level

## Reward

In each level, players can earn one badge upon successfully answering all the questions.





## 2. IMPLEMENTING THE GAME IN EDUCATIONAL SETTINGS

ThinkTwice's "Think Outside the Box" game is designed to be integrated alongside lessons and can be supplemented with introductory "pre-game" activities, "mid-game" reinforcements, or a "post-game" assessment. Below are some suggested examples of such activities to optimise learning. By catering the educational experience to each age group and breaking up the learning experience in this way, educators can create an impactful and relevant learning environment, ensuring that "Clarity Quest" not only meets the developmental needs of each age group but also equips learners with the tools to navigate and critically evaluate media in their everyday lives.

From a philosophical and pedagogical standpoint, the ThinkTwice consortium's hybrid approach to learning is guided by the premise that learning is most effective when it is active, context-driven, and interactive. These principles are rooted in constructivist and experiential learning theories, which recognise that learners build knowledge through active engagement and real-world application. By providing a safe, immersive environment for exploring complex concepts of media literacy, "Think Outside the Box" allows learners to directly apply critical thinking skills as they navigate challenging content. The game can serve as an entry point to new concepts, as a reinforcing tool during lessons, or as a reflective practice for reviewing and applying knowledge after learning.

Incorporating pre-game, mid-game, and post-game activities further strengthens the learning process through *synthesis*. The process is essentially a structured flow which is the sum of its parts. Pre-game activities establish a foundation, sparking curiosity and calling on prior knowledge where applicable. During gameplay, learners practise decision-making and analytical skills as they interact with content, navigating a range of question types and media formats. Post-game activities, meanwhile, encourage reflection and real-world application, solidifying learners' understanding of the topics. This phased approach is not only effective because it sustains engagement, but also ensures that the insights gained in the game extend beyond the digital realm. After experiencing Think Outside the Box in conjunction with a more conventional educational complement to reinforce their knowledge, learners can expect to become savvy, responsible media consumers in their daily lives.

### 2.1. Adjusting for the Age Group

When implementing the game in an educational setting with children aged 8-12, the educator should attempt to simplify complex concepts such as misinformation and fact-checking in a way that is relatable and age-appropriate. Detailing familiar, real-life scenarios that children encounter daily will help them understand what misinformation looks like. Younger learners respond well to visual and interactive elements, so focus on colourful visuals, animations, and interactivity when supplementing the Think Outside the Box game with additional content. Consider utilising a teaching style that incorporates play-based learning and direct instruction. Straightforward language, clear guidance, and immediate constructive feedback on answers all have important roles to play in helping young learners to follow the game's process and understand where they might need improvement. In the classroom, educators could incorporate role-playing activities where children take on the role of "fact-checkers" or "truth detectives," making the learning process hands-on and exciting. Facilitated group discussions after each game level can allow students to reflect on their learning in a structured way, while creative activities, such as poster-making, help them take on a more active role and internalise key concepts about misinformation.

When introducing Think Outside the Box to teenagers, educators will need to incorporate more complex content while remaining conscious of its real-world relevance. Media literacy concepts are perhaps more intrinsically linked to the experiences teens already have, such as when using social media, than any other target group. Gamification elements like points and generating friendly competition are especially effective in sustaining motivation amongst teens. Teaching methods that emphasise collaborative learning and inquiry-based learning will resonate well with this age group. Collaborative learning, through group-based tasks and discussions, allows teens to explore different perspectives, while inquiry-based learning encourages them to ask questions, think critically, and draw conclusions independently. After engaging teen learners with the Think Outside the Box gameplay, consider hosting informal debates on the potential societal impacts of misinformation. This provides an engaging way for teenagers to evaluate the potential real-life consequences of the types of misinformation they learned about in the game. This also offers a neat segue into implementing media analysis projects with the learners. By guiding them in critically analysing real-world media such as memes or viral posts, teens can apply concepts from the game to real-world contexts. Ultimately though, the experience should culminate in a reflection activity. This allows learners to bridge the gap between gameplay and practical application, encouraging teens to consider how their newfound skills could be useful in their daily lives. To this end, reflective journaling is a fantastic activity to consider utilising.

For adults, implementing Think Outside the Box in educational or professional training contexts requires a focus on advanced content and practical application. Many adults

are quick to disengage from learning unless material is reinforced with real-world scenarios and problem-based learning, allowing them to connect theoretical knowledge to personal and professional contexts and offering some tangible value to the learning process. Adults are more likely to engage with the game when presented with opportunities for nuanced critical analysis, such as exploring misinformation's impact on areas like public health, economics, or civil society. As with teenagers, implementing teaching strategies like problem-based learning and reflective learning are highly effective. Classroom activities might include case study analyses, where adults examine high-profile misinformation cases and discuss the role played by the media. In addition, adult learners could benefit from designing action plans to counter misinformation. This activity empowers adults to develop concrete strategies for combating misinformation, disinformation and mal-information in their communities and workplaces. While debates could also be useful with this age group, a more open-ended conversation such as a roundtable discussion can provide a valuable forum for sharing insights. Through dialogue with peers, adults can reflect on their experiences and consolidate their learning.

