Level Up

Media Education for Older Adults

Trainers Guide

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Introduction to the project

This project is designed to **promote media literacy among people over the age of 60.** It aims to provide accessible, engaging, and practical resources that empower older adults to navigate the digital information landscape critically and confidently.

The program includes different didactic materials such as videos, presentations, participative and reflective activities, printable resources, and even a videogame tailored to this audience.

By addressing real-world challenges such as disinformation, online fraud, AI, and conspiracy theories, the project seeks to **strengthen critical thinking, foster digital inclusion, and encourage lifelong learning.**

Recommendations

Duration

90 -120 minutes per session

*Include short breaks every 30 minutes

Group Size

Ideal: 8–15 participants

*Maximum: 25 (it woud be less participative)

Materials

Projector and screen for the presentation

Printed infographics or handouts

Whiteboard or flip chart for interactive explanations

- Comfortable seating in a semi-circle or U-shape to encourage **interaction**
- Provide **water** and a short rest area
- Allow extra time for **questions** and hands-on practice
- **Accessible space** (no stairs, clear walking paths)

Description of the Target Audience and Guidelines for Avoiding Ageism

The main audience of Level-UP is **people over the age of 60**, especially those who participate in community activities, senior centres, associations or training programmes. These are people who are eager to learn, share and stay connected with their environment through social media and technology.

It is also aimed at **professionals and volunteers who work directly with older people** in social, educational or health settings. Their experience and proximity make them key agents for applying the project's content and promoting critical thinking in their areas of intervention.

Organisations for older people and entities that promote citizen participation, active ageing and the defence of older people's rights.

- Promote a positive and diverse image of older people, highlighting their experience, resilience and critical thinking skills.
- Use clear, inclusive and respectful language that promotes the autonomy and dignity of older people.
- Encourage their active participation in activities, without forcing them and respecting that each person participates differently.
- Conduct a preliminary needs assessment to ensure that you have the materials adapted to the needs of each group.
- Be aware of your ageist thoughts (e.g. that older people cannot use technology) or feelings (tenderness or pity towards older people) so that you can avoid them when working with older people.

- Do not use affectionate expressions without the prior consent of the participants.
- Do not refer to older people as “grandparents”, “elderly”, “pensioners” or “retirees”.
- Avoid using diminutives.
- Change the tone and pace of your voice when addressing older people unnecessarily.
- Expressions with possessive pronouns such as “our elders”.
- Avoid being patronising when working with older people.

Description of Didactic Materials

The following educational materials are designed to support engaging and interactive workshops. All materials are largely self-explanatory; however, it is strongly recommended that trainers review this guide carefully to deepen their understanding of each topic and familiarise themselves with the materials before use.

All resources can be adapted in terms of sequence and emphasis according to what works best for each group.

The suggested sequence is not necessarily the optimal one, and **materials can be used individually or in combination to suit the time available.**

Likewise, there is no fixed order for covering the thematic modules—they can be delivered consecutively or independently, according to the needs of the participants.

Each thematic module includes the following elements:

Presentation

A central projected presentation containing descriptions, explanations, and examples. This is our main support during the session, designed to make learning engaging.

Presentations follow a narrative flow from beginning to end and are supported by examples and images that illustrate the lessons. While largely **self-explanatory,** the presentation requires **active facilitation and dynamisation** by the trainer to ensure participants remain engaged, to guide discussion, and to adapt explanations to the group's needs.

Video

Each module includes a **short summary video of the topic covered.**

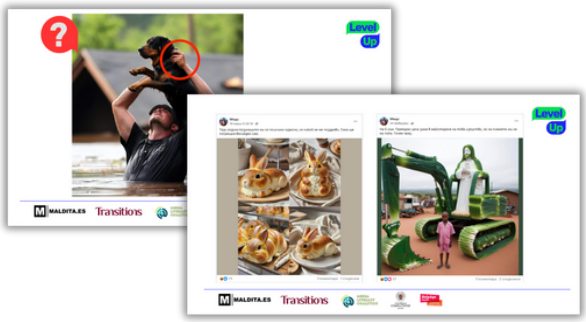
This can be used as an introduction or as a conclusion. It is also a useful resource to send to participants as a lesson summary and for easy reference afterward.

Each thematic module includes the following elements:

Activity

A separate exercise designed to promote reflection. Depending on the time available, we can conduct it before or after the presentation.

This activity **encourages discussion, sharing of personal experiences, and active listening among participants.** It also requires the trainer's **active facilitation** to guide reflection, encourage participation, and support the consolidation of knowledge.



