

A TOOLKIT FOR LIBRARIANS, YOUTH WORKERS AND EDUCATORS

escape misinfo in the library



game-based media & information literacy with
young people - facilitation methods, seven
games, and step-by-step debrief recipes.

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01

*introduction***1.1 PROJECT PRESENTATION**

ESC-MISINFO - Escape Misinformation in the Library - is a two-year cooperation project (May 2025 – April 2027) co-funded by the European Union under the Erasmus+ programme, Key Action 2 (KA220-YOU, Cooperation Partnerships in Youth). It brings together five partner organisations from four countries around a shared ambition: to equip European public libraries with the skills, methods and tools needed to deliver high-quality, inclusive media and information literacy (MIL) activities for young audiences, and to do so through the engaging, dialogic medium of game-based learning.

The project is coordinated by Public Libraries 2030 (PL2030) in Brussels, in partnership with Cultuurconnect (Flanders, Belgium), the Information Society Development Foundation (FRSI) (Poland), PiNA (Slovenia), and the Center for an Informed Public (CIP) at the University of Washington (United States). Together, the consortium combines deep expertise in public library development and digital innovation, youth work, co-creative methodologies, and academic research on misinformation.

At the heart of ESC-MISINFO are two escape room games - Euphorigen and Chronoshift - originally designed by CIP and localised within the project for Belgian (Flemish), Polish and Slovenian audiences, with country-specific narratives, audiovisual content and facilitation materials. Played in small groups, the games invite young people to work together to spot manipulated content, deepfakes and other deceptive tactics, before stepping back into a guided debrief that turns gameplay into critical reflection. Alongside the localised games, ESC-MISINFO develops a co-creation framework that enables a group of young people, supported by a librarian-facilitator, to design their own prototype escape room on misinformation and climate change.

ABOUT THIS TOOLKIT

This toolkit is the central output of that work: a practical, open resource designed for librarians, youth workers and educators in non-formal learning settings. It brings together guidance and resources for libraries to run game-based MIL activities with young people.

ESC-MISINFO is built on the conviction that public libraries are uniquely placed - as trusted, free and inclusive spaces - to help young people develop the critical skills they need as European citizens. We hope this toolkit invites you to take up that role with confidence, and to join a growing European community of practice around game-based media and information literacy.

HOW TO USE THIS TOOLKIT

The toolkit can be used together with the [games collection](#) or by itself. Browse through the chapter on facilitation to improve your facilitation skills and explore various facilitation methods to help you guide your users through MIL activities. The chapter on MIL games contains an educational overview of seven games you can play with your users to test out their skills of detecting misinformation, spotting online bots and recognizing deepfake pictures or videos.

One of our goals was to create a set of premade debrief activities based on the facilitation methods from the previous chapter for each of the games. Choose a game you want to play with your users, prepare the space and materials and follow the step-by-step instructions for the debrief activity to create a memorable experience for everyone.

Quick navigation

Chapter 1 - Introduction and context

Chapter 2 - Facilitation: techniques and methods

Chapter 3 - Games and debrief activities

1.2 MEDIA LITERACY FOR YOUNG PEOPLE

Today's youth are growing up in a world dramatically different from that of previous generations. Social media, streaming services and online communities are at their fingertips, where young people learn, communicate and express themselves. Yet, these digital spaces, full of potential, also present a web of challenges: disinformation spreads at lightning speed, online hate thrives in echo chambers, and harmful narratives often take root with real-world consequences. The rise of Generative AI, which can produce convincing but false content, further blurs the line between reality and fabrication. Meanwhile, millions of young people around the world still lack reliable internet access, limiting their ability to engage with both the opportunities and the challenges of this digital world.

According to the European Commission (2022), one in three 13-year-old European students lack basic digital skills when directly tested, and according to the OECD, only a little over half of 15-year-olds in the EU reported being taught how to detect whether information is subjective or biased. There is consequently a clear need to strengthen the role of education and training in tackling disinformation and promoting digital literacy as well as media literacy. It will increase resiliency and the possibility to fight the impact of online disinformation more effectively.



UNESCO (2024) recognizes that youth organizations play a pivotal role in disseminating MIL skills and competencies to young people in informal settings. Their mission is clear: to work 'for' and 'with' youth, providing them with the tools to navigate this digital landscape with critical eyes and thoughtful minds.

Additionally, the Media Literacy Index (2026) proposes a combination of approaches necessary for an improvement in MIL education:

- Education along with regulation: prioritising media literacy from an early age, e.g. as practiced in Finland, which avoids the side effects associated with some forms of regulation.
- Psychological awareness: teaching citizens about psychological triggers like confirmation bias and emotional manipulation.

1.3 NON-FORMAL EDUCATION

The UNESCO Institute of Statistics (2011) defines non-formal learning as an addition, alternative and/or a complement to formal education within the process of the lifelong learning of individuals. It is often provided to guarantee the right of access to education for all. It caters for people of all ages, but does not necessarily apply a continuous pathway-structure; it may be short in duration and/or low intensity, and it is typically provided in the form of short courses, workshops or seminars.

Non-formal learning mostly leads to certifications that are not recognised as formal qualifications by the relevant national educational authorities or to no certification at all. Non-formal learning can cover programmes contributing to adult and youth literacy and education for out-of-school children, as well as programmes on life skills, work skills, and social or cultural development.

Non-formal education should also be (SEA-EU Alliance, 2022):

- Voluntary
- Accessible to everyone (ideally)
- An organised process with educational objectives
- Participatory and learner-centred
- About learning life skills and preparing for active citizenship
- Based on involving both individual and group learning
- Holistic and process-oriented
- Based on experience and action
- Organised on the basis of the needs of the participants



The NAPLE Forum (2024) identifies public libraries as key players in the field of non-formal education, offering digital, literacy and media upskilling to diverse groups of our society. Through their deep knowledge of the needs and cultures of their users, they develop programmes that make a real difference to people's lives, opening up new opportunities.