Below, you will find a non-exhaustive list of suggested activities to complement Think Outside the Box at the pre-, mid-, and post-game stages for each of our three target age groups. Feel free to incorporate any of these ideas, merge some together, or make whatever changes you feel would most benefit your learners.

## 2.2. Pre-Game Activities

### Children (Ages 8-12):

#### 1. **Activity Name:** Headline Hunt: Fact or Opinion?

**Duration:** 15 minutes

**Objective:** Help children distinguish between factual reporting and opinion-based content in the media.

**Instructions:** Provide each child with a set of mixed headlines (facts and opinions). Ask them to sort headlines into "Fact" or "Opinion" categories. Discuss why certain headlines belong in each category. Share tips for identifying opinion pieces in the media. Conclude by emphasising the importance of fact-checking.

**Materials Needed:**

- Printed or digital headlines
- Markers or pencils

## 2. **Activity Name:** True or Tricked: Photo Investigation

**Duration:** 20 minutes

**Objective:** Teach children to analyse images critically and identify digitally altered or misleading photos.

**Instructions:** Show children a mix of real and edited photos (e.g., funny, exaggerated edits). Ask them to guess which photos are real and which are edited. Discuss clues for spotting edits (e.g., unrealistic shadows, missing details). Introduce basic tools like reverse image search for verifying photos. Conclude with the importance of questioning what they see online.

**Materials Needed:**

- Printed or digital photos (real and edited)
- Magnifying glasses (optional, for fun exploration)
- Access to a laptop or tablet for demonstration (optional)

## 3. **Activity Name:** Word Cloud Warmup

**Duration:** 15 minutes

**Objective:** Introduce key terms related to media literacy and spark curiosity about the topic.

**Instructions:** Display a word cloud with terms like "media," "fake news," "bias," "truth." Ask children to share what they know about the words. Encourage them to guess how the words relate to each other. Briefly explain the connection between the words and media literacy. Transition into the main activity by introducing the day's topic.

**Materials Needed:**

- Printed or digital word cloud
- Markers or sticky notes for brainstorming
- Whiteboard for group discussion

## 4. **Activity Name:** Spot the Media Types

**Duration:** 15 minutes

**Objective:** Familiarise children with different forms of media they encounter daily.

**Instructions:** Show images of different media types (e.g., newspaper, TV, social media post). Ask children to identify and name each type. Discuss where and how they encounter these media types. Encourage children to

share examples from their own lives. Transition into discussing the role of media in shaping opinions.

**Materials Needed:**

- Printed or digital images of various media types
- Large sheet or board for grouping the examples

**5. Activity Name:** What's the Story?

**Duration:** 15 minutes

**Objective:** Activate children's imagination and introduce storytelling as a key media concept.

**Instructions:** Display a random image (e.g., a cat, a stormy sky). Ask children to create a short story or headline about the image. Discuss how different people can interpret the same image differently. Highlight how the media often creates stories to evoke emotions or reactions. Use their examples to segue into the main topic of media influence.

**Materials Needed:**

- A set of diverse, engaging images
- Paper and pens for story creation (optional)
- A board or chart for group sharing

**Teens:**

**1. Activity Name:** Spot the Misinformation Challenge

**Duration:** 15-20 minutes

**Objective:** Learners will develop critical thinking skills by identifying and discussing examples of misinformation and understanding its impact on media literacy.

**Instructions:** Divide students into small groups (3–5 per group). Provide 2-3 media examples (articles, posts, or headlines) per group - some accurate, others misleading. Ask each group to analyse and identify which examples may contain misinformation. Have groups share their findings and explain their reasoning. Conclude with a class discussion about strategies for identifying misinformation.

**Materials Needed:**

- Printed or digital media samples (headlines, social media posts, etc.)
- Worksheets for group notes



- Markers / pens

2. **Activity Name:** Decoding Media Messages Challenge

**Duration:** 15-20 minutes

**Objective:** Learners will analyse media content critically to identify biases, purposes, and techniques used to influence audiences.

**Instructions:** Divide learners into small groups (3–5 students per group). Provide each group with 1–2 media samples (ads, articles, or videos). Ask groups to analyse the content, identifying the target audience, message, and potential bias. Groups share their findings with the class. Conclude with a discussion on why critical analysis is important in media literacy.