Infographic

Each module features a thematic infographic highlighting **key points of the content.** We recommend using this as a **printed resource** for participants to take away.

It also helps reduce note-taking during the session, allowing participants to focus on the discussion while having a **clear summary of the key concepts.**

Video Game

A video game that recreates real-life situations of consuming and sharing information through mobile phones has been created as a complement to the module content. Using a gamified approach, it reinforces the impact of the modules among older adults. The video game is adapted and accessible for this audience. Moderators can use it at the end of each module to help participants practise the knowledge they have acquired in a dynamic and practical way.

Overview of the Five Learning Modules

1. "General Disinformation"

This first module helps older adults understand how mis/disinformation spreads and how to recognise biased or manipulated content in the information they see online or through social media. It is designed for trainers to use with clear, simple language and practical examples that relate to everyday situations.

Through guided discussions and real-life cases, participants learn to identify common signs of misleading content and practise basic fact-checking strategies using trustworthy sources. By the end of the module, older adults will have greater confidence in assessing information critically, making informed decisions, and using digital tools safely and responsibly.

2. "Science, climate change and health"

This module helps older adults identify false or misleading claims in scientific, medical, and environmental news, with particular attention to health-related hoaxes that often target this age group. It provides clear, accessible materials and practical examples showing how mis/disinformation can appear credible while distorting facts. The module also strengthens trust in the scientific method and reliable sources of evidence, helping participants avoid unnecessary distrust that could lead to health risks or misleading advice.

Through guided discussion exercises, they learn to question information critically, assess source credibility, and recognise which sources are most appropriate - especially in matters related to health, climate, or science. By the end of the module, older adults will feel more confident in distinguishing evidence-based information from manipulation and in making informed, safe decisions.

3. "Scams and online security"

This module helps older adults learn how to detect and avoid common online scams, phishing attempts, and fraudulent offers that often target vulnerable populations. It provides clear guidance and practical examples to explain how these scams operate and why older adults are frequently targeted.

Participants will explore real-life cases to recognise warning signs such as suspicious links, urgent messages, or requests for personal information. The module also focuses on building confidence in using digital tools safely, encouraging older adults to adopt simple habits that protect their privacy and financial security. By the end of the module, participants will be able to identify potential scams, respond appropriately to suspicious communications, and navigate the online environment with greater confidence and awareness.

4. "Conspiracy Theories"

This module helps older adults examine why conspiracy theories spread, how to recognise them, and how to respond with empathy and critical thinking rather than confrontation. It provides clear guidance and relatable examples that highlight how easily anyone can be drawn into persuasive or emotionally charged narratives. The module will encourage participants to explore parallels between conspiracy beliefs and everyday assumptions that people of all ages might share, fostering understanding instead of judgement.

Through guided reflection and discussion, older adults strengthen their critical thinking skills, analyse motivations behind information and recognise emotional triggers that can cloud judgment. By developing awareness of how mis/disinformation personally affects their perceptions and decisions, participants become more resilient, thoughtful, and empathetic digital citizens.

5. "AI: Artificial Intelligence"

This module provides older adults with an accessible and straightforward introduction to artificial intelligence (AI), helping them understand both how it works and the ways it is integrated into everyday life. It is designed to engage participants actively in the conversation, empowering them with knowledge and encouraging a balanced perspective—avoiding both fear and uncritical technoptimism. The module also explores the opportunities and risks of AI; the materials include exercises with examples to reflect on and practise recognising AI-generated images. Through these activities, older adults learn to approach AI with a critical and cautious mindset, while also becoming familiar with its presence as an ongoing part of daily life.

Implementation Strategies and Methodological Recommendations

MODULE #1 "General Disinformation"

Content information

Nowadays, mobile phones are part of daily life: we use them to communicate, stay entertained, get information, and even manage appointments or bank tasks. For older adults, this change has brought big transformations. Family conversations now happen in group chats, and many services — like healthcare or banking — have moved online, requiring the use of the internet. At the same time, **the digital gap in learning how to use these technologies can create feelings of insecurity, mistrust, or dependence on others.**