While public libraries continue to act as hubs for culture and social inclusion, they are also acting as increasingly useful resources for digital skills and literacy. The development of the digital society has changed public libraries and the profession of librarians considerably. Today their task is much broader than to merely store information, they have become one-stop-shops for informal learning and knowledge. And they have to continuously develop new services exploiting the possibilities of digital interactivity (European Parliament, Directorate-General for Union Internal Policies, 2016).

According to Pavey (2021), librarians have always brought a three-dimensional, wider view to the pressured environments that so many younger people experience. They can act as early adopters, guides and coaches as we look to ensure that their users are better placed to thrive in our ever changing, global community.

1.4 GAMIFICATION

Gamification is the process of making an educational or work activity more like a game by finding ways to make it more entertaining, engaging and rewarding. Yu-Kai Chou, a leading gamification expert and author of 'Actionable Gamification', defines gamification as: "The craft of deriving all the fun and addicting elements found in games and applying them to real-world or productive activities" (YEU, 2021).



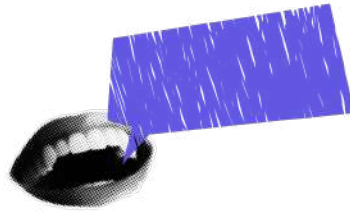
In recent years, there has been a growing interest in the use of digital technologies in the out-of-school learning settings. Such non-formal education programmes have a potential to recognise and address young people's digital skills and needs, which might be omitted at schools or at home. Examples of prior European youth digital inclusion programmes include coding clubs, discussion groups (e.g., focusing on issues related to online safety), hackathons, digital youth guidance centres, provision of youth information etc.

Pavey (2021) states that game-based learning and gamification codifies and encourages the natural learning reflexes we have, from an incredibly young age, and uses them to enhance education for all of us, especially for our kids. Five of the clearest benefits of game-based learning are that it:

- Makes learning fun and interactive
- Creates a purpose and desire to learn
- Gives learners the opportunity to see real-world context and application
- Offers immediate and tangible feedback
- Enhances the whole learning experience

As libraries move more and more away from their roots as static repositories to dynamic centers of learning, gamification offers itself as an influential means of addressing the needs of the modern user while upholding fundamental aspects of education and community outreach. Emerging technologies, individualized learning strategies, and research-driven methodologies will further reinforce the capacity of gamification as an innovative technique within contemporary library spaces.

The most effective gamification initiatives will be those that deliberately combine engaging game elements with valuable learning experiences, thus creating lasting programs that complement rather than replace the inherent interpersonal connections in library services (Girish, 2025).



02

facilitation

2.1 HOW TO FACILITATE

Bens (2017) describes facilitation as a leadership role in which the decision-making power resides in the members. This frees the facilitator to focus on creating a climate of collaboration and provide the group with the structure it needs to be effective. Instead of giving the group the "right" answers, a facilitator gives them the tools to find their own solutions. Think of them as a referee rather than a player. They watch the action from the sidelines to make sure everyone follows the rules, but they don't jump into the game themselves.

A facilitator's main jobs are to:

- Help the group clearly define their goals
- Keep the conversation on track and move forward
- Suggest a step-by-step plan for the meeting
- Watch the energy of the room to know when to speed up or slow down
- Help the group reach a final agreement and finish on time

The most important part is that facilitators stay neutral. They don't take sides or give their own opinions on the topic. Their goal isn't to tell the group what to decide, but to make the process of how they decide as smooth and effective as possible.

A good facilitator should also:

- Have a good understanding of the desired outcomes
- Communicate instructions clearly and support the group to understand each other
- Listen attentively to all members of the group

- Be prepared to put own thoughts aside and beliefs to one side in service of the group
- Be aware of power and privilege and how they might be affecting group dynamics
- Be ready to set and focus on objectives the objectives and outcomes of a group

Before you take a look at the collected methods that can help you facilitate a specific activity, here are some general techniques for successful facilitation by the Council of Europe & European Commission (2014):

TECHNIQUE	WHAT IT IS	HOW TO DO IT
PARAPHRASING	A fundamental listening skill and foundation for many other facilitative listening skills, including mirroring, gathering and drawing people out.	Use your own words to say what you think the speaker said.
GATHERING IDEAS	Build a list of ideas at a fast pace - gather ideas, don't discuss them.	Start with a concise task description (e.g., "For the next 10 minutes, evaluate the pros and cons. First I will ask someone to call out a 'pro' reaction. Then I'll ask for a 'con' and so on. We'll build both lists at the same time.")
DRAWING PEOPLE OUT	Support people to take the next step in clarifying and refining their ideas. It makes the speakers understand that you are with them and that you understand them so far.	Paraphrase the speaker's statement, and then ask open-ended non-directive questions: "Can you say more about that?" or "What do you mean by ...?"
MIRRORING	A formal version of paraphrasing, in which the facilitator repeats the speaker's exact words.	Repeat one sentence exactly, or repeat back key words and phrases if the speaker said more than one sentence.
ENCOURAGING	Creates opportunities to participate without putting anyone on the spot.	"Who else has an idea?" "Is this discussion raising questions for anyone else?" "Let's hear from someone who hasn't spoken for a while." etc.
CREATING SPACE	Signal to quiet members that there is space to speak if they wish.	Observe body language or facial expressions that may indicate their desire to speak. Invite them: "Was there a thought you wanted to express?" "Did you want to add anything?"

2.2 FACILITATION METHODS

01

world café

TYPICAL DURATION

90–150 minutes

GROUP SIZE

12–200+

PURPOSE

Supports inclusive civic dialogue, community consultation, and collective visioning around MIL issues.

HOW IT WORKS

Participants discuss MIL-related questions in small café-style tables. After each round, participants rotate, spreading perspectives across the room.

Questions typically move from:

- personal experience of MIL
- community challenges
- possible collective actions
- The final harvest identifies shared priorities or policy recommendations.

WHAT YOU NEED

- Small tables with paper tablecloths
- Markers
- 2–3 well-crafted civic questions
- Bell/timer
- Visual harvesting wall

READ MORE → <https://www.theworldcafe.com/key-concepts-resources/world-cafe-method/>

02

fishbowl

TYPICAL DURATION

45–75 minutes

GROUP SIZE

10–60

PURPOSE

Creates a safe structure for democratic dialogue on MIL topics (e.g., social media, online identity, digital footprint)

HOW IT WORKS

An inner circle discusses a MIL-related issue (e.g., should social media be banned for underage persons) while the outer circle listens. Participants can rotate into the inner circle, modelling participatory democracy and active listening.