**Materials Needed:**

- Media samples (print or digital, ads, articles, videos, etc.)
- Worksheets with guiding questions
- Markers / pens

3. **Activity Name:** Build Your Gameplan Challenge

**Duration:** 15-20 minutes

**Objective:** Learners will develop strategic thinking skills by planning and analysing decisions for a hypothetical media-related game scenario.

**Instructions:** Divide students into groups (3–5 learners per group). Present a media-based game scenario (e.g., combatting misinformation). Ask groups to brainstorm and write a strategy to achieve the goal. Each group shares their strategy with the class. Discuss the strengths and weaknesses of each group's approach.

**Materials Needed:**

- Scenario cards with game challenges
- Strategy planning sheets
- Markers / pens

4. **Activity Name:** Spot the Clickbait and Fake News Challenge

**Duration:** 15-20 minutes

**Objective:** Learners will identify clickbait and fake news by analysing headlines, images, and sources to develop critical media literacy skills.

**Instructions:** Divide students into small groups (3–5 learners per group). Provide each group with a mix of real and fake headlines. Ask groups to

identify which headlines are clickbait or fake and explain why. Groups share their findings with the class, highlighting key red flags. Discuss strategies for verifying news and avoiding misinformation.

**Materials Needed:**

- Printed or digital headlines (real and fake)
- Worksheets for group notes
- Markers / pens

5. **Activity Name:** Decode the Ads: Spot Persuasive Techniques

**Duration:** 15-20 minutes

**Objective:** Learners will analyse advertisements to identify persuasive techniques and understand how they influence consumer decisions.

**Instructions:** Divide students into small groups (3–5 learners per group). Provide each group with examples of ads (videos, posters, or digital). Ask groups to identify persuasive techniques (e.g., emotional appeal, celebrity endorsement). Have each group share their analysis with the class. Discuss why these techniques are effective and their impact on audiences.

**Materials Needed:**

- Printed or digital ads (posters, videos, online examples)
- Worksheets with guiding questions
- Markers / pens

**Adults:**

1. **Activity Name:** Media Audit

**Duration:** 20 minutes

**Objective:** Learners will reflect on their media consumption habits in a group discussion.

**Instructions:** Break the participants up into pairs and provide each team with a pen and some paper. Ask learners to list their top three most-used media sources, and then elaborate on some of the reasons they choose to engage with them. What factors deter them from using other sources? Do they think their preferred sources are more credible than alternatives? Why?

**Materials Needed:**

- Pens
- Paper

2. **Activity Name:** Spot the Bias

**Duration:** 10 minutes

**Objective:** Learners will identify and discuss potential biases detected in headlines.

**Instructions:** Break the participants up into small groups and provide them with a list of headlines from various media sources, ideally representing a spectrum of political leanings. Ask them to identify any particular words, phrases, or uses of language in these headlines that may indicate bias. What does this tell us about the source's agenda? Have they been wholly honest in their presentation of the topic? A group discussion can then follow, highlighting questions such as these.

**Materials Needed:**

- Examples of headlines, printed or digital

3. **Activity Name:** Fact or Fake Warm-Up

**Duration:** 15 minutes

**Objective:** Learners will utilise existing knowledge about identifying misinformation.

**Instructions:** Find and present five short news snippets, three verifiable and real, and two heavily fabricated or sensationalised. Ask participants to determine which of the news articles is most and least likely to be a fair representation of the events described, and explain their reasoning. After allowing ten or so minutes for the learners to discuss this in smaller groups, bring everyone back together to reveal the answers and briefly discuss the cues that help to distinguish the real events from the sensationalised ones.

**Materials Needed:**

- News snippets (paper or digital)
- Pens and paper

4. **Activity Name:** News, Opinion, Advertisement Hunt

**Duration:** 15 minutes

**Objective:** Learners will sharpen their observation skills by exploring diverse media sources.

**Instructions:** Assign participants individually or in groups to quickly scan a specific news website or app, identifying one example each of a piece of

news, an opinion, and an advertisement. Discuss the distinctions between each.

**Materials Needed:**

- Internet-enabled devices

5. **Activity Name:** Keyword Brainstorm

**Duration:** 10 minutes

**Objective:** Learners will establish a vocabulary foundation for the “Think Outside the Box” media literacy game.

**Instructions:** Provide a list of terms (e.g., malinformation, verification) that feature heavily throughout the “Think Outside the Box” media literacy game. Ask participants to guess the definitions of each, or contexts in which they might be applied. Discuss the correct definitions as a group.

