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PRACTICAL ACTIVITY AND GAME

Stories4Wings

2024-1-ES01-KA220-ADU-000255317

Technology Literacy



The Day I Shared a Lie



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Active Citizenship

This document includes a **practical activity and a game** to further explore and reflect on the value, skill, or competency of each story.

This activity and game serve as a **supplementary learning tool** to the guide with the questions and reflections, approaching learning from a **playful, active, and participatory perspective**.

These activities aim to reinforce learning through **practice and direct experience**.

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PRACTICAL ACTIVITY

1

Educational Objectives

- Detectives of a message
- Identify basic signs of misinformation in short texts and images.
- Apply four simple verification questions before deciding to trust or share.
- Practice making a safe choice (Trust / Doubt / Check more) and explaining one short reason.

Number of Participants

6-12

Duration

45-60

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Materials Needed

- Printed short items (mix of 6–9 fictional examples such as headlines, short WhatsApp-style texts, and images)
- One small card per participant with the 4 verification questions:
 1. Who posted it?
 2. When was it posted?
 3. Is there another source?
 4. Does the image/text look real?
- Flipchart or whiteboard and marker
- Pens

Optional pictograms for low-literacy participants (eye for “look”, clock for “when”, chain/link for “other sources”, magnifier for “image looks real?”)

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Activity Description

1. Opening. Read the story extract aloud: “I forwarded it immediately. That was the day I shared a lie”.

The facilitator starts by saying that Marc shared an image without checking. With this activity we will learn a simple way to pause and check.

2. Introduce the 4 verification questions.

★ Show the verification questions card on the board.

Who posted it?

- When was it posted?
- Is there another source?
- Does the image/text look real?

Explain each question in one short sentence and give one quick example (use pictograms if helpful).

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3. Group practice.

- Divide participants into small groups of 2 or 3.
- Give each group 4 fictional items (mix audiovisuals and texts). Items must be non-traumatic and clearly fictional for classroom use.
- Task: For each item, apply the 4 questions and decide Trust / Doubt / Check more. Write one short reason for the decision.

Fictional items (9 examples)

- Item 1 – WhatsApp text

“BREAKING: Local hospital injecting patients with untested drug – share to warn everyone.”

- Item 2 – Image + caption

Photo of an ambulance with a headline: “Foreign troops at our hospitals tonight” (no source shown).

- Item 3 – Short article excerpt

“Study finds that drinking coffee cures X disease – read more at HealthNewsToday.”

- Item 4 – Social post with screenshot

Screenshot of a politician’s tweet saying “I approve the new law” – screenshot shows no username or date.

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- Item 5 – Video description (no video file)

“Watch: CCTV shows a fight at Central Station – forwarded 1000 times.”

- Item 6 – Message from a friend

“My cousin works at the clinic – they told me the vaccine is dangerous. Don’t let your family take it.”

- Item 7 – Photo with odd details

Portrait of a woman with perfect skin and a dramatic headline: “Victim of secret experiment” (lighting looks unnatural).

- Item 8 – Local alert screenshot

Screenshot of a government alert about water contamination – small logo visible but no official link.

- Item 9 – Headline with big claim

“Millions will lose benefits next month – sign this petition to stop it” (link shortened, no source).

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Facilitator answer key:

- Item 1 - WhatsApp text - Check more - Vague claim, no source; needs verification. Is there another source?
- Item 2 - Image + caption - Doubt - Image lacks source and may be miscaptioned. Who posted it? Does the image look real?
- Item 3 - Article excerpt - Check more - Single site named; check if study exists and who did it. When was it posted? Is there another source?
- Item 4 - Social post screenshot - Doubt - Missing username/date; screenshots can be edited.

Who posted it?

- Item 5 - Check more - “Forwarded many times” is not a proof; ask for the original video source.

Is there another source?

- Item 6 - Message from a friend - Doubt - Personal testimony is not evidence; could be rumor.

Who posted it? Is there another source?

- Item 7 - Photo with odd details - Doubt - Visual clues (too perfect skin, odd lighting) suggest manipulation. Does the image look real?

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- Item 8 - Local alert screenshot - Check more. Logo is present but there is no link; verify on the official site or phone line. Who posted it? Is there another source?
- Item 9 - Headline with petition - Doubt - Shortened link and urgent language are red flags for manipulation. Is there another source? When was it posted?

4. Plenary review.

- Ask each group to present one item and their decision + reason.
- After each presentation, reveal the correct classification and give some explanation (use plain language).
- ★ Reinforce which of the 4 questions helped most.

The facilitator circulates, listens, and prompts with simple follow-up questions if groups get stuck.

5. Wrap up and rule.

Agree a simple classroom rule to take away: Pause — Ask — Check — Then Share.

Asked them if they ever had a similar situation.

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GAME

2

Educational Objectives

Truth or Trap

- Identify common red flags of misinformation
- Practise quick judgement on short claims
- Give a one-sentence justification for their choice.



Number of Participants

6 - 12

Duration

20-25 minutes

Materials Needed

- Two large posters labeled TRUTH and TRAP
- 12 printed statement cards
- Markers
- Optional pictograms (padlock, warning triangle, magnifier).

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Activity Description

1. Introduction. Read the story extract: “I forwarded it immediately. That was the day I shared a lie.”

Explain the game: the facilitator reads a statement; participants move to the poster they choose, TRUTH or TRAP.

2. Twelve rounds.

Read each statement card aloud. Allow 10–15 seconds for participants to move. Ask one volunteer from each side to give a one-sentence reason. You can do another workform.

★ Read each statement card aloud and get them written on a post it. Ask a student to post it on one of both posters.

Statement Cards Ready to Print (print each line on a separate card):

- If a story has many images it must be true.
- If there is no author we should be suspicious.
- If a message asks for money urgently it is safe.
- Searching for the same story on other sites helps check it.
- If I saw it on social media it is true.

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- An official source usually says who published the story.
- Sensational headlines often exaggerate the truth.
- If a story has no date it may be old or false.
- If an article has many spelling mistakes be suspicious.
- A shortened link is always safe.
- If a page asks for your password by message it is suspicious.
- Checking the web address helps know if a site is real.

Facilitator Answer Key

- | | | |
|---|-------|--|
| 1 | Trap | Images do not guarantee truth; they can be reused or edited. |
| 2 | Truth | No author is a sign to check further before trusting. |
| 3 | Trap | Urgent money requests are common in scams; verify first. |
| 4 | Truth | Corroborating in other sources is a good verification step. |
| 5 | Trap | Social media mixes true and false content; check sources. |
| 6 | Truth | Official sources usually identify author and publisher. |
| 7 | Truth | Sensational headlines aim for clicks; read the full text. |
| 8 | Truth | Missing date makes it hard to verify timeliness and context. |

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- 9 Truth Many errors can indicate low quality or false content.
- 10 Trap Short links can hide the real destination; be cautious.
- 11 Truth Never give passwords by message; this is a red flag.
- 12 Truth The URL helps identify official or fake websites.

3. Reveal and explain every statement — Reveal the correct answer and give a short practical tip

4. Summarize the most common red flags observed and let them fix two simple verification rules.



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