WHAT YOU NEED

- Two chair circles
- Clear discussion prompt
- Facilitator to manage speaking flow
- Optional observer roles (e.g., note democratic behaviours)

READ MORE → <https://www.sessionlab.com/methods/fishbowl>

03

biographical learning

TYPICAL DURATION

2–4 hours
(can be modular)

GROUP SIZE

6–30

PURPOSE

Strengthens the importance of MIL by connecting personal life stories with social participation.

HOW IT WORKS

Participants reflect on moments when they felt empowered or voiceless, included or excluded online, active in their online community. They share stories in pairs or small groups and analyse patterns about participation and barriers.

WHAT YOU NEED

- Safe reflective space
- Timeline templates or paper
- Reflection prompts
- Skilled facilitator (important)

READ MORE → <https://czasopismo.naukiowychowaniu.uni.lodz.pl/article/554750/en>

04

open space technology

TYPICAL DURATION

Half day – full day

GROUP SIZE

20–300+

PURPOSE

Mobilises citizens to self-organise around community priorities and co-create local actions

HOW IT WORKS

Participants propose topics related to MIL (e.g., safe online spaces, peer-learning MIL activities). They create the agenda themselves and host parallel working sessions. Outcomes often include concrete action groups.

WHAT YOU NEED

- Large open room
- Agenda wall
- Topic proposal sheets
- Breakout spaces
- Documentation team

READ MORE → <https://www.openspaceworld.org/wp2/>

05

appreciative inquiry

TYPICAL DURATION

2–4 hours
(or longer summit)

GROUP SIZE

8–100+

PURPOSE

Builds constructive civic engagement by identifying what already works in their online communities, focusing on positive aspects and developing from there

HOW IT WORKS

Participants interview each other about positive experiences of participation in their local online, then co-design improvements using the 4-D cycle:

- Discover (good practices)
- Dream (desired civic future)
- Design (structures for participation)
- Deliver (action commitments)

Especially powerful when communities feel disengaged or cynical.

WHAT YOU NEED

- Interview guides
- Wall space for visioning
- Facilitation of 4-D phases
- Documentation materials

<https://positivepsychology.com/appreciative-inquiry/>

06

design thinking

TYPICAL DURATION

3 hrs – multi-day

GROUP SIZE

4–30

PURPOSE

Supports co-creation of citizen-centred solutions to local challenges through design thinking canvases

HOW IT WORKS

Teams work on MIL-related problems (e.g., youth polarisation, abusing deepfake content) through:

- Empathising with community members
- Defining the challenge
- Ideating solutions
- Rapid prototyping
- Testing with stakeholders

WHAT YOU NEED

- Sticky notes and markers
- Prototyping materials
- User/stakeholder input
- Flexible workspace

Include real stakeholders (municipality, youth council) in the testing phase.

READ MORE → <https://dschool.stanford.edu/resources/design-thinking-bootleg>

07

peer-to-peer learning

TYPICAL DURATION

45–90 minutes

GROUP SIZE

6–40

PURPOSE

Strengthens competencies through horizontal exchange of experiences and practices

HOW IT WORKS

Participants work in pairs or triads to:

- share online engagement experiences
- give feedback on online community initiatives
- co-develop action ideas

The facilitator structures time and reflection.

WHAT YOU NEED

- Clear peer tasks
- Guiding questions
- Time structure
- Feedback templates

READ MORE → <https://eu-jamrai.eu/peer-to-peer-learning/>

08

LEGO® Serious Play®

TYPICAL DURATION

2–4 hours

GROUP SIZE

4–16

PURPOSE

Helps participants explore complex MIL topics (algorithms, viewership, misinformation) through metaphorical modelling

HOW IT WORKS

Participants build models responding to prompts such as: "Build your ideal online community" or "Model online issues to youth expression." Models are shared and later connected into system landscapes.

WHAT YOU NEED

- LEGO® Serious Play® kits
- Certified or trained facilitator
- Tables for building
- Structured question flow

READ MORE → <https://www.lego.com/en-us/seriousplay>

09

role play simulation

TYPICAL DURATION

60–120 minutes

GROUP SIZE

12–40

PURPOSE

Builds understanding of in-person dialogue by letting participants step into various roles

HOW IT WORKS

Participants assume roles (e.g., coworkers, schoolmates, online strangers) and simulate a MIL-related encounter such as:

- A friend falling for an online scam
- A misinformed close relative
- A dynamic online conversation

WHAT YOU NEED

- Role cards
- Scenario brief
- Space for simulation
- Strong debrief questions (always allocate at least 30% of time to debrief)

READ MORE → <https://www.sessionlab.com/methods/role-play>

10

community mapping

TYPICAL DURATION

60–120 minutes

GROUP SIZE

8–40

PURPOSE

Enables participants to analyse their online ecosystem, identify stakeholders, and spot opportunities for action

HOW IT WORKS

Participants create visual maps of their community, identifying:

- Key online sites
- Decision-makers
- Online spaces
- Gaps and opportunities

The process often leads to concrete action planning.

WHAT YOU NEED

- Large paper or wall
- Markers and sticky notes
- Optional printed local maps
- Guiding questions

READ MORE → <https://www.participatorymethods.org/method/community-mapping>

03

games and debrief activities

3.1 INTRODUCTION

The following chapter contains an educational overview of each MIL game presented in the case studies booklet, followed by a premade debrief activity. When planning your activities, consider the educational goals and the ease of use rating of each activity. The chapter also contains hot tips, which will provide you with additional advice on how to plan and implement the activities.

General hot tips:

- It is highly recommended to test the games by yourselves or with your colleagues first.
- Write down notes and questions related to the activity beforehand for a smoother implementation.
- If the players get stuck on a puzzle, consider giving them clues that point in the right direction instead of providing them with the solution immediately.

