Co-funded by
the European Union

media masters

media masters

WORK PACKAGE N° 10

Media Masters Workshops - How To Distinguish The Right And The Fake Events

ITALY

Delivered By YouNet APS

younet

Disclaimer: Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union. Neither the European Union nor the granting authority can be held responsible for them.

Co-funded by the European Union

media masters

Document Identification:

Project full name	Media Masters: Enhancing Media Literacy
Project acronym	MEDMAS
Grant agreement no.	**101148165**
CERVProgramme	**CERV-2023-CITIZENS-CIV- Citizens' engagement and participation**
Dissemination level	Public
Work Package	WP10
Partner(s) responsible *(Legal Name and Short Name)*	YouNet APS
PIC Number:	949011238
Author(s)	Fanni Orbàn

Disclaimer: Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union. Neither the European Union nor the granting authority can be held responsible for them.

EVENT DESCRIPTION			
Event number:	WP10		
Event name:	Media Masters Workshops – How to distinguish the right and the fake		
Type:	workshop		
In situ/online:	*[*in-situ*]*		
Location:	Bologna and Reggio Emilia; Italy		
Date(s):	13. May 2025 (Reggio Emilia) 15. May 2025 (Reggio Emilia) 17. October 2025 (Reggio Emilia) 25. October 2025 (Bologna) 3. November 2025 (Bologna)		
Website(s) (if any):	https://www.you-net.eu/media-masters.html		
Participants			
Female:	46		
Male:	57		
Non-binary:	0		
From country 1 [Italy]:	91		
From country 2 [Spain]:	2		
From country 3 [Georgia]:	2		
From country 4 [Hungary]:	5		
From country 5 [Germany]:	3		
Total number of participants:	103	**From total number of countries:**	5
Description *Provide a short description of the event and its activities.*			

Disclaimer: Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union. Neither the European Union nor the granting authority can be held responsible for them.

The Media Masters workshop series is part of the European-funded Media Masters project under the CERV-2023-CITIZENS-CIV initiative. These workshops aim to enhance media literacy and civic engagement among youth through innovative non-formal education tools. Implemented in schools across Bologna and Reggio Emilia, the workshops used an original educational board game to empower students to recognize disinformation, develop critical thinking skills, and understand the mechanisms behind fake news and media manipulation.

YouNet APS team, in the preparation process for the workshops at high schools, decided to design an “activities catalogue” in which we gathered all project-related activities, such as workshops, conferences, local events, in which we planned to invite and engage high school students and school staff. The description of the workshops were based on the requirements provided in the project proposal, and were designed using specific objectives, structure and foreseen methodologies to be used. In the following part, we extract the respective description of the Media Masters – How to distinguish the right and the fake workshop.

Media Masters - How to distinguish the right and the fake

Duration

2 hours

Objectives

- Increase media literacy.
- Develop students' critical thinking.
- Enhance the ability to evaluate the content of messages and news on social media.
- Promote the conscious use of digital media.
- Develop the ability to discern authenticity in media.
- Strengthen the ability to recognize fake news, manipulations, and anomalies on social platforms.

Themes

Media literacy, digital literacy

Structure in spring sessions:

1. Greetings and introduction of participants, facilitators, YouNet, the Media Masters project and activities (10 min)

Disclaimer: Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union. Neither the European Union nor the granting authority can be held responsible for them.

2. Icebreaker with Menti (10 min)
3. What's the difference? (group work, discussion, practical examples of misinformation, disinformation, fake news, malinformation - 20 min)
4. Test your knowledge! (real life examples and situations to check if distinguishing between different types of information has been learnt - 15 min)
5. Tips and tricks on "How to distinguish the right and the fake" (10 min)
6. Introduction to the Media Masters game and rules (5 min)
7. Learning-by-doing session (30 min): Team formation and game start, moderated by a facilitator. Includes real-life scenario recognition, discussion on falsehoods or disinformation, moderated dialogue, and active engagement.
8. Post-game discussion, reflection (10 min): Exchange impressions and connect scenarios to real life
9. Feedback questionnaire (10 min): Evaluate the workshop experience and students' personal development (knowledge, skills, attitudes)

Methods

The Media Masters workshops followed a non-formal learning methodology, drawing from principles of experiential education and gamification. Key methods included:

- Icebreakers and energizers
- Peer discussion and reflection
- Gamified learning (via the Media Masters board game)
- Digital tools (Mentimeter, Google form)

Target

The workshops targeted students between the ages of 15-19 (from high schools) in the metropolitan areas of Reggio Emilia and Bologna.

