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media masters



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## WORK PACKAGE N° 11

### WORKSHOP No 2 "HOW TO DISTINGUISH THE RIGHT AND THE FAKE" IN GREECE

Delivered by:

**INNOVATION HIVE**



Innovation Hive

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EVENT DESCRIPTION			
<b>Event number:</b>	WP11		
<b>Event name:</b>	How to distinguish the right and the fake” workshop in Greece 2		
<b>Type:</b>	Laboratory		
<b>In situ/online:</b>	Spot		
<b>Location:</b>	Larissa, Greece		
<b>Date(s):</b>	November 14th, 2025		
<b>Website(s) (if any):</b>	<p><b>Article</b> on the partner's website:  <a href="https://innovationhive.eu/mediamasters-workshop-at-peiramatiko-lykeio-larissa-empowering-students-against-misinformation/">https://innovationhive.eu/mediamasters-workshop-at-peiramatiko-lykeio-larissa-empowering-students-against-misinformation/</a></p>		
Participants			
<b>Female:</b>	32		
<b>Male:</b>	22		
<b>Non-binary:</b>	N/A		
<b>From country 1- Greece:</b>	54		
<b>From country 2 [name]:</b>	N/A		
<b>From country 3 [name]:</b>	N/A		
<b>...</b>			
<b>Total number of participants:</b>	54	<b>Of the total number of countries:</b>	1

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## Description

*Give a brief description of the event and its activities.*

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### 1. Introduction

On November 14, a new MediaMasters workshop divided into two sessions was successfully carried out at the Experimental High School of Larissa, engaging two classes, 10th grade and 12th grade, in an immersive educational experience on media literacy and critical thinking. The session took place within the school's dedicated learning spaces and attracted the active interest of students and teachers alike, who welcomed the opportunity to explore innovative tools and approaches to understanding digital information.

This workshop, designed specifically for high-school learners, aimed to strengthen students' ability to identify misinformation and cultivate reflective digital habits. The structured presentation of the MediaMasters project provided the theoretical foundation, while the school's enthusiastic collaboration was decisive in ensuring a smooth integration of the activity into the students' regular learning programme. As an institution known for promoting experiential education and encouraging critical inquiry, the Experimental High School of Larissa played a key role in creating an environment where young people felt confident to question, analyse, and challenge the information they encounter every day online.

The action was implemented as two interactive sessions, beginning with a guided presentation of the project's objectives, methods, and relevance to contemporary digital challenges. Following this introduction, students were divided into smaller groups and invited to play the MediaMasters game, allowing them to apply source-verification techniques, explore real-world examples of misleading content, and share their own experiences from social media and online platforms. Through this blend of structured learning and gameplay, the workshop highlighted the importance of equipping youth with

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practical tools that empower them to navigate digital environments with greater awareness and autonomy.

Encouragingly, many students expressed strong curiosity about delving deeper into issues of media responsibility, algorithmic influence, and online safety, several even suggesting that similar workshops be repeated with younger classes or integrated into the school curriculum. Their engagement demonstrated once again that young people can serve not only as informed participants but also as multipliers, capable of spreading critical thinking skills within their peer networks and communities.

This workshop marked another meaningful step in promoting a culture of conscious digital citizenship within Larissa's educational ecosystem. Through such initiatives, schools like the Experimental High School contribute to fostering a new generation of learners who approach information with confidence, discernment, and a strong sense of responsibility, qualities essential for meeting the challenges of today's rapidly evolving digital world.

## **2. Program and implementation of events**

The workshop was structured as a focused, school-based learning session, using the MediaMasters game as a core interactive tool to support students in understanding and identifying misinformation. Implemented in the classrooms the Experimental High School, the activity followed a structured yet participatory format suitable for high-school learners. Two separate sessions were held, one with the 10th grade class and one with the 12th grade, each lasting approximately 50 minutes, ensuring that the content was adapted to the age, digital habits, and academic maturity of the participants.

### **Session Flow (50 minutes per class)**

Each workshop followed a two-part structure combining theoretical input with hands-on engagement:

#### **1. Project Presentation (15–20 minutes)**

At the beginning of each session, facilitators from Innovation Hive introduced the MediaMasters project through a short presentation outlining its objectives, relevance, and core themes. Students were familiarized with key concepts such as misinformation, fake news, and digital credibility, building the theoretical foundation for the game-based activity that followed. To deepen their understanding, facilitators explained the different forms misinformation can take—such as clickbait headlines, manipulated images or videos, misleading statistics, and emotionally charged content designed to provoke rapid sharing.