📁 Games in this chapter

- 3.2.1 Harmony Square - World Café debrief
- 3.2.2 Cat Park - Appreciative Inquiry debrief
- 3.2.3 Cranky Uncle - Biographical Learning debrief
- 3.2.4 The Euphorigen Investigation - Open Space debrief
- 3.2.5 Chronoshift - Fishbowl Debate debrief
- 3.2.6 Escape Fake - Role-play debrief
- 3.2.7 Lizards and Lies - Design Thinking debrief

01

harmony square

TIME TO PLAY

15–20 minutes

EASE OF USE

1/3

ABOUT THE GAME

Play this game with your users if you want them to take on the role of a misinformator. They will be actively involved in creating misleading and manipulative content using tactics like trolling, emotional manipulation and conspiracy theorizing to disrupt the everyday life of a peaceful community.

LEARNING OUTCOMES

- Identify emotional manipulation — recognise emotionally triggering content designed to trigger an emotional response
- Identify polarization tactics — understand social polarization and identify content created to try and turn groups against each other
- Learn to spot bots — identify bots and fake followers created to inflate content popularity

IMPACTS

Recognising emotionally triggering content enables users to think before reacting or sharing.

Recognising polarizing content makes users less likely to participate in online arguments.

Recognising bots enables users to check authenticity of suspicious account profiles.

**DEBRIEF METHOD: WORLD CAFÉ**

See next page for full step-by-step debrief activity →

DEBRIEF ACTIVITY

*Harmony Park World Café***ARRANGE THE SPACE + MATERIALS**

Set up stations (a table and at least two chairs) based on your number of participants. Use tablecloths, snacks and music to create a more relaxed, non-formal atmosphere. Prepare laptops or tablets on the tables. Put markers and a large sheet of paper on each station. Pick a question for each table and write it on each sheet before starting.

STEP 1: INTRODUCTION

Welcome the users and share the agenda: a short online game (individual or pairs), followed by a debrief activity. Ask them to access the [Harmony Square game website](#) on their device.

STEP 2: GAMEPLAY

Tell them they have approximately 20 minutes to finish the game. After that, continue with the debrief activity.

STEP 3: WORLD CAFÉ

When all your users have finished the game, invite them to discuss the questions on their table as a group and write down their answers. Give each table 10 minutes, then rotate tables so each group gives their input at each table

TABLE QUESTIONS

TABLE 1: When was the last time something you saw online made you emotional? What can you do to remain calm and collected while using the internet?

TABLE 2: If your best friend shared a post containing a polarization tactic, would you tell them? How can we communicate these things without risking friendships?

TABLE 3: What are some words or images that instantly attract your attention online? What are some important things to check before clicking such posts?

TABLE 4: How would your opinion of a post change if you found out most of its likes were not from real people? How can you check if a user might be a bot?

STEP 4: HARVESTING

Each table should present the answers to their questions. Hot tip: Rotate the tables one last time, so the users end up at their starting table, where they were probably the most active. Bring the tables together and have each user circle and share an answer or tip that changed their way of thinking the most.

02

cat park

TIME TO PLAY

15–20 minutes

EASE OF USE

1/3

ABOUT THE GAME

Play this game with your users if you want them to take on the role of a media manipulator. They will experience how disinformation is created by using sensationalism, scare tactics, and polarizing narratives to sabotage a peaceful park project.

LEARNING OUTCOMES

- Improve visual media literacy — recognise visual content designed to evoke negative emotions
- Identify clickbait strategies — spot sensational or misleading headlines designed to capture attention
- Improve self-reflection — think critically before sharing potentially harmful content

IMPACTS

Recognising provocative visual content enables users to become more emotionally resilient online. Recognising clickbait improves browsing skills and directs users toward verified content.

Understanding the negative impact of unchecked sharing challenges users to become more self-reflective.



DEBRIEF METHOD: APPRECIATIVE INQUIRY

See next page for full step-by-step debrief activity →

DEBRIEF ACTIVITY

*Cat Park Appreciative Inquiry***ARRANGE THE SPACE + MATERIALS**

Set up stations (a table and at least two chairs) and a central table. Use music to create a relaxed, non-formal atmosphere. Prepare laptops or tablets on the tables. Put markers and a large sheet of paper on the central station. Write "What would a peaceful online community look like? How would people communicate there?" on the sheet, leaving enough space around it for user input.

STEP 1: INTRODUCTION

Welcome users, share the agenda: they'll be playing a short online game, preferably in pairs, followed by a debrief activity. Ask them to access [Cat Park website](#) on their device. Hot tip: Check if the game is available in your local language for a better ease of use.

STEP 2: GAMEPLAY

Let the game begin - tell them they have approximately 20 minutes to finish the game. After that, you will continue with the debrief activity.

STEP 3: APPRECIATIVE INQUIRY - 4 PHASES

Discover	In pairs, ask each other: "When was the last time you saw a positive, helpful conversation online? How did the people treat each other?" Give at least 5 minutes, then share stories with the group.
Dream	Join at the central station. Read the question together and have participants write their answers on the sheet. Try to fill it as much as possible.
Design	Use the answers as inspiration to create a poster for an "online code of conduct" — rules and advice on how to act respectfully in your online community. Provide markers, colored pencils and a big sheet of paper. Let them know the poster will be hung up in the library.
Deliver	Have each participant write one personal commitment on a sticky note — how will they help their online community be more peaceful? Collect the sticky notes on a "commitment wall." Ask for examples that are as concrete as possible.

STEP 4: HARVESTING

Hang up the poster. Invite everyone to look at the commitment wall. End with a discussion: "How would the outcome of the game change if the online community created a similar code of conduct?" "What is something that happened in the game that stayed with you?"

03

cranky uncle

TIME TO PLAY

10–15 min / technique

EASE OF USE

1/3

ABOUT THE GAME

Play this game if you want users to learn about the rhetorical techniques used to mislead and manipulate with misinformation. The “Cranky Uncle” character uses science denial tactics, allowing users to practice identifying these techniques in a fun and controlled environment.