**Materials Needed:**

- Printed or digital list of terms

## 2.3. Mid-Game Activities

### Children (Ages 8-12):

1. **Activity Name:** Newsroom Roleplay

**Duration:** 20 minutes

**Objective:** Help children understand how news is created and the role of journalists in reporting information.

**Instructions:** Divide children into small groups, each assigned a news category (e.g., sports, weather, politics). Give them a set of facts (some true, some false for each news category) to create a short news segment. Have each group prepare and present their “news report” to the class. Discuss how they decided which facts to include and how they determined their reliability. Reflect on the importance of checking facts and presenting balanced information.

**Materials Needed:**

- Printed facts (mix of true and false)
- Paper and pens for scripting the news report
- Props for presenting (optional)

## 2. **Activity Name:** Create a Clickbait Headline

**Duration:** 20 minutes

**Objective:** Teach children how clickbait works and its impact on media consumption.

**Instructions:** Explain what clickbait is and show examples. Divide children into pairs, or groups of 3 and challenge them to create their own exaggerated or misleading headline. Share the headlines and discuss why they attract attention.

Discuss the downsides of clickbait and how to avoid falling for it. Encourage brainstorming ways to write honest yet engaging headlines.

### **Materials Needed:**

- Examples of clickbait headlines
- Paper and markers/pens
- A flipchart or board for group sharing

## 3. **Activity Name:** Who's Behind the Post?

**Duration:** 20 minutes

**Objective:** Teach children to analyse the source of online content and its credibility.

**Instructions:** Show children a mix of social media posts, memes, or ads. Ask them to investigate who created the content and why. Discuss clues like logos, usernames, or URLs for identifying sources. Share how to verify sources using fact-checking tools.

Conclude with a discussion about trustworthy sources and critical thinking.

### **Materials Needed:**

- Printed or digital examples of social media posts or ads
- Pens and worksheets for analysis
- Access to a fact-checking website (optional)

## 4. **Activity Name:** Emoji Story News

**Duration:** 20 minutes

**Objective:** Help children understand how emotions are used in media to influence opinions.



**Instructions:** Provide a short news story and an "emoji bank" sheet. Ask children to pick emojis to describe the story's tone (happy, sad, angry). Discuss how words and images can affect emotions and interpretation. Let children rewrite the story using neutral or exaggerated emotions. Compare their versions and discuss the impact of tone on messaging.

**Materials Needed:**

- Printed news story
- Sheets with various emojis
- Markers or crayons for emoji selection and writing

5. **Activity Name:** Ad Detectives

**Duration:** 20 minutes

**Objective:** Teach children to recognise advertisements disguised as content.

**Instructions:** Show children screenshots of webpages with ads and articles. Challenge them to spot all the ads (banner ads, sponsored posts, pop-ups). Discuss why ads are sometimes made to look like content. Share tips on spotting and avoiding deceptive ads online. Reflect on why it's important to be critical of online content.

**Materials Needed:**

- Printed or digital webpage examples
- Highlighters for marking ads
- Sticky notes for recording their findings

**Teens:**

1. **Activity Name:** Fact-Check Showdown: Team-Based Media Challenge

**Duration:** 15-20 minutes

**Objective:** Teams will collaborate to fact-check media content, improving their critical thinking and media literacy skills.

**Instructions:** Divide students into teams of 4–5 players. Provide each team with 3 media examples (news headlines, social media posts). Teams analyse the content, identifying which examples are credible and which are false. Teams share their reasoning and fact-checking process with the class. Award points for correct answers and thoughtful explanations.

**Materials Needed:**

- Printed or digital media examples (real and fake content)

- Worksheets for team analysis
- Markers / pens

## 2. **Activity Name:** Media Choices: Reflect and Debate

**Duration:** 15-20 minutes

**Objective:** Learners will reflect on their media choices and evaluate how decisions impact their understanding and actions.

**Instructions:** Present students with a media scenario (e.g., sharing news, clicking a link). Ask students to write down their choice and reasoning. In small groups, students discuss their choices and compare perspectives. Each group shares reflections on how choices can influence outcomes. Conclude with a class discussion on making informed media decisions.

**Materials Needed:**

- Scenario cards with media dilemmas
- Reflection worksheets
- Pens or pencils

## 3. **Activity Name:** Media Master Leaderboard Challenge

**Duration:** 15-20 minutes

**Objective:** Encourage teamwork and motivation by awarding points for media literacy tasks, reinforcing critical thinking and media evaluation skills.

**Instructions:** Divide students into teams of 3–5 players. Present media challenges (e.g., identifying fake news, analysing ads, spotting bias). Teams earn points for completing tasks correctly and quickly. Update a visible leaderboard after each challenge to track scores. Conclude by celebrating top teams and discussing key takeaways.