When it comes to getting information, mobile devices have also changed the way we receive it. Throughout the day, people receive a constant flow of messages, forwarded photos, and links that look like news through messaging apps. This makes it easier for false or confusing messages to spread quickly and harder to tell what's real from what isn't. Trainers should make it clear that these difficulties are not the participants' fault, but rather a result of how digital platforms work — they often mix very different types of content, such as real information, advertising, and entertainment, making it difficult to separate one from another.
This situation brings certain risks: being exposed to alarming messages that play on emotions, receiving false health advice or fake urgent alerts, or even falling for scams. But it also offers an opportunity — to learn new ways to take care of ourselves and others in the digital world. Trainers should help participants recognise these patterns, **strengthen their confidence, and remind them that everyone, no matter their age, can be affected by misleading content.** By analysing common examples, participants will learn how to recognise and distinguish between different types of messages and **move more calmly and safely in online spaces that also belong to them.**

The materials in Module 1 focus on understanding and recognising false or confusing content in everyday life. Through historical stories — such as the fire of Rome wrongly blamed on Nero — and examples of common misleading formats (like fake news headlines, emergency messages, satire, edited quotes, or hidden advertising), participants are encouraged to think about how and why these messages spread. Each category includes real examples, and trainers are encouraged to invite participants to share similar messages they may have seen or received. Using their own experiences helps reinforce learning and identify the main signs that can help detect false or misleading content in the future.

The presentation also includes simple guidelines for identifying warning signs: checking who created and shared a message, paying attention to web addresses, reading beyond headlines, spotting emotionally charged language, and questioning extreme claims. Interactive exercises — such as watching and discussing the BBC "spaghetti tree" video (originally broadcast as an April Fools' joke) — are used to encourage curiosity, humour, and critical thinking about what we see online.

To close the session, the course reinforces some practical tips for responsible digital behaviour: taking time before sharing any content, being cautious with messages that try to cause fear or anger, avoiding forwarding messages without checking if they're true, and understanding that what we share online can have real-world consequences. It's also important to remember that everyone can be vulnerable and to learn about easy ways to verify information when in doubt.

Through this session, participants gain simple and practical tools to think critically, act responsibly, and strengthen their confidence and safety in the digital world.

Activating questions

- What do you use your mobile phone for during the day?
- Have you ever received an alarming message that made you worried or upset? Did you forward it to someone?
- Did you ever find out whether the message was true or false? How did you discover it?
- When you receive a message like that, what things in the message make you think it might be true?
- Do you still rely on Chain Emails as a source of information, or do you tend to ignore them now?

Reflective questions

- Do you think you would be able to recognise a misleading message?
- What would you do if you received a message that had been forwarded many times?

MODULE #2 "Science, climate change and health"

Content information

False or misleading messages often spread very quickly through phones and social media. Many of them are designed to create fear about health, science, or the environment — topics that can be sensitive and, in some cases, risky for older adults. Without creating alarm, it is important to discuss these issues calmly, build trust, and encourage participants to think carefully about what they share, who is saying it, and why. The key is to show the importance of relying on **trustworthy sources** and to strengthen confidence in **scientific knowledge and expert consensus.**

When people receive this kind of misleading information, what is really being questioned is scientific knowledge itself and the methods used to build it. **It is essential to reinforce the idea that today's world is highly specialised — no one can know everything about every topic — and that is why it is important to know where to find reliable, well-checked information from the right experts.** Through group discussions and guided reflection, participants are invited to explore these ideas and share their thoughts.

The course uses familiar stories and real-life examples. One case study shows a person who trusts a false medical cure, helping participants understand how such messages can have serious consequences. The course also examines how those who spread false claims take advantage of fear and uncertainty, and compares these cases with examples of good, responsible journalism about health, science, and the environment. Participants are encouraged to think about how emotions are used to make a message seem more believable, and to discuss the saying, "a lie repeated a thousand times becomes truth," using the example of the myths about vaccines and autism.

Another key part of the course focuses on how science actually works. Trainers explain the basic steps of the scientific method, share historical examples, and highlight that science is not free from mistakes — it constantly reviews and corrects itself to improve knowledge. The scientific agreement on climate change is used as an example of how certainty is built when thousands of studies reach the same conclusions. Participants also learn to recognise warning signs in messages, such as when something offers an overly simple solution or claims that "science proves" something beyond doubt.

False or misleading content about health and climate often **uses fear, urgency, or a sense of threat to attract attention.** It can also appear as friendly advice or personal stories that seem trustworthy. Trainers should remind participants that when a message sounds too alarming or too perfect, **it's best to pause and think before reacting.**

To close the session, the course offers practical strategies for dealing with these types of messages and lists reliable sources where participants can check information about science, health, and climate change.