LEARNING OUTCOMES

- Identify misinformation tactics — learn the FLICC framework (Fake experts, Logical fallacies, Impossible expectations, Cherry-picking, Conspiracy theories)
- Develop critical thinking — recognise when logic and facts are being manipulated in both online and real-life arguments
- Improve scientific literacy — recognise misinformation patterns used to discredit scientific facts

IMPACTS

Users become more perceptive and resilient when encountering misinformation online or in real life.

Users become more capable of navigating difficult situations with people similar to Cranky Uncle.

Users can distinguish factual scientific data from misinformation on sensitive topics like climate science.



DEBRIEF METHOD: BIOGRAPHICAL LEARNING

See next page for full step-by-step debrief activity →

DEBRIEF ACTIVITY

*Cranky Uncle Biographical Learning***ARRANGE THE SPACE + MATERIALS**

Set up work stations (a table and at least two chairs). Prepare laptops or tablets. Put markers and sheets of paper on each workstation. Use music for a relaxed atmosphere.

STEP 1: INTRODUCTION

Welcome users, share the agenda: they'll be playing a short online game, preferably in pairs, followed by a debrief activity. Ask them to access the [Cranky Uncle game website](#) on their device.

Hot tip: Check if the game is available in your local language for a better ease of use.

STEP 2: GAMEPLAY

Let the game begin - tell them they have approximately 20 minutes to finish the game. After that, you will continue with the debrief activity.

STEP 3: BIOGRAPHICAL LEARNING**Individual work**

- When all your users have finished the game, have them grab some paper and a marker. They'll start the debrief by drawing their communication map, which should be done individually.
- Participants should place themselves in the center of the paper. Now instruct them to add key figures they get their information from. Hot tip: Emphasize they should think of various people from their family, school, friends and acquaintances and media personalities.
- Now ask them to identify one person in their life that reminds them of Cranky Uncle - someone who uses the FLICC techniques they learned about in the game.

Working in pairs

Participants pair up and tell their partner about their personal Cranky Uncle figure. Then discuss the following prompts:

- How long have you known your Cranky Uncle figure? How does it feel communicating with them?
- Has a relationship of yours ever suffered due to a disagreement over facts? Were any FLICC techniques used during the disagreement?
- Were you ever a Cranky Uncle to someone? What was your motivation at the moment?

Individual and group reflection

Participants write a letter to their Cranky Uncle figure. They won't be sending the letters — this is an opportunity to write down a memory of an interaction that contained misinformation or FLICC techniques. Then they find a new partner and share how they felt, and something they would like to tell their Cranky Uncle.

04

the euphorigen investigation

TIME TO PLAY

50 minutes

EASE OF USE

2/3

ABOUT THE GAME

Play this game with your users if you want them to do an Escape Room style activity with the primary aim of experiencing being fooled. Users will navigate misleading charts and headlines, deepfake images and videos, and bot accounts to discover a trusted scientist's report on the safety of the fictional pharmaceutical cure Euphorigen.

LEARNING OUTCOMES

- Identify AI-generated visual content — learn to spot deepfakes and AI-generated videos used to trick people various fraud schemes and endorse false claims
- Detect data manipulation — analyze how scientific data can be manipulated and misrepresented to market a potentially harmful product
- Think about sharing misinformation — reflect on the consequences of sharing without validating information before sharing

IMPACTS

Recognizing AI-generated content will help users become less likely to be deceived by visual content created to mislead.

Improving data manipulation detection skills will help users distinguish between graphs used to exaggerate or conceal information.

Reflecting on the consequences of sharing misinformation will help users become more mindful, validating sources before sharing.



DEBRIEF METHOD: OPEN SPACE

See next page for full step-by-step debrief activity →

DEBRIEF ACTIVITY

*Euphorigen Open Space***ARRANGE THE SPACE + MATERIALS**

Create a large open circle of chairs for the marketplace. Designate stations (tables or corners) and label them with numbers or colors. Use a large whiteboard or poster as your Bulletin Board. Put sticky notes, markers and large sheets of paper at each station. Print out, cut and prepare the materials for [The Euphorigen Investigation](#).

STEP 1: INTRODUCTION

Welcome users, form groups of 3–5 people. Share the agenda for today: they'll be playing an escape room style game, followed by a debrief activity

STEP 2: GAMEPLAY

Let the investigation begin. After that, continue with the debrief activity. Hot tip: Use a timer to record finishing times and make the activity more competitive. May the fastest group win! Be ready to help the groups with certain puzzles - use the [guide](#) to make their gameplay as smooth as possible.

STEP 3: OPENING THE CIRCLE (THE MARKETPLACE)

Invite everyone into the central circle. Present today's theme: 'Staying Safe on the Internet'. Ask: "Based on the game, what specific topic or question related to misinformation do you want to explore further?" Anyone with a topic writes it on a sticky note, announces it, and sticks it on the Bulletin Board.

Hot tip: Prepare some questions and topics beforehand in case your group needs external motivation to start

SUGGESTED STARTER QUESTIONS

"What's the best way to teach our grandparents to spot misinformation?"

"Which steps should we take to validate online information?"

"How do we know which online expert to trust?"

DEBRIEF ACTIVITY

*Euphorigen Open Space***STEP 4: THE BREAKOUT STATIONS**

Users “vote with their feet” by moving to the topic that interests them most. There are no moderators - the person who proposed the topic ensures notes are taken on the large sheets of paper. Remind them of the Law of Two Feet: if you feel you are no longer learning or contributing, move to another station.

STEP 5: THE GALLERY WALK

Once the sessions end, the large sheets of paper from each station are hung on the walls. Everyone walks around to see the outcomes of conversations from other groups.

STEP 6: CLOSING CIRCLE

Return to the large circle and ask:

- “What is something you thought of while playing the game?”
- “What is one thing you learned from today that wasn’t in the game?”
- “Which of the topics from the debrief interested you the most?”
- “How would you present the topic in your class?”

05

chronoshift

TIME TO PLAY

30–45 minutes

EASE OF USE

2/3

ABOUT THE GAME

Play this game with your users if you want them to explore the unintended consequences of using AI 'just for fun'. In this "time-travel" themed escape room game, players must fix the timeline impacted by a harmless prank, learning how small changes in information can alter the present, usually for the worse.