**Materials Needed:**

- Challenge cards (media analysis tasks)
- Leaderboard (whiteboard or digital display)
- Markers or score sheets

## 4. **Activity Name:** Source Check: Credibility Challenge

**Duration:** 15-20 minutes

**Objective:** Learners will evaluate different media sources to determine their credibility, helping them develop critical thinking skills and the ability to identify reliable information.



**Instructions:** Divide students into small teams (3–5 members per group). Provide each group with a set of media sources (articles, websites, or social media posts). Ask groups to evaluate the credibility of each source based on criteria (author, publication date, citations). Have teams present their evaluations and discuss reasoning for each decision. Conclude by discussing strategies for identifying reliable sources and avoiding misinformation.

**Materials Needed:**

- Printed or digital media sources
- Evaluation or criteria sheets
- Markers / pens

5. **Activity Name:** Bias in the News: A Critical Look

**Duration:** 15-20 minutes

**Objective:** Learners will analyse media coverage of the same event from different perspectives to identify bias and recognise how media shapes opinions.

**Instructions:** Provide students with articles or video clips covering the same event from different news sources. Ask them to identify language, tone, and framing that might suggest bias. In small groups, discuss how different perspectives impact understanding of the event. Have each group present their findings, explaining how bias influences media coverage. Conclude with a class discussion on how to critically assess news for bias.

**Materials Needed:**

- Articles or video clips (same topic, different sources)
- Bias identification worksheets
- Markers / pens

**Adults:**

1. **Activity Name:** Pause & Reflect

**Duration:** 5 minutes

**Objective:** Learners will engage in active reflection on their gameplay experience.

**Instructions:** Whilst conducting a gameplay session of the “Think Outside the Box” media literacy game, pause the game at a pre-determined point and ask participants to share their experience thus far, explaining their thought

process. This will encourage active reflection and engagement with the gameplay experience.

**Materials Needed:**

- None

2. **Activity Name:** Critical Choices Debrief

**Duration:** 10 minutes

**Objective:** Learners will examine the implications of the decisions they made during the game.

**Instructions:** After completing a level or section, have participants break into pairs and discuss the various answers they chose and why, focusing on whether their choices reflected critical thinking. By taking stock of the reasoning behind their decisions, learners will develop their critical analysis and media literacy skills.

**Materials Needed:**

- None

3. **Activity Name:** Fact-Check Race

**Duration:** 15 minutes

**Objective:** Learners will hone their fact-checking skills under time constraints.

**Instructions:** Provide a statement with dubious credibility (this could be in the form of a debunkable statistic, a sensationalist description, etc.). Participants race to verify or debunk the statement using reliable sources. It is strongly encouraged to use internet-enabled devices for this activity, as it will facilitate a real world exercise in media analysis. Share and discuss findings.

**Materials Needed:**

- Internet-enabled devices

4. **Activity Name:** Decision Map

**Duration:** 10 minutes

**Objective:** Learners will be empowered to visualise their decision-making process when encountering a piece of media.

**Instructions:** Invite participants to draw or describe the decision path(s) that they feel they should take when they next encounter a piece of information or media which they feel requires some critical analysis.

**Materials Needed:**

- Paper, pens, or digital drawing tools

**5. Activity Name:** Snap Poll**Duration:** 15 minutes**Objective:** Learners will contribute their opinions on various media statements, headlines, etc., validating their learning up to this point.**Instructions:** Use an online polling tool to present various contentious headlines, statements, etc. Allow participants to anonymously contribute their opinions on these items, demonstrating that they have learned the fundamentals of identifying potential biases in reportage, picking up on sensationalist language, etc.**Materials Needed:**

- Online polling platform (e.g., Mentimeter, Strawpoll, Google Forms)

## 2.4. Post-Game Activities

**Children (Ages 8-12):****1. Activity Name:** Reflect and Share**Duration:** 15 minutes**Objective:** Encourage children to reflect on what they've learned about media literacy.**Instructions:** Ask each child to share one thing they learned during the session. Write their answers on a board or flipchart. Discuss how they can use these skills in real-life situations. Encourage children to think of a situation where they might need to question the media. Conclude by emphasising the importance of being critical consumers of media.**Materials Needed:**

- Whiteboard or flipchart
- Markers

**2. Activity Name:** Media Literacy Journal**Duration:** 20 minutes**Objective:** Help children consolidate their learning by writing or drawing about the topic.

**Instructions:** Provide each child with a blank journal page or worksheet. Ask them to write or draw what they learned today. Encourage them to include one tip they'll remember about analysing media. Share their work in small groups or with the class. Let them take the journal page home as a reminder.

