



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 would 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.

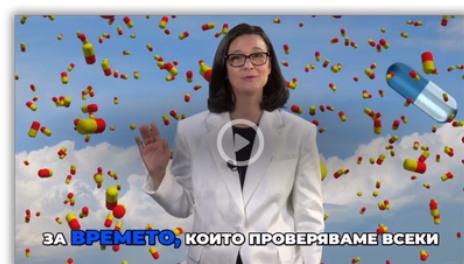
This is our main support during the session, designed to make learning engaging.

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.



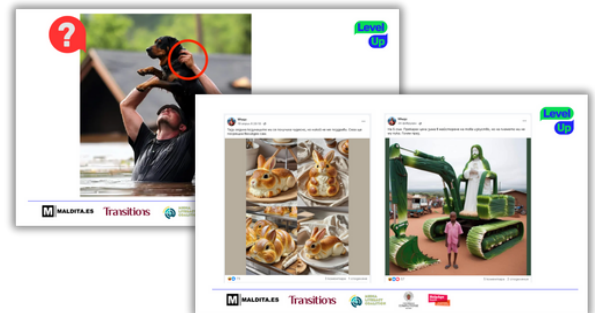


Each thematic module includes the following elements:

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.

Activity



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 take **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 create 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 critically, 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 appears 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)

Level Up

DISINFORMATION IN 2025

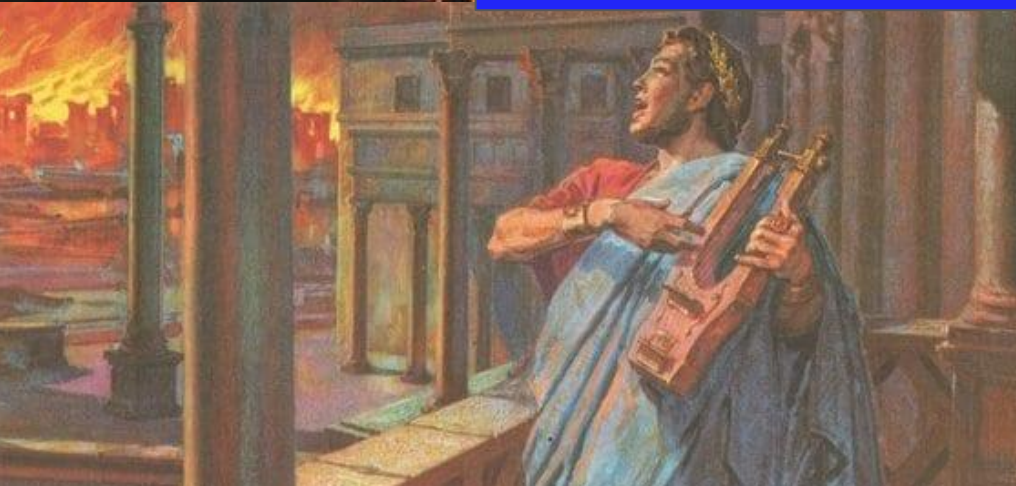




Now we know that
Nero did not set fire to
Rome



Nero did not set fire to Rome



Misinformation has always existed...

Misinformation has always existed...

...Do you know any other famous cases of misinformation?

The big difference is that we have gone from this...



To this...



WHATSAPP: A black hole



↔ Reenviado muchas veces

- En España, **el 79% de la población la ha utilizado en la última semana.**
- **27% la utiliza para informarse** (el país europeo que la utiliza más) > pérdida del origen de la información.
- **Messages are encrypted**, making it more difficult to monitor hoaxes.
- **High potential for virality:** the double-arrow symbol indicates that the content has been forwarded on WhatsApp five or more times. This content is three times more likely to be identified as potential misinformation.



TYPES OF "POPULAR HOAXES"



EL PAÍS

NOTICIAS CULTURA LA OTRA CRÓNICA

INFORME ESPECIAL: la última inversión de Risto Mejide asombra a los expertos y aterroriza a los grandes bancos

Ya hay españoles que se están embolsando millones de euros desde sus casas gracias esta "laguna dorada" - ¿Pero es legal?

Otras Fuentes

EL COMERCIO

Levante

dm

ABC

EL PAÍS



Risto Mejide ha revelado una nueva inversión hasta ahora secreta que está haciendo ricos a cientos de españoles.