LEARNING OUTCOMES

- Identify the impact of AI in everyday life — learn how AI can have negative effects when used irresponsibly, even as a harmless joke
- Understand the spreading of misinformation — recognize actors and channels involved in spreading misinformation and the channels they usually use
- Become a messenger of truth — recognize the importance of sharing only verifiable information, without hurting anyone or causing negative consequences.

IMPACTS

Understanding that even a harmless AI prank can cause real distress develops a better understanding of the importance of protecting online privacy.

Recognizing the spread of misinformation helps users become more aware of verified information and trusted sources.

Using online tools mindfully empowers users to become role models, spreading awareness of using trusted sites and verifying online information.



DEBRIEF METHOD: FISHBOWL DEBATE

See next page for full step-by-step debrief activity →

DEBRIEF ACTIVITY

*The Chronoshift Fishbowl Debate***ARRANGE THE SPACE + MATERIALS**

Set up work stations (a table and 3–4 chairs). Prepare the Fishbowl area, an inner circle of 4–5 chairs facing each other, and the Observer area, the outer circle of remaining chairs around the Fishbowl. Print out, cut and prepare the materials for [The Chronoshift](#). Write down the questions for the debate (see below).

STEP 1: INTRODUCTION

Welcome users, form groups of 4–5 people. Share the agenda for today: they'll be playing a time-travel escape game, followed by a debrief activity

STEP 2: GAMEPLAY

Let the time traveling begin: tell them they have approximately 45 minutes to finish the game. After that, continue with the debrief activity.

Hot tip: Use a timer to record finishing times and make the activity more competitive. May the fastest group win!

Be ready to help the groups with certain puzzles - use the guide to make their gameplay as smooth as possible.

STEP 3: FISHBOWL DEBATE

The goal is a respectful conversation between participants in the Fishbowl area. Questions will be issued by the moderator (that's you!). Explain the tap-in rule: if an observer wishes to join the debate, they tap a participant in the Fishbowl area on the shoulder and switch chairs.

DEBATE QUESTIONS

"In the game, we 'fixed' history. But who should decide what the 'correct' version of history is?"

"If you could delete a piece of misinformation from the internet, but it meant erasing a real historical record, would you do it?"

"Have you ever been part of a similar prank? Were you the prankster or the victim? How did partaking in the prank make you feel?"

"What are some steps anyone can take to prevent such pranks from happening?"

STEP 4: HARVESTING

End the debate and bring everyone back into one large circle. Ask: "Did anyone change their mind during the debate? What made you change your mind?" "How did you react when listening to or debating with someone with a different point of view?"

06

escape fake

TIME TO PLAY

30–90 minutes

EASE OF USE

2/3

ABOUT THE GAME

Play this game with your users if you want to turn your media literacy activity into an immersive experience. Using Augmented Reality (AR), users interact with a hacker from the future who guides them through puzzles to debunk fake news stories and prevent a dystopian future.

LEARNING OUTCOMES

- Identify algorithms and filter bubbles — learn how AI-driven personalization prioritizes views over truth, limiting their exposure to contradicting viewpoints and increasing polarization
- Understand the importance of data verification — spot manipulated content and verify online sources. Learn reverse image searching to further discern whether or not visual media has been manipulated
- Become more cyber secure — learn protective measures for digital identity and personal information

IMPACTS

Understanding differing viewpoints will reduce social polarization and make users more open to different perspectives.

Improving habits of checking online sources will help users become more mindful when browsing for information.

Protecting their digital identity will lower the risk of becoming victims of identity theft, phishing, and similar online threats.

**DEBRIEF METHOD: ROLE-PLAY**

See next page for full step-by-step debrief activity →

DEBRIEF ACTIVITY

*The Escape Fake Role-play***ARRANGE THE SPACE + MATERIALS**

Set up work stations (a table and 2 chairs). Print and arrange the [Escape Fake game markers](#) according to the instructions (either on the floor or on a wall). Hot tip: Printing the markers in an A3 format will help facilitate the gameplay, but it'll need more room.

Set up tablets on the desks. Hot tip: This game requires a tablet or phone with a camera and the Escape Fake app, so be sure the app is downloaded before you begin.

Write down the role-play prompts (provided below) on index cards and set them on the work stations.

STEP 1: INTRODUCTION

Welcome users and share the agenda for today : they'll be playing an augmented reality escape room game, preferably in groups of 2-3 people, followed by a debrief activity

STEP 2: GAMEPLAY

Let the game begin.

Hot tip: The game has three escape room scenarios. Have your groups rotate between them to prevent overcrowding and miscommunication.

Be ready to help the groups with certain puzzles.

STEP 3: ROLE-PLAY**3.1: SETTING THE RULES**

- The goal of the activity is a simulated conversation between pairs using the role-play prompts on their work station.
- Remind users to be respectful: role-play doesn't mean you can say anything you want.
- Have pairs rotate work stations after each conversation, so everyone can experience every role-play situation.

DEBRIEF ACTIVITY

*The Escape Fake Role-play***3.2: ROLE-PLAY PROMPTS****Prompt 1: Nephew and Uncle**

A nephew and uncle are watching a TV report on the expedition to the moon.

UNCLE: Doesn't trust mainstream media, gets most of his information from Youtube. Thinks the moon expedition is a hoax.

NEPHEW: Wants to help his uncle by verifying information using reverse image search and browsing for objective sources.

How do you tell him his beliefs might be untrue without hurting his feelings?

Prompt 2: Alex and Harper

Two friends are talking about their favourite TikTok influencers. One of them is just about to share a viral video about the town mayor causing a minor traffic accident which is obviously a deepfake.

ALEX: Obsessed with doomscrolling, doesn't read the news, shares anything their favourite content creator posts without thinking.

HARPER: Doesn't use social media but is very critical of the world around them. Wants what's best for their friend.

How do you convince them the video is a deepfake when their favourite creator posted it and all their friends are sharing it?