**Materials Needed:**

- Blank paper or worksheets
- Pens, markers, or crayons

3. **Activity Name:** Media Detective Badge

**Duration:** 15 minutes

**Objective:** Reinforce children's confidence as critical thinkers and media detectives.

**Instructions:** Give children blank badge templates. Ask them to design their own "Media Detective" badge. Include a personal media tip or skill they learned. Award each child their badge with a fun ceremony. Conclude by emphasising their role as informed media consumers.

**Materials Needed:**

- Blank badge templates (paper or printable)
- Markers or crayons
- Stickers (optional)

4. **Activity Name:** Media Literacy Pledge

**Duration:** 15 minutes

**Objective:** Commit children to applying media literacy skills in their daily lives.

**Instructions:** Write a simple pledge on a board. Ask the children to suggest their own ideas (sentences) to include into the pledge (e.g., "I will think before I believe or share").

Discuss why this pledge is important. Ask children to sign their name under the pledge. Provide a copy of the pledge for them to take home. Conclude with encouragement to share their learning with family or friends.

**Materials Needed:**

- Whiteboard or poster for the pledge
- Paper copies of the pledge
- Markers or pens



5. **Activity Name:** Create a Media Literacy Poster

**Duration:** 20 minutes

**Objective:** Encourage children to summarise their learning creatively and promote awareness.

**Instructions:** Divide children into small groups and provide poster-making materials. Ask each group to create a poster about a media literacy tip. Let groups present their posters to the class. Display the posters in the classroom or community space. Conclude by praising their creativity and teamwork.

**Materials Needed:**

- Large sheets of paper
- Markers, crayons, or coloured pencils
- Stickers or other decorative materials

**Teens:**

1. **Activity Name:** Create Your Own Media Literacy Campaign

**Duration:** 15-20 minutes

**Objective:** Learners will design a media literacy campaign to raise awareness about misinformation and develop strategies for promoting critical thinking in media consumption.

**Instructions:** Divide students into small groups (3-5 members per group). Each group chooses a theme for their media literacy campaign (e.g., identifying fake news, understanding bias). Groups design a poster, social media post, or short video to convey their message. Each group presents their campaign to the class, explaining the key message and strategy. Conclude with feedback and a discussion on the importance of media literacy campaigns.

**Materials Needed:**

- Paper, markers, or digital tools for design
- Computers or tablets (if making digital media)
- Presentation space

2. **Activity Name:** Media Literacy Debate: Fact vs. Opinion

**Duration:** 15-20 minutes

**Objective:** Learners will engage in a debate to understand the difference between facts and opinions in the media, enhancing their critical thinking and media literacy skills.

**Instructions:** Divide students into two teams: one arguing for the importance of fact-based reporting, the other for the role of opinions in the media. Each team prepares arguments and examples supporting their position. Teams take turns presenting their arguments and rebuttals. After the debate, discuss key points and clarify the importance of distinguishing facts from opinions in the media. Conclude with a class reflection on how to apply debate skills to media analysis.

**Materials Needed:**

- Debate guidelines and structure sheet
- Timer for each team's speaking turn
- Pens and paper for notes

3. **Activity Name:** Media Literacy Reflection Journal

**Duration:** 15-20 minutes

**Objective:** Learners will reflect on their media literacy journey by analysing what they've learned, how their thinking has evolved, and how they can apply these skills in daily life.

**Instructions:** Ask students to write a journal entry reflecting on their media literacy experience. Prompt them to answer specific questions, such as: "What did I learn about media bias?" and "How can I apply these skills?" Allow students time to write freely, encouraging deep thought and self-reflection. Have a few volunteers share their reflections with the class. Conclude by discussing how to continue developing media literacy beyond the activity.

**Materials Needed:**

- Journals or notebooks
- Pens / pencils
- Reflection prompt sheets (optional)

4. **Activity Name:** Social Media and Public Opinion: Analysing Impact

**Duration:** 15-20 minutes

**Objective:** Learners will analyse how social media influences public opinion and societal trends, discussing its impact on political views, culture, and behaviour.

**Instructions:** Provide students with examples of trending social media posts or campaigns. Ask them to identify how these posts might influence public

opinion. In small groups, discuss how algorithms or influencers shape opinions. Have groups present their findings, focusing on both positive and negative impacts. Conclude with a reflection on how to be critical of social media content.

**Materials Needed:**

- Examples of trending social media posts or campaigns
- Whiteboard or digital platform for group notes
- Pens and paper

5. **Activity Name:** Ethics of Media Manipulation: Critical Reflection

**Duration:** 15-20 minutes

**Objective:** Learners will explore ethical concerns related to media manipulation, such as photo editing, misleading headlines, and deepfakes, and reflect on their implications in the digital world.