Language

Workshops were conducted in Italian or English, depending on the linguistic needs of the class and the request of the accompanying teacher.

Media Masters – How to distinguish the right and the fake workshops – Dates, locations and participation:

1. Workshop – Reggio Emilia

Disclaimer: Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union. Neither the European Union nor the granting authority can be held responsible for them.

The first Media Masters – How to distinguish the right and the fake workshop was held on 13 May 2025 at a European linguistic high school in Reggio Emilia. The event was held in English, and engaged a total of 20 participants, comprising 15 males and 5 females.

The participants represented the following countries: 18 from Italy, 1 from Spain and 1 from Hungary.

2. Workshop – Reggio Emilia

The second workshop was also organized at the same European linguistic high school in Reggio Emilia, on 15 May 2025, with the participation of a different class, in English language. This session involved 12 participants, including 7 males and 5 females.

The nationalities represented were: 10 participants from Italy, 1 from Spain and 1 from Hungary.

3. Workshop - Reggio Emilia

The third workshop fell already in the autumn period, on the 17th of October. It was organised with a different high school, in Italian language. The class included 18 participants, among which 15 males and 3 females.

The nationalities represented were: 16 participants from Italy, 1 from Germany and 1 from Hungary.

4. Workshop – Bologna

The fourth How to distinguish the right and the fake workshop was held in Bologna on the 25th of October, at a high school in English language, with a total of 27 participants: 15 males and 12 females.

The class included 24 participants from Italy, 1 from Georgia, 1 from Ukraine, and 1 from Hungary.

5. Workshop – Bologna

The fifth workshop took place on 3 November 2025 in a high school located in Bologna. The session hosted 26 participants, among whom were 5 males and 21 females.

23 participants represented Italy, 1 Georgia, 1 Germany and 1 Hungary.

Disclaimer: Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union. Neither the European Union nor the granting authority can be held responsible for them.

About the outline of the spring workshops:

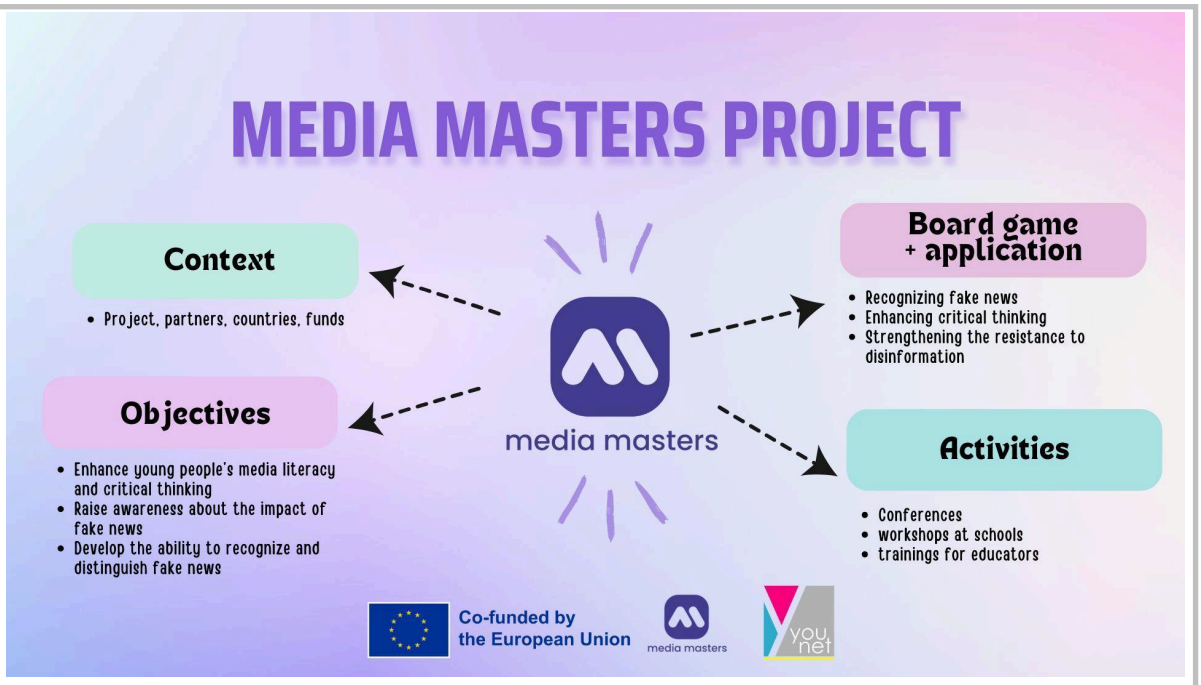
The game itself was preceded by the initial greetings and setting the ground of the workshops, by the facilitators (the project coordinator of YouNet APS and accompanying colleagues and/or European Solidarity Corps volunteers helping the staff in the implementation of local activities). They presented the agenda so that students could have an overlook on the planned flow of the workshop, and they gave an introduction to the participants about the organization of YouNet APS, highlighting the following points:

- Field: what is youth work and non-formal education and how YouNet represents and includes them in its daily work?
- Objectives of the organization: promotion of solidarity, European citizenship, active and civic participation, inclusion, volunteering; and how these areas match the Media Masters project. (In this part the facilitators also highlighted and promoted the opportunities for mobility within the European Union, the learning and volunteering options included, especially, the European Solidarity Corps and Youth Exchanges, as they are the most relevant to students in these age groups.)
- Main activities and fields of interest: local activities, volunteering projects and European projects in which YouNet participates as partner, coordinator or main organizer of activities.
- Media Masters CERV project: showcasing the foreseen activities the programme offers for the participants in each countries, such as conferences, workshops in schools, trainings for educators.

Once arrived to the connection between YouNet and Media Masters, the facilitator summarized information about the project, as follows:

- Context: partners, participating countries, funds and support from the European Union
- Objectives of the project: mentioning especially that Media Masters aims to:
    - enhance young people's media literacy and critical thinking;
    - raise awareness about the impact of fake news;
    - develop the ability to recognize and distinguish fake news.
- Summary of the developed Media Masters board game and application, and their objectives, such as: recognizing the fake news; enhancing critical thinking; strengthening the resistance to disinformation
- Activities: highlighting the foreseen activities YouNet will be delivering in the close future, during the project's lifetime, such as the current conferences, workshops at schools in the topics of "Playing the educational game" and "How to distinguish the right and the fake", with the participation of students, volunteers and the general public

Disclaimer: Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union. Neither the European Union nor the granting authority can be held responsible for them.



In the following part, the facilitators presented an icebreaker using the tool Mentimeter, in order to engage the participants and set the playful atmosphere for the Media Masters board game. Also, to be able to check the initial knowledge of participants, several related topics were presented through different-style questions, such as:

- What challenges do you face in the digital era? (word cloud)
- What do you see most on your social media? (word cloud)
- What's the first word that comes to your mind when you hear "fake news"? (word cloud)
- What can we do to counteract/distinguish the digital disinformation? (open-ended)

The icebreaker was an optimal activity to kick-off the workshops and lead the students towards the educational activity of the session, as a lot of topics are present also among the themes of the board game. The facilitators were engaging the groups by commenting on their answers, asking questions, and explaining concepts. As students experienced the safe space for learning they slowly became also more active and engaged in the interactions and exchanges of ideas.

Following the introductory part and interactive warm-up, the facilitators guided participants into the core learning segment of the workshop, dedicated to understanding the different forms of false or misleading information circulating online.
In the "What's the difference?" section, students explored in depth the differences between *misinformation, disinformation, fake news,* and *malinformation*. The

Disclaimer: Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union. Neither the European Union nor the granting authority can be held responsible for them.

facilitators splitted students into small groups, and distributed among them packages of cards that contained several characteristics of these four categories of information, that students had to organise. Then, together, we checked if they managed to match different features with categories, after which, the facilitator introduced each concept through short, clear definitions and real-life examples. The source of definitions, characteristics and examples was the content of the speeches of the Media Masters conferences, and this way we not only mentioned these activities, but also managed to utilize the knowledge, researches and theoretical background that supported our speakers, too.