The main goal is to help everyone understand that **we can all be vulnerable** to false or confusing messages — but we can also **learn to protect ourselves by slowing down, recognising our emotions, and trusting expert voices.**

Activating questions

- Which scientific discovery or achievement in history impresses you the most?
- When you have a medical question or concern, who do you usually turn to?
- What are the differences between looking something up on the internet and asking an expert?
- What risks could this have?
- Which scientific discovery do you still struggle to understand?
- Are there sources you find respectable when it comes to science?

Reflective questions

- Where do you think distrust in science comes from?
- What could be done to help people trust expert knowledge more?

MODULE #3 "Scams and online security"

Content information

"Has anyone received a text message saying there's a package waiting for you?"

Online scams are becoming an increasing problem for everyone — including older adults, who are often targeted with tricks specially designed for their age group. Today, most of these scams arrive directly on mobile phones through text messages, phone calls, or emails, making them feel personal and urgent. These attacks not only put people's savings or personal data at risk, but also cause stress, insecurity, and sometimes even dependence on others to handle technology. For this reason, it's essential to address this topic in a safe and supportive classroom environment where participants can share their doubts and experiences openly.

The risks for this age group range from losing money to developing fear of using the phone or the internet, out of worry that they might be tricked again. This can lead to isolation or mistrust of digital tools that, when used safely, can be extremely helpful in everyday life. Trainers should emphasise that anyone can fall for a scam, regardless of age or experience. It's not a sign of weakness or lack of intelligence — and there are always new ways to learn how to protect oneself better.

The course begins by showing that scams have always existed, even if they now have new names and forms such as phishing, spoofing, or vishing. These terms, often mentioned in the media, are explained in simple language, helping participants understand how scammers use messages to steal personal information or money. The course also explores why personal data is so valuable today and what basic precautions are important when sharing it. The classroom should be a place where participants feel safe to ask questions and recognise that everyone, without exception, is exposed to these kinds of digital traps.

Another section of the course focuses on common examples of scams, such as fake prize draws, false bank alerts, messages about packages that were never ordered, emails pretending to be from official institutions, or promises of quick investments. By looking at real examples together, participants learn to identify warning signs — like unfamiliar senders, strange website addresses, or urgent language asking them to act immediately. The goal is to build patience and critical thinking, without creating fear, so that they can recognise scams as soon as they appear on their phones and know how to respond calmly.

The course also pays attention to the emotional side of scams. **Being tricked can deeply affect a person's confidence, causing shame, guilt, or mistrust toward technology.** That's why it's important to explain clearly what to do if this happens: **seek help, talk about it without embarrassment, and understand that no one should face this situation alone.**

The learning space should feel like a place of **support where older adults can express their concerns, recover their confidence, and strengthen their independence** when using digital tools. Many times, the fear of being deceived or of using devices incorrectly leads to emotional exhaustion or dependence on family members. Training sessions should therefore provide a space for asking questions freely, sharing worries, and discovering new channels of help that promote **autonomy and reassurance.**

In the end, the trainer's role is to guide with patience and understanding—avoiding alarmism while emphasising the importance of acting responsibly and thoughtfully. Through practical examples, group discussions, and respectful interaction, participants can learn not only how to spot the most common scams but also how to face them with confidence. The ultimate goal is for them to leave the course **feeling more secure, independent, and aware that they always have the right to pause, think, and check before taking any action online.**

Activating questions

- Do you feel like there are more scams now than before?
- Have you ever received a message or call from someone impersonating an official, a banker, or the police with an urgent request for your personal data or money?
- Has it happened to you, or do you know someone who has been scammed?
- What happened?
- Could it have been avoided?

Reflective questions

- What scam would you think works if you have to develop one?
- How do these scams affect your behavior or daily life?
- What could be done so that they affect you as little as possible?
- Have you ever received a message saying you had won a prize draw? That a package you weren't expecting had arrived? An unbelievable discount?
- Have you ever ended up being a victim of a scam? What do you think made you trust the message? (Here, you can start by sharing a personal story so people feel more comfortable and realize it's more common than they might think to fall for these scams.)
- What questions could we ask ourselves to check whether what we've received is trustworthy or not?
- And if I fall for a scam, what should we do?

MODULE #4 "Conspiracy Theories"

Content information

Although conspiracy theories have existed throughout history, the way the Internet and social media work today has made it easier for these stories to spread quickly and reach many people. To help older adults recognise this kind of misleading narrative, we can explain that conspiracy theories behave much like other kinds of rumours. They often appear on our phones as alarming messages, striking images, or even through sensational television programmes.