(El Mundo)

Risto Mejide Roldán es un presentador de televisión, publicista y escritor español que se dio a conocer como jurado del concurso Operación triunfo en 2006. Tuvo mucho éxito entre sus últimos proyectos destaca como jurado del programa Got Talent España de la cadena Telecinco, y en Cuatro como presentador de Chester y Todo es mentira.

IMPERSONATING MEDIA OUTLETS

EMERGENCY



➡ Reenviado

OJO!!!!!!

Van a subir unas fotos del Volcán de Chillan por Whatsapp. El archivo se llama Erupcion en chillan chile , no las abras ni veas, te jaquea el teléfono en 10 segundos y no se puede detener de ninguna manera. Pásale el dato a tus familiares y amigos.

NO LO ABRAN... 🤖

22:31

SATIRE



Level
Up



FAKE QUOTES



SCAMS



→ ↻ 🔒 iasdu.info/2019/09/geekdad-review-dyson-v11-cordless-vacuum-... 🔍 ☆


Enhorabuena!!

Consigue una bonita Dyson V11 en la cadena de descuentos Lidl International La cadena Lidl lanza un nuevo concurso. Estamos regalando 500 Dyson V11 fabricada por líderes del mercado como Dyson.

Para mejorar la experiencia del cliente en nuestras tiendas, por favor participe en nuestra breve encuesta y responda a tres preguntas. En A cambio, puede elegir una aspiradora fabricada por un líder mundial en el mercado!

The page URL (iasdu.info) is not the official Lidl site (lidl.es) nor the Dyson brand site (dyson.es).

In the text, we can see there are errors.





HOW CAN WE TELL IF SOMETHING IS A HOAX?



THINGS TO PAY ATTENTION TO



THE SOURCE

WHO IS PUBLISHING IT?

**PAY ATTENTION TO INFORMATION
THAT HAS NO SOURCE OR THAT I
CANNOT TRACE BACK TO ITS ORIGIN**

FINDING THE SOURCE IS NOT ALWAYS EASY

PAY ATTENTION TO THE URL OR LINK

A URL is where something is
stored on the Internet.





THE SOURCE



¿PORQUE LOS INFARTOS OCURREN MÁS A MENUDO EN EL BAÑO?

ESTO FUE ESCRITO POR UN PROFESOR DE MEDICINA DE LA UITM EN MALASIA QUIEN ACONSEJA QUE LA GENTE NO DEBE EMPEZAR MOJÁNDOSE LA CABEZA Y EL CABELLO CUANDO SE DUCHEN PORQUE ESTO ES UNA SECUENCIA INVERSA. ESTO CAUSA QUE EL CUERPO TRATE DE AJUSTAR SU TEMPERATURA MUY RÁPIDAMENTE POR NUESTRA CONDICIÓN DE "SANGRE CALIENTE". AL HACER ESTA SECUENCIA INCORRECTA, LA SANGRE AUMENTA SU VELOCIDAD PARA LLEGAR MÁS RÁPIDAMENTE A LA CABEZA PARA COMPENSAR LA DIFERENCIA DE TEMPERATURA ? LO QUE EVENTUALMENTE PUEDE CAUSAR