After the theoretical overview, participants applied their learning to a set of real-life examples and situations projected on the screen. They were invited to work in teams to identify which category each case belonged to. Examples included:

- a manipulated video of a public figure making false statements (*disinformation*);
- an article titled “Scientists Say Chocolate Cures All Diseases” published on social media (*fake news*);
- a misunderstood school announcement reposted online (*misinformation*);
- and a student sharing private photos to bully a classmate (*malinformation*).

Each example generated short discussions where students justified their answers, linking the cases to previously discussed definitions. The facilitators helped them refine their reasoning and recognize subtle differences, such as the role of intention versus factual accuracy.

This exercise reinforced understanding through practice and peer learning, offering an opportunity for collective reflection on how easily false or harmful content spreads across social networks and how individuals contribute to or can prevent this process.

To conclude the session, facilitators summarized key takeaways by presenting a short checklist of practical strategies for responsible digital behavior. Participants discussed “signs” that can help identify fake or misleading content, such as:

- exaggerated or emotional headlines designed to provoke strong reactions;
- absence of reliable sources or citations;
- inconsistencies in publication dates or author information;
- poor language quality or grammatical errors typical of manipulative posts; and
- unknown or suspicious website domains.

They were also introduced to tools and methods for quick verification, such as Google Reverse Image Search, Snopes, and FactCheck.org, and were

Disclaimer: Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union. Neither the European Union nor the granting authority can be held responsible for them.

encouraged to *"verify before sharing"* and to always compare multiple sources before forming or spreading opinions.

The facilitators closed the activity with a brief collective reflection, emphasizing the values of critical thinking, digital responsibility, and civic awareness. Participants expressed insights about how these methods could help them navigate today's overwhelming flow of online information and act more consciously as digital citizens.

Continuing with the flow of the events, the participants were presented to the Media Masters board game that is a non-formal educational tool designed by the consortium partners in order to raise awareness about disinformation, media manipulation, and fake news in an engaging and interactive way. It is aimed at young participants, particularly secondary school students, and promotes learning through cooperation and critical reflection. The game challenges players to analyze real and simulated news scenarios, encouraging them to develop media literacy skills in a fun and participatory setting.

Participants were asked to download the Media Masters application in order to be able to use it for scanning the QR codes on the cards. Before jumping into playing, the application asked students about their previous experiences and knowledge on media literacy.
While students were filling in the pre.game form for assessing their competences, the facilitators arranged the boards in the center of playing teams, and set up everything (cards, game pawns on their right places) for the start. A Media Masters board game packages contains:

- A printable board featuring various categories of questions (Politics, Science, Society, Sports, etc.)

- Dice and game pawns for team movement

- Question cards or QR codes to access digital pool of questions.

Next, during the explanation of game rules, students were guided through the game mechanics, as follows:

- Players are divided into teams of 3–6 students.
- Teams take turns rolling a dice and moving across the board (according to the number shown on the dice, they move +3; +2; or +1 fields ahead).
- Each space corresponds to a category (e.g., science, politics) and includes a QR code.
- Teams scan the QR code of the matching category (based on the colour code) using the mobile app, which generates a multiple-choice question or challenge.
- After discussion, the team selects their answer. A facilitator confirms the correctness (also shown in the application)

Disclaimer: Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union. Neither the European Union nor the granting authority can be held responsible for them.

Co-funded by
the European Union

media masters

Disclaimer: Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union. Neither the European Union nor the granting authority can be held responsible for them.

Co-funded by
the European Union

media masters

Disclaimer: Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union. Neither the European Union nor the granting authority can be held responsible for them.

Co-funded by
the European Union

media masters

Disclaimer: Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union. Neither the European Union nor the granting authority can be held responsible for them.

Co-funded by
the European Union

media masters

Disclaimer: Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union. Neither the European Union nor the granting authority can be held responsible for them.

Co-funded by
the European Union

media masters

Disclaimer: Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union. Neither the European Union nor the granting authority can be held responsible for them.

Co-funded by
the European Union

media masters

Disclaimer: Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union. Neither the European Union nor the granting authority can be held responsible for them.

HISTORY OF CHANGES		
VERSION	PUBLICATION DATE	CHANGE
1.0		Initial version

Disclaimer: Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union. Neither the European Union nor the granting authority can be held responsible for them.