It is also important to highlight **when** these stories are most likely to appear. Usually, those who spread them tak**e advantage of moments of confusion or uncertainty —**such as the first days of a health emergency or a natural disaster—when there is little clear information available. At those times, **rumours and simple explanations can feel comforting, even if they are not true.** Understanding this helps participants see why it is easy for anyone, regardless of age or education, to believe a confusing or misleading story at some point.

During the course, we will look at familiar examples of conspiracy theories and use them to explain how these stories work. We will discuss the strong role that emotions and mental shortcuts play when people come across such content. Trainers should help participants understand how feelings like fear, insecurity, or loneliness can influence their reactions in certain situations, and remind them that there is no reason to feel guilty about it—it is part of how all human minds work.

The course begins with an open conversation where participants can share any well-known conspiracy theories they have heard, such as those surrounding the deaths of Elvis Presley, Lady Diana, or Walt Disney. Starting with these examples helps capture attention and show that conspiracy stories are not new; they are tales that awaken curiosity and emotion. From there, we explore why people tend to believe them and how we are often less rational than we think. Everyday examples—such as advertising or political messages—can help illustrate how persuasive communication shapes our perceptions. The classroom should become a space for humour, debate, and reflection without judgment, where curiosity and trust guide the discussion.

In the second part of the course, we look more closely at how conspiracy theories are built and what they tend to have in common: they often suggest there are secret groups controlling events, show deep distrust toward authorities**, offer very simple answers to complex issues, and repeat claims without evidence until they seem believable.** We analyse well-known examples—such as flat Earth ideas, vaccine-related rumours, or "chemtrail" stories—without mocking those who believe them, but rather understanding how and why such ideas spread. Trainers can guide participants to identify warning signs together and practise simple strategies to check what they receive. **It is important to avoid alarmism and instead encourage patience, thoughtful questioning, and responsible use of digital devices.**

A central part of the course focuses on cognitive biases. Mental shortcuts our brains use to make sense of the world, which can sometimes lead us to mistaken conclusions. Everyone has them, regardless of age or background. Understanding these biases—such as confirmation bias (preferring ideas that agree with what we already think), belonging bias (trusting what our group believes), or certainty bias (wanting absolute answers)—helps participants notice when a story feels "right" simply because it fits their existing beliefs. **Learning to spot these patterns** in a simple, practical way **encourages more balanced and conscious thinking**, which is a powerful tool for avoiding misleading content.

Emotions also play a key role in this topic. Conspiracy stories often appeal to fear, anger, or distrust. With empathy and a calm, scientific approach, trainers can help participants recognise what emotions arise in them and why. Reflecting on personal experiences or situations that feel particularly sensitive can help participants stay calm and think more clearly. **Asking open questions and showing genuine interest** in participants' experiences allows us to understand which issues may affect them more deeply, and from there, we can draw parallels with other, more distant conspiracy theories—helping them see that we are all vulnerable to certain stories depending on our context and emotions.

It is also useful to dedicate time to **identifying trustworthy sources of information:** recognised media outlets, public institutions, or scientific organisations. Learning to recognise which sources inspire confidence and which do not is essential for maintaining both emotional well-being and digital safety. Likewise, we can encourage participants not to share or forward any information unless they are sure it comes from a reliable source.

Activating questions

- Were there any major events that crate conspiracy in your lifetime that are nowadays forgotten?
- How did conspiracy theories spread in your day before the creation of the Internet?
- What is a conspiracy theory?
- Do you think younger generations can be more susceptible to conspiracy theories or they are better prepared to face them?
- Do you remember any famous ones?

Reflective questions

- Why do you think people fall for conspiracy theories?

MODULE #5 "AI: Artificial Intelligence"

Content information

The course begins with a practical activity called **"Real or Created by AI?"**, where participants look at different images and try to guess which ones are real and which were created by artificial intelligence. This activity helps **spark curiosity** and shows that it is not always easy to tell what is genuine and what has been made by a computer. Participants learn simple ways to observe details such as hands, backgrounds, skin, eyes, expressions, and even small marks or logos. From this exercise, a conversation naturally opens about all the **AI tools we use every day**—often without noticing—such as automatic translators, voice assistants, or photo-editing apps. The goal is to create a safe and friendly space where asking questions, experimenting, and even making mistakes are all part of the learning process.