**Instructions:** Show students examples of media manipulation (e.g., edited photos, misleading headlines, or deepfakes). Ask students to identify how these examples might mislead or manipulate audiences. In small groups, discuss the ethical implications of media manipulation in journalism and advertising. Have each group present their findings, offering suggestions for ethical media practices. Conclude with a class discussion on the responsibility of consumers and creators in the digital media landscape.

**Materials Needed:**

- Examples of manipulated media (images, headlines, videos)
- Whiteboard or digital platform for group notes
- Pens and paper

**Adults:**

1. **Activity Name:** Media Assessment Workshop

**Duration:** 15 minutes

**Objective:** Learners will analyse real-world media using the skills they developed throughout the “Think Outside the Box!” media literacy game.

**Instructions:** Provide participants with a recent viral news story. In small groups or pairs, assess its credibility, considering the reliability of the source, evidence, and the language used. Come back together as a larger group to discuss everyone’s findings.

**Materials Needed:**



- Copies of a news story
- Pens and paper or digital tools.

## 2. **Activity Name:** Reflection Journal

**Duration:** 10 minutes

**Objective:** Learners will engage in personal reflection on the various learning outcomes of the ThinkTwice project.

**Instructions:** Ask participants to write a short entry about one key concept they have learned throughout their engagement with the ThinkTwice project, how it applies to their life, and how they plan to use it. These entries can voluntarily be shared with the group, but it is important to make this an opt-in process.

**Materials Needed:**

- Journals or digital writing tools.

## 3. **Activity Name:** Fact-Checking Practice

**Duration:** 15 minutes

**Objective:** Learners will apply their fact-checking skills to real-world examples.

**Instructions:** Provide 3 statements of varying credibility. After splitting the group into pairs, ask participants to research and classify each statement as true, false, or misleading. Discuss these findings as a class, providing insights into the ways that a piece of information may be sensationalised, edited, doctored, etc., such that it becomes an instance of misinformation or disinformation.

**Materials Needed:**

- Statements
- Internet-enabled devices

## 4. **Activity Name:** Debunk This!

**Duration:** 20 minutes

**Objective:** Learners will practice constructing arguments to counter misinformation.

**Instructions:** Present a piece of misinformation. In groups, participants research the credibility of this statement, media, etc., and draft concise and compelling rebuttals, citing their sources. The reveal of each group's

arguments could then be presented in a debate-style format for an extra engaging activity, otherwise their rebuttals could simply be discussed in a larger group setting.

**Materials Needed:**

- Misinformation examples
- Internet-enabled devices

5. **Activity Name:** Commitment to Truth

**Duration:** 5 minutes

**Objective:** Learners will commit to applying media literacy skills in their daily lives.

**Instructions:** Ask participants to draft a set of media literacy resolutions to implement in their daily lives, committing to improving their media consumption habits (e.g., verifying sources before sharing) using the skills they have learned. These commitments can voluntarily be shared with the group, otherwise they can be kept private to the individual. The important thing is that learners take concrete steps toward realising a healthier relationship with media literacy.

**Materials Needed:**

- Pens and paper, or digital writing tools

# CONCLUSION

The ThinkTwice "Think Outside the Box" Gamification Guide for Educators offers an introductory insight into ways to combine our project resources with conventional educational approaches to build learners' media literacy skills. By using our games to encourage critical thinking and digital literacy, educators can teach essential skills in a way that is engaging and age-appropriate. Each component - pre-game, mid-game, and post-game - complements traditional learning methods, ensuring that the experience is not only interactive but deeply impactful, providing learners with the tools to navigate misinformation.

The ThinkTwice approach to gamified learning is designed to address the unique needs of children, teens, and adults in increasing levels of complexity. From foundational fact-checking and the basics of misinformation for young learners to complex analyses and project-based applications for adults, each level has been carefully structured to maximise relevancy. In addition, our hybrid learning model is grounded in constructivist and experiential learning principles, a method that we believe has the capacity to offer an unparalleled, comprehensive understanding of media literacy. By the end of the program, learners are better equipped to critically evaluate digital content and become responsible media consumers. We encourage you to take the content we have provided here, to think critically, act wisely, and become better informed digital citizens, and then to pass this knowledge onto your own learners. Good luck!



# ANNEXES

## Annex 1: Additional Resources

Please find below a non-exhaustive list of informative, engaging materials covering digital media literacy. These resources were selected by the ThinkTwice team and are designed to accommodate a range of different types of learners from 8 to adulthood.

### 1. Just Kidding - An Interactive Learning Game

**Type of Resource:** Mobile game

**Language:** EN

**Description:** An interactive mobile game on the topic of cyberbullying which aims to strengthen media literacy, online safety and socio-emotional skills in learners aged 10-17.