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To make these concepts more relatable, real examples of viral fake news circulating on TikTok were presented and analysed together with the students. This helped them recognise how misinformation infiltrates the platforms they use daily and how easily false narratives can spread through short-form, fast-paced content. The presentation was carefully adapted to each class's learning level: the 10th grade group received more guided explanations and concrete examples, while the 12th grade students engaged in a more reflective discussion on digital responsibility, algorithmic amplification, and strategies for verifying information in high-speed online environments.

(Presentation slides)

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**MEDIA MASTERS: ΒΕΛΤΙΩΣΗ ΤΗΣ ΕΠΙΚΟΙΝΩΝΙΑΚΗΣ ΠΑΙΔΕΙΑΣ ΜΕΣΩ ΕΠΙΤΡΑΠΕΖΙΟΥ ΠΑΙΧΝΙΔΙΟΥ**

  
media masters

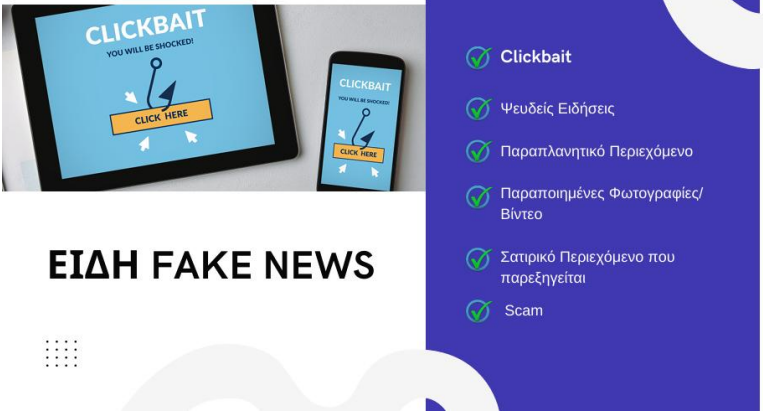


**ΤΙ ΣΗΜΑΙΝΕΙ MEDIA LITERACY?**

Παιδεία στα Μέσα (media literacy) σύμφωνα με την Ευρωπαϊκή Επιτροπή (COM 2007/833, REC 2009/625/EC, COM 2018/22, Council Conclusions 9641/2016) είναι ένα σύνολο ικανοτήτων που περιλαμβάνει:

- Την πρόσβαση στα παραδοσιακά και νέα μέσα επικοινωνίας μέσω της κατάλληλης υποδομής
- Την κατανόηση, ανάλυση και κριτική αξιολόγηση των μηνυμάτων των Μέσων και των περιεχομένων τους
- Τη δυνατότητα έκφρασης και δημιουργίας στα Μέσα, σε διαφορετικές πολυμεσικές πλατφόρμες και επικοινωνιακές συνθήκες





**ΕΙΔΗ FAKE NEWS**

- ✓ Clickbait
- ✓ Ψευδείς Ειδήσεις
- ✓ Παραπλανητικό Περιεχόμενο
- ✓ Παραποιημένες Φωτογραφίες/ Βίντεο
- ✓ Σατιρικό Περιεχόμενο που παρεξηγείται
- ✓ Scam

## 2. Game-Based Learning Activity (20–25 minutes)

After the introductory presentation, students were invited to play the MediaMasters game in small groups within the classroom. Facilitators provided clear instructions, explained the rules, and guided the students through sample scenarios. The gameplay required students to distinguish real from misleading content, analyse sources, and justify their reasoning, activating skills of critical thinking, collaboration, and digital judgment.

Throughout the activity, facilitators rotated across groups, clarifying terms such as “bias,” “verification,” or “source reliability,” and adapting the pace based on the students’ familiarity with the topic. The structured classroom setting allowed for active participation from all students, as they debated answers, challenged assumptions, and reflected on how misinformation spreads in their everyday digital environments.

## 3. Feedback:

Each session concluded with a dedicated feedback round, offering students the opportunity to express their impressions of the MediaMasters game, comment on its usability, and reflect on what they learned throughout the workshop. These discussions were exceptionally insightful, revealing not only how students experienced the activity but also how they relate to issues of misinformation in their daily digital lives. The feedback provided a rich overview of the game’s strengths, areas for improvement, and the broader educational value of the session.

A recurring observation among students concerned the length of some questions within the game. Many noted that certain prompts were quite long to read, particularly when playing under time pressure, as this was the case, there was specific time allocated, and that this sometimes made it challenging to process the full context before selecting an answer. Despite this difficulty, students emphasised that the overall game structure remained clear and easy to follow. Once they became familiar with the mechanics, they

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found the flow intuitive, allowing them to focus more on analysing the content rather than the format.