Later in the course, there is time to reflect on **how AI has improved in recent years and how it works.** It is explained in very simple terms that AI learns by analysing large collections of examples stored in databases, and that systems like ChatGPT work by predicting the most likely next word in a sentence, without truly understanding what they say.

The course also explores the **kinds of mistakes AI can make,** such as inventing information or producing errors, and reminds participants that it should not be treated as a completely reliable source. Trainers can guide a discussion about the best ways to use AI—such as for translation, creative projects, or daily tasks—while also considering the risks of depending on it for sensitive topics or assuming it "knows" more than people do. The idea is to find balance: to avoid both fear and blind trust in technology.

Developing basic understanding of artificial intelligence is important for people of all ages. AI is already part of everyday life, and it is not just a topic for young people or experts. Older adults can and should be part of this conversation, bringing their experience, questions, and perspectives. Feeling included in this dialogue helps reduce generational isolation and reinforces the message that their voices are valuable and necessary for shaping how we live with these technologies.

Having a simple understanding of how AI works **can also help people stay calm in the face of change.** Knowing that AI does not "think" like a person, but rather combines data and language patterns, helps avoid alarm or fear. With this knowledge, participants can use these tools carefully and thoughtfully, checking results before accepting them as true. Trainers should make sure that technical language does not become a barrier: each new term can be explained with simple examples and everyday comparisons that make the topic easier to grasp and less intimidating.

A key idea for understanding AI is the importance of data. Every AI system learns from large amounts of information that has been collected beforehand—images, texts, recordings, or examples created by people. The more data it has, and the better that data is organised, the more accurate the results can be. However, if the data contains mistakes, bias, or incomplete information, AI will also reproduce those problems. It is therefore essential to understand that the quality of data directly affects the quality of the results. This topic can be explored in class with simple examples—for instance, how a recipe turns out differently if the ingredients are not good—to show that behind every AI response there are always human-made materials, and that thinking critically about where the information comes from is a key part of using AI responsibly.

Critical thinking remains at the heart of this learning process. Participants should practise **pausing to think, analysing what they see or read, looking for other sources, and asking questions.** Recognising when an image or text has been generated by AI does not require advanced knowledge—it simply takes attention and practice. It is also helpful to offer easy ways for participants to check content, such as consulting official websites or asking trusted people.

Finally, **ongoing dialogue in the classroom is essential.** Listening to the experiences, fears, and ideas of participants helps build shared strategies. Open conversation and respect for different opinions strengthen confidence, independence, and responsible use of digital tools. In this way, the classroom becomes a safe space to learn, share, and adapt together to new technologies—without fear, but with curiosity, understanding, and critical awareness.

Activating questions

- Have you ever used an AI tool like ChatGPT? What for?
- If AI doesn't "think" like a human, what do you think the biggest difference is between an AI answer and advice from an expert?
- How is Artificial Intelligence already helping us with everyday tasks?
- Do you remember what the message said?

Reflective questions

- What worries you the most about AI?

Other resources

Trainers guidance with digital tools

One common challenge that trainers have reported is that some older adults fully understand concepts such as verifying information, checking multiple sources, and thinking criticall, but still find it difficult to use certain digital tools, especially more technical ones like Google Reverse Image Search.

1. Encourage Autonomy, Not Dependence
Even if it feels easier to do the task for them, resist the urge. Encourage learners to perform each step on their own, with your guidance. Autonomy is key: mastering a small digital action independently—like right-clicking an image or opening a new browser tab—can significantly increase their confidence and motivation. Celebrate every small success.

2. Adapt to the Group and Individual Needs
The group will likely be diverse in both skills and confidence levels. Some participants may be very comfortable using smartphones or computers, while others might rarely go online. Adapt your pace and language, and be ready to repeat steps or demonstrate visually several times. Avoid technical jargon and keep instructions simple and clear.

3. Use Google Reverse Image Search as a Learning Opportunity
While it may seem challenging, Google Reverse Image Search is a valuable teaching tool because it embodies critical thinking in action. It teaches participants to question where an image comes from and whether it has been used in misleading contexts. Turn it into a discovery activity of the content they have already received on their phones, are interested in, see on the street…Try to make the exercise about their habit of questioning content and checking the source.

4. Try Pair or Small-Group Learning
Peer learning works wonderfully in mixed-ability groups. Pair more confident participants with those who struggle, creating opportunities for collaboration and mutual support. This approach reduces stress, promotes social interaction, and helps those with more digital experience feel useful and valued.