Prompt 3: Grandmother and Grandchild

A grandmother is telling her grandchild she's about to send an enormous amount of money to a very famous celebrity who claims to be in love with her.

GRANDMOTHER: Lonely, wealthy, not very good with the internet.

GRANDCHILD: Loves their grandmother but gets nervous when she uses the internet too frequently.

How do you convince her she is the target of a scam and keep her safe from similar threats in the future?

STEP 4: HARVESTING

End the role-play simulations. Ask: "How did you feel during the simulations? Which one was the hardest? Have you ever experienced a similar situation in real life? How did it go?"

07

lizards and lies**TIME TO PLAY**

180 minutes

Hot tip: we suggest several sessions to finish this one

EASE OF USE

3/3

ABOUT THE GAME

Play this game with your users if you want them to explore the world of conspiracy theories by playing a card battler board game. Users will take on the roles of stoppers and spreaders of misinformation, using cards to simulate the online conflict of fact-checking versus the spread of lies.

LEARNING OUTCOMES

- Understand online misinformation flow — gain insight on how quickly misinformation spreads compared to factual information, often supported by algorithms, confirmation biases and the echo chamber effect.
- Identify conspiracy theories — spot conspiracy theories often present during times of crisis and uncertainty, connecting them with topics like social identity and a need for belonging and control
- Develop cyber security — learn to detect and defend against harmful online attacks such as unauthorized access, theft or damage

IMPACTS

Understanding how misinformation flows online makes users more resilient and able to detect it before sharing.

Identifying conspiracy theories helps users become more aware of echo chambers and confirmation biases and better equipped and more empathetic when communicating with conspiracy theory believers.

Becoming more cyber secure helps users detect potential online threats and protect their digital identity.

**DEBRIEF METHOD: DESIGN THINKING**

See next page for full step-by-step debrief activity →

DEBRIEF ACTIVITY

*Lizards and Lies Design Thinking***ARRANGE THE SPACE + MATERIALS**

Set up work stations (a table and 4 chairs). Print and cut out the [Lizards and Lies board game](#).

Set up the game boards, player aids and all four card decks on each table.

Hot tip: Watch the [Youtube rules tutorial](#) for a smoother facilitation process.

Bring some classic board games (Monopoly, Uno, Memory, Snakes and Ladders) from your library to use as inspiration for your design thinking process. Prepare some sheets of paper, markers and sticky notes for the design thinking activity, as well as harder cardboard sheets or boxes and scissors.

STEP 1: INTRODUCTION

Welcome users and share the agenda for today: they'll be playing a card battler board game simulating the spreading and stopping of misinformation, either in pairs or groups of 4.

Take some time to go over the rules for playing the game.

Hot tip: Use instruction check questions (ICQs) to check understanding, for example: "How many rounds does the game last?" "What can you do on your turn?"

STEP 2: GAMEPLAY

Let the game begin. Be prepared to offer help and rules verification.

Ask them: "What was your favourite part of the game?" "What do you think the game wanted to show you?" "What was something you learned by playing the game?"

STEP 3: DESIGN THINKING**3.1 SETTING THE RULES**

- When the users have finished playing the game, have them put away the board game and present the next activity.
- The goal of the activity is solving problems and or questions in a creative way.
- Your users will design a product (in this case, a board game) that will meet the needs of its users. We suggest the users tackle any topic connected to media and information literacy.
- Have the users form groups of up to 4 people and invite them back to the work stations.

DEBRIEF ACTIVITY

Lizards and Lies Design Thinking

3.2 THE ACTIVITY - 4 STEPS

Research

Users pick a target group and a MIL topic they want to base their board game on (e.g. becoming more cyber secure, preventing the spread of misinformation, etc.).

Hot tip: The more concrete the target groups and topics, the easier it will be to tackle the activity (e.g. helping retirees aged 65+ understand and protect their digital identity).

Invite them to do research on their chosen target groups and topics.

Ideation

Users pick a classic board game and brainstorm ideas on how to use it to present their topic to the target group. Invite them to use markers, sticky notes and paper to write down their ideas.

At the end of this step, users present their ideas and receive feedback.

Prototyping

Users combine their ideas and produce a prototype of their board game. Hot tip: Remind them this is not the final product yet - a prototype is the first test of their game.

Use cardboard, scissors, paper and markers to create cards, boards and figurines.

Testing

Users test the prototype of their board game by playing it. Invite them to write down feedback that might help develop the prototype.

Hot tip: If you have time, have each group test each prototype for more feedback.

Ask the groups to report on their work process, then have them write down the next steps if they want to continue with their work.

STEP 4: HARVESTING

Ask: "Which part of the design process felt the most fun?" "How does your game present a MIL topic or issue?" "How does the game challenge the player's critical thinking?"

04

further MIL resources

Here are some field-tested frameworks, toolkits, and platforms developed or funded by the European Union. These resources are specifically designed for formal and non-formal educational settings, including schools, public libraries, and youth centers.

1. OFFICIAL EU REPOSITORIES & POLICY FRAMEWORKS

European Framework for the Digital Competence of Educators: DigCompEdu

<https://publications.jrc.ec.europa.eu/repository/handle/JRC107466>

Developed by the European Commission's Joint Research Centre, DigCompEdu describes 22 competences across six areas, directed at educators at all levels. Rather than focusing on specific tools, the framework addresses how educators can use digital technologies in a pedagogically sound way, including helping learners develop critical literacy and navigate disinformation. A self-assessment tool (SELFIEforTEACHERS) is available in all 24 EU languages.

Guidelines for teachers to foster digital literacy and tackle disinformation

<https://education.ec.europa.eu/focus-topics/digital-education/actions/plan/guidelines-for-teachers-to-foster-digital-literacy-and-tackle-disinformation>

Designed for teachers with little or no prior experience with digital literacy or disinformation, these guidelines offer practical tips, lesson plans on critical thinking and generative AI, and advice on discussing deceptive content. The updated 2026 version adds sections on social media influencers, pre-bunking, and recommendations for school leaders. The framework and glossary are useful reference points for library facilitators too.