Importantly, students expressed that the visual and functional design of the game significantly supported their learning experience. They described the interface as modern, visually appealing, and appropriate for their age group. The combination of clean graphics, well-organised screens, and a logical step-by-step layout helped them stay focused and reduced any cognitive overload. Several students mentioned that the high-quality design made the game feel more professional, reinforcing its credibility as an educational tool.

Another strong theme that emerged from the feedback was the engaging and relatable nature of the game's scenarios. The inclusion of real or widely known examples of fake news, especially those drawn from platforms like TikTok, captured their attention and prompted vibrant discussions. These examples helped students see how manipulated information appears in their everyday online environment, making the learning process both meaningful and relevant. Many shared personal experiences where they had encountered questionable content, allowing them to make direct connections between the game's challenges and their own digital behaviours.

Students also demonstrated impressive curiosity. Once exposed to realistic misinformation cases, they began asking deeper questions about the mechanics behind the spread of false content:

- Why do people share fake news so quickly?
- How do algorithms amplify misleading posts?
- What psychological factors make sensational content so persuasive?
- How can young people verify credibility before reposting something?

These questions revealed a desire not only to understand misinformation but also to navigate digital spaces more responsibly. Participants recognised that misinformation is not an abstract problem, it can be found into the platforms and interactions they engage with daily.

Furthermore, many students highlighted that the game's use of famous examples of misleading content made the activity memorable. These examples created "aha moments" where students could recognise patterns, understand manipulation techniques, and reflect on their own susceptibility to persuasive or exaggerated online content. This reflective dimension is particularly valuable, as it encourages long-term awareness rather than passive participation.

In addition to the game's content, students appreciated the collaborative aspect of the workshop. Working in small groups allowed them to debate answers, challenge each other's assumptions, and articulate their reasoning. This peer-to-peer interaction



supported a deeper understanding of the material and fostered an environment of shared learning. Several students remarked that hearing their classmates' perspectives helped them see misinformation from new angles.

Overall, the feedback reflected strong enthusiasm and genuine interest in both the topic and the game-based methodology. Students demonstrated that they are not only aware of the challenges of today's digital landscape, but also eager to develop tools and strategies to navigate it responsibly. Their reflections reinforced the workshop's educational value and demonstrated how interactive, game-based learning can significantly enhance critical thinking, media literacy, and digital awareness.

The insights gathered from these feedback rounds will be used to refine future workshops and improve the implementation of the MediaMasters game in classroom settings. More importantly, the students' thoughtful contributions highlighted the need for continued investment in digital literacy initiatives, programmes that empower young people not only to recognise misinformation, but to become confident, discerning, and proactive digital citizens.

#### **4. Communication and promotion of the initiative**

To ensure effective visibility and documentation of the MediaMasters workshops held on November 14 at the Experimental High School, Innovation Hive implemented a targeted communication approach adapted to the school-based context of the activity. Since the sessions were conducted within a formal educational environment, no public online promotion was carried out beforehand. Instead, Innovation Hive coordinated directly with several schools in the region, ultimately arranging two sessions at the Experimental High School, one with 10th grade students and one with 12th grade students. This direct communication ensured that the workshops were integrated smoothly into the school's schedule and reached the appropriate groups of learners.

On the day of the workshops, Innovation Hive used its social media channels, particularly Instagram and Facebook, to share real-time updates and behind-the-scenes content. A series of Instagram Stories showcased moments from both sessions, including excerpts from the project presentation, snapshots of students engaging with the MediaMasters game, and reflections captured throughout the process. These stories aimed to highlight the experiential nature of the activity, the active participation of the students, and the school's collaboration in promoting digital literacy.



Although the communication strategy for this event focused on same-day coverage rather than advance promotion, the posts succeeded in raising awareness of the initiative among Innovation Hive’s digital audience. The Stories emphasized the educational value of MediaMasters, the relevance of the topic to young learners, and the importance of embedding critical media literacy within formal education.

Following the workshops, Innovation Hive prepared a comprehensive article in both English and Greek, summarising the objectives, process, student reactions, and key takeaways from the sessions. The article aimed to preserve the insights generated during the activities while offering inspiration and practical guidance for other educators and organisations interested in implementing similar workshops. Serving simultaneously as a dissemination tool and a reflective report, it reinforced our commitment to advancing digital literacy and promoting critical engagement with online information among young people.

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## MediaMasters Workshop at Peiramatiko Lykeio Larissa: Empowering Students Against Misinformation

13 seconds ago

On November 14, Innovation Hive successfully implemented two MediaMasters workshops at the Peiramatiko Lykeio of Larissa, offering students an engaging and interactive introduction to media literacy and critical thinking. The sessions were delivered to two classes, 10th grade and 12th grade, bringing the project's educational tools directly into the school environment. As misinformation continues to shape digital interactions on a global scale, this initiative aimed to equip students with practical skills for identifying misleading content and understanding the mechanisms behind fake news.