GLOSSARY

Media Literacy – The ability to access, analyze, evaluate, and create media in different forms; helps people think critically about what they read and see online.

Information Literacy – Knowing how to find reliable information, understand it, and use it wisely.

Critical Thinking – The habit of questioning information, looking for evidence, and avoiding quick judgments.

Disinformation – False information shared on purpose to mislead or manipulate people.

Misinformation – False or inaccurate information shared by mistake, without the intent to deceive.

Fact-Checking – The process of verifying whether a statement, image, or story is true.

Echo Chamber – An online space where people only hear opinions that match their own, reinforcing their beliefs.

Bubble Filter – A personalized digital environment where algorithms show you only what you already like or believe.

Algorithm – A set of rules used by platforms (like Facebook or YouTube) to decide what content you see first.

Clickbait – Sensational headlines designed to attract clicks but often misleading or exaggerated.

Platform Moderation – The rules and systems platforms use to control or remove harmful or false content.

Deepfake – A fake image, video, or voice created using artificial intelligence that looks or sounds real.

Bot – An automated account or program that can post, comment, or share content online without human control.

Troll – A person who deliberately provokes or offends others online to create arguments or chaos.

Digital Footprint – The trail of information you leave behind every time you go online.

Metadata – Hidden information inside a file (like date, location, or device used) that helps verify its authenticity.

Confirmation Bias – The tendency to believe information that supports what we already think, and ignore what doesn't.

Emotional Trigger – A piece of content designed to provoke strong feelings (anger, fear, sympathy) to make people share it.

Phishing – A scam where someone pretends to be a trusted person or organization to steal your personal data.

Hoax – A deliberate trick or lie meant to fool people.

Malware – Software created to damage or steal information from a computer or phone.

Two-Factor Authentication (2FA) – A security step requiring two forms of identification before logging into an account.

Artificial Intelligence (AI) – A field of computer science focused on creating systems that use data and algorithms to analyze information, identify relationships, and generate results or predictions automatically.

Climate Change – The long-term alteration of Earth's average weather patterns, including temperature, rainfall, and wind. It is mainly caused by human activities such as burning fossil fuels, cutting down forests, and large-scale farming, which increase greenhouse gases in the atmosphere.

Ageism - It refers to the stereotypes (how we think), prejudice (how we feel) and discrimination (how we act) towards others or oneself based on age.

Active ageing - The process of optimising opportunities for health, participation and security in order to enhance quality of life as people age.

Stereotypes - These are cognitive structures that store our beliefs and expectations about the characteristics of members of social groups, and stereotype attribution is the process of applying stereotypical information.

Prejudices - These are an emotional reaction or feeling, either positive or negative, towards a person based on the perception of their belonging to a group.

MONITORING TOOL

This questionnaire includes questions to help assess understanding and reflection after the training.

Go through the questions and answers and choose the ones that could help you evaluate and fit better the group and the work done previously in the training.
We recommend not to have more than **10 per training.**

- For multiple-choice questions, please select one answer.
- For reflective questions, please answer honestly – there are no right or wrong answers.

Module 1: General Disinformation

Which of the following is a common sign that online information might be misleading?
a) It includes emotional or shocking language
b) It cites several verified sources
c) It comes from a recognised institution
d) It has a balanced tone

If you receive a news link from a friend on WhatsApp, what should you do first?
a) Forward it to others
b) Open it immediately
c) Check if it comes from a trusted source
d) Ignore it completely

Which action helps you verify whether a claim is true?
a) Checking other reliable news sources
b) Asking in a group chat
c) Reading only the headline
d) Sharing to get opinions

A message that says, "Everyone must share this before it's deleted!" is an example of:
a) Official information
b) Fact-checked news
c) Manipulative content
d) A safe message

Reflective: Have you ever shared information online before checking if it was true?
□ Yes □ No □ Not sure

Reflective: After this course, how confident do you feel identifying biased or false news?
□ Not confident □ Somewhat confident □ Confident □ Very confident

Reflective: What's one thing you will do differently when reading online news now?
(Open answer)

The best way to stop misinformation from spreading is to:
a) Report or avoid sharing suspicious content
b) Share it to warn others
c) Delete your account
d) Ignore all media

Module 2: Science, Climate Change and Health

Which of the following is a reliable health source?
a) A viral Facebook post
b) The World Health Organization (WHO) website
c) A friend's WhatsApp group
d) A random online video

A headline that claims "A miracle cure for all diseases has been found" is likely:
a) Reliable news
b) A medical breakthrough
c) Misleading or false information
d) Government advice