EU Learning Corner

https://learning-corner.learning.europa.eu/index_en

The EU Learning Corner is the Commission's centralized educational hub offering games, competitions, activity books, and teaching materials organized by age group and theme. It includes a dedicated section on tackling disinformation and promoting digital literacy. All content is available in all 24 EU languages.

EC Library Research Guides

<https://ec-europa-eu.libguides.com/media-literacy>

A curated collection of policy backgrounds, definitions, and literature on European media literacy, maintained by the European Commission's library. Useful as a reference and reading list for facilitators wanting to ground their sessions in EU policy frameworks and academic research.

2. EU-FUNDED TOOLKITS & PROJECT MATERIALS

Get Your Facts Straight! Toolkit

<https://digital-skills-jobs.europa.eu/en/learning-space/resources/media-literacy-toolkit-educators-and-training-providers>

An Erasmus+ toolkit providing a 10-hour media literacy training course on social media disinformation, targeting 14–16 year-olds as well as parents and grandparents. It can be delivered in schools and non-formal settings including libraries and NGOs, across three structured modules. Open educational resources are included, available in eight European languages.

Media Literacy Case for Educators (MLCE)

<https://repository.ifla.org/items/3949f571-3f27-4e99-96cf-f41b92d57d05>

<https://tacticaltech.org/news/latest/media-literacy-resources-for-educators/>

A joint initiative by Tactical Tech and the International Federation of Library Associations (IFLA) focusing on creative, library-led interventions for teenagers. The IFLA repository link provides open-access pedagogical materials developed specifically for library professionals working with young people.

RECLAIM Project Toolkit

<https://tepsa.eu/analysis/reclaim-toolkit-for-media-literacy/>

Funded under Horizon Europe, this toolkit offers structured sessions with ready-to-use pedagogical slide decks for librarians and community leaders. Its civic education approach makes it a useful complement to game-based methods.

TeaMLit Network Hub

<https://media-and-learning.eu/project/teamlit/>

An EU-supported project led by the Media & Learning Association that aggregates verified resources and pilots training methodologies for MIL educator trainers. Particularly useful for library trainers seeking peer exchange opportunities and professionally vetted resources.

3. OPEN-ACCESS MULTI-COUNTRY COMPILATIONS**Europeana for Educators**

<https://www.europeana.eu/it/educators>

Europeana Classroom offers learning scenarios, lesson plans, and cross-curricular materials at all education levels, including non-formal settings, with media literacy as one of its core themes. The platform draws on millions of digitized cultural heritage objects from across Europe, enabling culturally grounded media literacy activities that connect local heritage with critical thinking skills.

EPALE Resource Centre

<https://epale.ec.europa.eu/en>

EPALE is a multilingual, open-membership platform funded by the European Commission under Erasmus+, covering adult learning across formal, non-formal, and informal settings. Its resource centre includes good practices, project outcomes, and a Partner Search Tool for connecting organisations across the EU. A useful space to discover peer practices, share ESC-MISINFO pilot experiences, and find future project partners.



05

glossary

The following terms are used throughout this document:

AUGMENTED REALITY (AR)

Technology that overlays digital content (images, text, sounds) onto the physical world, typically through a smartphone or tablet camera. Used in games such as Escape Fake to create immersive, interactive experiences.

DEBRIEF / FACILITATED DEBRIEF

A structured discussion session that takes place after a game or activity, guided by a facilitator. The debrief helps participants reflect on their experience, connect it to real-world contexts and consolidate learning.

DISINFORMATION

False information that is deliberately created and spread with the intention to deceive or cause harm. Disinformation is distinguished from misinformation by the element of intent.

ESCAPE GAME / ESCAPE ROOM

A game format in which players must solve a series of puzzles or challenges within a set time limit to 'escape' a scenario. Escape games can be physical (set up in a room) or digital (played online).

FILTER BUBBLE / ECHO CHAMBER

Two related but distinct phenomena that limit exposure to diverse information online. A filter bubble arises when platform algorithms curate content based on a user's past behaviour, progressively narrowing the range of viewpoints they encounter. An echo chamber describes an environment — shaped by both algorithms and personal choices — in which people mainly engage with content and communities that reinforce their existing beliefs. Both phenomena can increase susceptibility to misinformation by reducing exposure to alternative perspectives and critical counter-voices.

FLICC FRAMEWORK

A taxonomy of five key techniques used in science denial and disinformation: Fake Experts, Logical Fallacies, Impossible Expectations, Cherry Picking, and Conspiracy Theories. Developed by John Cook.

GAMIFICATION

The use of game-design elements (points, challenges, rules, narrative) in non-game contexts — including education — to increase engagement and motivation.

INOCULATION THEORY

A psychological framework that holds that people can be made resistant to persuasion and manipulation by being pre-emptively exposed to weakened forms of misleading arguments — much like a medical vaccine.

MAGIC CIRCLE

A concept in game studies referring to the psychological 'space' created by a game in which special rules, behaviours and meanings apply. Important for designing learning experiences in which participants feel safe to experiment.

MALINFORMATION

Information that is based on reality but is used to inflict harm on a person, organisation or country (e.g. leaks, harassment, hate speech).

MEDIA AND INFORMATION LITERACY (MIL)

A set of competencies that allows people to effectively access, analyse, evaluate, use and create information across all media and formats. Defined by UNESCO as a combination of media literacy and information literacy.

MISINFORMATION

False or inaccurate information, regardless of intent. Misinformation may be spread by people who genuinely believe it to be true.

NON-FORMAL LEARNING

Organised educational activities that take place outside the formal school or university system. Non-formal learning is typically voluntary, flexible and learner-centred.

PREBUNKING

A proactive approach to countering misinformation that aims to build resistance before people encounter false or misleading content. Rather than correcting misinformation after the fact (debunking), prebunking exposes people in advance to the techniques and strategies used to manipulate information — weakening their persuasive effect. Prebunking is closely related to inoculation theory, which provides its psychological foundation.

06

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thank you for reading

This toolkit is a living resource. We encourage you to adapt, remix and share these methods in your own library context. Together, we can help young people escape misinformation.

PROJECT PARTNERS



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