**Link:** <https://better-internet-for-kids.europa.eu/en/resource-directory/lappa-lentaajust-kidding-interactive-learnig-game>

### 2. Empowering Parents in the Digital Age: Strategies and Tools for Navigating Online with Children

**Type of Resource:** eBook

**Language:** EN

**Description:** An eBook for organisations, policymakers and experts involved in the digital parenting field. It emphasises the critical role of media literacy and also provides some guidance on where parents can find advice and resources to navigate this new environment with greater confidence.

**Link:** <https://europeansafeonline.eu/the-final-conference-copy/>

### 3. Beyond Fake News - 10 Types of Misleading News

**Type of Resource:** Infographic

**Language:** EN

**Description:** An infographic identifying 10 types of potentially misleading news to educate and inform about misinformation and disinformation.

**Link:** <https://eavi.eu/infographic-beyond-fake-news-10-types-of-misleading-news-17-languages/>

#### 4. The EAVI Guide to Privacy and Tracking

**Type of Resource:** Infographic

**Language:** EN

**Description:** An infographic revealing how online tracking works, providing recommendations for increasing privacy and limiting the amount that you are tracked online.

**Link:** <https://eavi.eu/infographic-the-eavi-guide-to-privacy-and-tracking-2/>

#### 5. Media and Information Literacy and the problems of False Information

**Type of Resource:** Webinar

**Language:** EN

**Description:** A webinar designed to teach educators how to help their students identify false information online and consider the role of social media in the spread of false information.

**Link:** <https://www.webwise.ie/trending/webinar-media-and-information-literacy-and-the-problems-of-false-information/>

#### 6. All Aboard for DigiTown!

**Type of Resource:** Activity Book

**Language:** EN

**Description:** A learning path for 9 -12 year olds to become smart digital citizens, helping learners explore the concept of digital citizenship across 10 themes including media literacy.

**Link:** <https://better-internet-for-kids.europa.eu/en/resource-directory/all-aboard-digitown>

#### 7. Media Literacy Competency Model

**Type of Resource:** Article

**Language:** EN

**Description:** In this article, Mediawijs breaks down the concepts of the Flemish government's "Media Literacy Competency Model", providing an insight into what it regards as the key competencies underscoring this fundamental skill.

**Link:** <https://www.mediawijs.be/en/competentiemodel>

## **8. Let's talk about media literacy!**

**Type of Resource:** Infographic

**Language:** EN

**Description:** An introductory infographic covering the most significant points of media literacy, its goal and its benefits.

**Link:** <https://eavi.eu/lets-talk-about-media-literacy/>

## **9. Let's Prepare a Plan for Media Education**

**Type of Resource:** Infographic

**Language:** EN

**Description:** A guide by KAVI on figuring out aspects should be considered while developing a plan to improve media literacy.

**Link:** <https://medialukutaitosuomessa.fi/mediaeducationplan.pdf>

## **10. Connected - An Introduction to Digital Media Literacy**

**Type of Resource:** Course

**Language:** EN

**Description:** A free five module course providing learners aged 13-18 with an introduction to digital media literacy.

**Link:** <https://www.webwise.ie/connected/>

## **11. Explained: What is False Information?**

**Type of Resource:** Video

**Language:** EN

**Description:** An introductory video describing the “fake news” phenomenon.

**Link:** <https://vimeo.com/383270456>

## **12. Media Literacy in Finland | National media education policy**

**Type of Resource:** Policy Paper

**Language:** EN

**Description:** An insightful document describing the strengths, values and principles of media education in Finland. It also highlights areas for

improvement, and is a valuable resource for those interested in exploring the more technical aspects of media literacy from a policy angle.

**Link:** <https://medialukutaitosuomessa.fi/mediaeducationpolicy.pdf>

### 13. How to read a photograph?

**Type of Resource:** Infographic

**Language:** EN

**Description:** A helpful infographic with pointers on how to properly assess a photograph, potentially identifying it as a source of misinformation or disinformation.

**Link:** <https://eavi.eu/how-to-read-a-photograph/>

### 14. Better Internet for Kids Hub

**Type of Resource:** Knowledge Hub

**Language:** EN

**Description:** A focal point for all things relating to young people and their relationship with the internet, chock-full of excellent resources covering topics including media literacy.

**Link:** <https://better-internet-for-kids.europa.eu/en>

### 15. The Journal FactCheck Knowledge Bank

**Type of Resource:** Online Repository

**Language:** EN

**Description:** A comprehensive toolkit of guides, tips and tutorials to help audiences build the skills to recognise suspect or manipulated content.

**Link:** <https://www.factchecking.ie/>

## Partners