Reflective: How confident do you feel recognising false health information online?
□ Not confident □ Somewhat confident □ Confident □ Very confident

If an article claims that "climate change is a hoax," what should you do?
a) Believe it if it matches your opinion
b) Check scientific evidence and sources
c) Ignore all climate news
d) Share it to discuss

Reflective: Do you feel more able to trust credible scientific sources after this training?
□ Yes □ No □ Not sure

Reflective: What is one sign that a scientific article may be false or exaggerated?
(Open answer)

Reliable medical advice should come from:
a) Verified professionals or institutions
b) Social media influencers
c) Celebrity doctors without credentials
d) Unknown blogs

Reflective: What habit will you adopt to verify health-related information?
(Open answer)

Reflective: How can you help others around you trust reliable science without sounding judgmental? (Open answer)

Module 3: Scams and Online Security

Which of the following messages is most likely a scam?
a) “Your package is ready for pickup — click here to confirm.”
b) “Your friend sent you a photo.”
c) “Here is your event invitation.”
d) “Your bill has been paid.”

What should you do if someone online asks for your bank details?
a) Give them if they sound professional
b) Refuse and report the message
c) Ask for a phone call
d) Ignore it and delete the message

Reflective: How confident do you feel identifying online scams now?
□ Not confident □ Somewhat confident □ Confident □ Very confident

A common sign of a phishing email is:
a) Urgent or threatening language
b) Clear and calm tone
c) No links or attachments
d) Official company logo only

Reflective: Have you ever been contacted by a suspicious person or offer online?
□ Yes □ No □ Not sure

Which password is safest?
a) “12345”
b) “MyName2025”
c) “P@ssw0rd!98#”
d) “Password”

Reflective: What step can you take to make your online accounts safer?
(Open answer)

What emotion do scammers often use to manipulate victims?
a) Calmness
b) Urgency or fear
c) Boredom
d) Confidence

Reflective: After the training, how likely are you to check the source before clicking links?
□ Never □ Sometimes □ Often □ Always

What personal steps will you take to protect your online security in the coming months? (Open answer)

Module 4: Conspiracy Theories

Why do conspiracy theories spread easily online?
a) They are exciting and emotional
b) They come from reliable sources
c) They are hard to understand
d) They are usually true

Reflective: Have you ever seen or heard someone believe a conspiracy theory?
□ Yes □ No □ Not sure

The best way to discuss conspiracy theories with others is to:
a) Insult or mock them
b) Listen and share reliable evidence calmly
c) Avoid talking
d) Block them immediately

Reflective: How confident do you feel recognising a conspiracy theory now?
□ Not confident □ Somewhat confident □ Confident □ Very confident

What emotion do conspiracy narratives often appeal to?
a) Fear or anger
b) Curiosity only
c) Joy
d) Indifference

Reflective: What strategy can you use to avoid being influenced by emotionally charged messages?
(Open answer)

Which of the following can help reduce belief in conspiracies?
a) Checking facts and evidence
b) Sharing them often
c) Avoiding news
d) Ignoring experts

Reflective: Do you feel more empathetic when discussing misinformation with others now?
□ Yes □ No □ Not sure

What is a healthy response when you feel uncertain about online information?
a) Pause, verify, and reflect before reacting
b) Share immediately to warn others
c) Delete everything
d) Assume it's false

Module 5: Artificial Intelligence (AI)

Which of the following is an example of AI in daily life?
a) Spam filters in email
b) Automatic lights
c) A handwritten note

Reflective: How familiar do you feel now with AI tools?
□ Not familiar □ Somewhat familiar □ Familiar □ Very familiar

AI-generated images can be recognised by:
a) Checking for strange details or missing features
b) Believing them automatically
c) Ignoring them
d) Only trusting social media comments

Reflective: How do you feel about AI after learning about its risks and opportunities? (Open answer)

What is one risk of AI-generated content?
a) It can create realistic text that appers to be informative
b) It always tells the truth
c) It improves only art

Reflective: How likely are you now to check if a photo might be AI-generated?
□ Never □ Sometimes □ Often □ Always

Which approach to AI is most balanced?
a) Fear it completely
b) Trust it blindly
c) Be cautious and informed
d) Ignore it entirely

Reflective: What new understanding about AI surprised you most? (Open answer)

Reflective: How will you apply what you learned in your daily digital life? (Open answer)

What positive ways do you imagine AI could support older adults in everyday life? (Open answer)