### A Structured and Engaging Learning Experience

Each workshop followed a 45-minute structure, carefully designed to blend theoretical input with hands-on interaction. The sessions opened with a short presentation introducing the MediaMasters project, its objectives, and its relevance in today's digital landscape. Facilitators from Innovation Hive explained core concepts such as misinformation, source reliability, and verification techniques, framing the challenge that young people face in navigating online information.

Following the presentation, students were invited to play the MediaMasters game in small groups. This activity served as the heart of the workshop, enabling participants to explore real-world examples of misleading content, identify markers of fake news, and discuss their reasoning with their peers. The classroom environment allowed for active participation, lively debate, and collaborative problem-solving.

Looking ahead, the positive reception from both students and school staff provides a strong basis for expanding the MediaMasters initiative to additional educational settings.

## 5. Photos

1<sup>st</sup> session

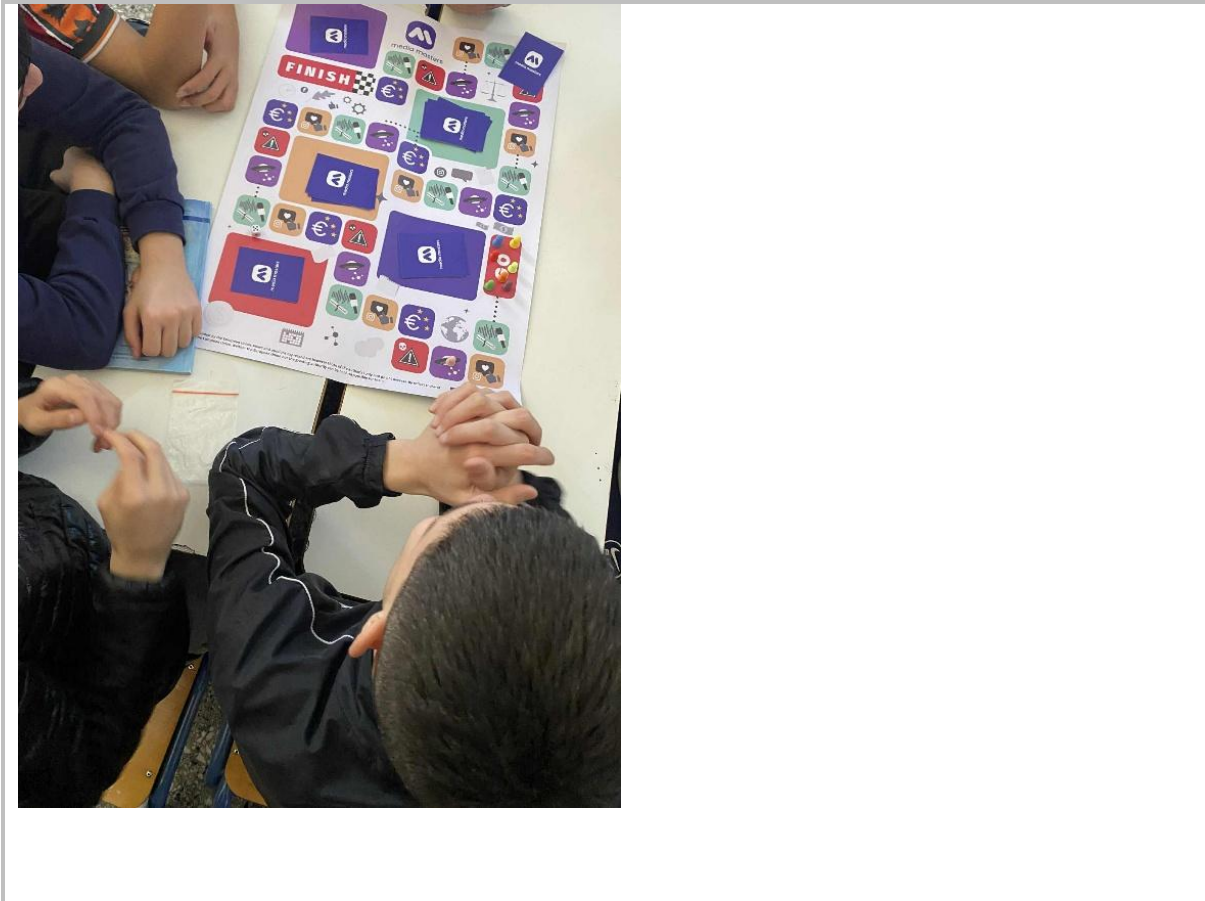


2<sup>nd</sup> session

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CHANGE HISTORY		
VERSION	PUBLICATION	CHANGE
1.0		Original version

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