It doesn't say what the source is

It doesn't exist: nobody has said this

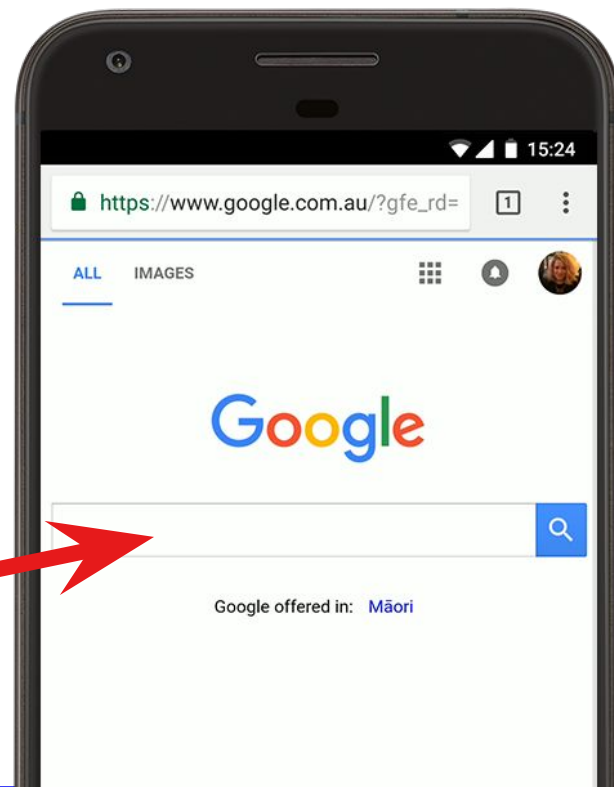
I can't click on any LINK / URL

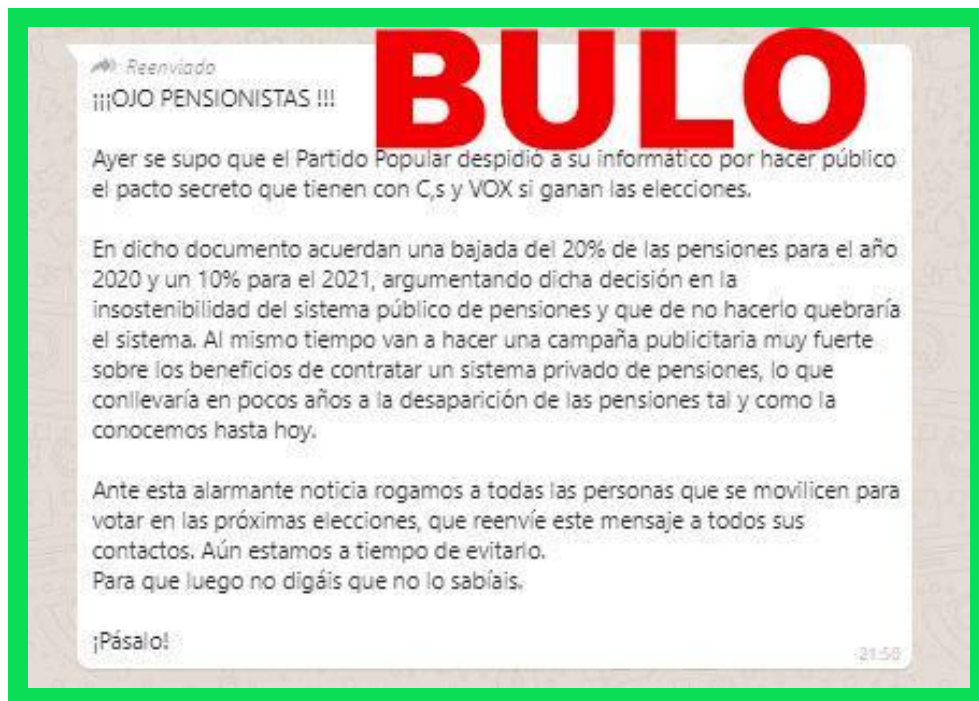
THE SOURCE

**Level
Up**

I DOUBLE-CHECK!

**I SEARCH THE INTERNET
TO SEE WHERE THE
INFORMATION COMES
FROM AND VERIFY IT WITH
OTHER RELIABLE
SOURCES.**





CHECK THE SOURCE

NO OFFICIAL SOURCE

NO DATE PROVIDED



THE SOURCE





FULL TEXT



FULL TEXT



NEVER JUST STICK TO THE HEADLINE

**MANIPULATING HEADLINES IS
ANOTHER FORM OF MISINFORMATION
YOU SHOULD READ THE FULL TEXT**




FULL TEXT



TITULAR



Gonzalo Miró comunica la última hora
del estado de salud de Amaia Montero:
"Cada vez queda menos"

 La Vanguardia · 23h





FULL TEXT



**But when we
read the
news...**



El último en hablar con la prensa ha sido Gonzalo Miró, expareja y amigo de la cantante, quien confía que Amaia vuelva muy pronto a los escenarios. "Cada vez queda menos", asegura, aunque sin aventurarse a dar una fecha exacta. "Yo creo que es evidente que está muchísimo mejor y que volveremos a ver su mejor versión, yo creo que de aquí poquito. No quiero ser yo el que ponga fecha porque no es mi trabajo, pero ya veréis como la vemos bien encima de un escenario", explica a *Europa Press*.

BUENAS NOTICIAS

Gonzalo Miró comunica la última hora del estado de salud de Amaia Montero: "Cada vez queda menos para volver a los escenarios"

- La expareja y amigo de la cantante asegura que Amaia retomará pronto su actividad profesional y que "volveremos a ver su mejor versión"



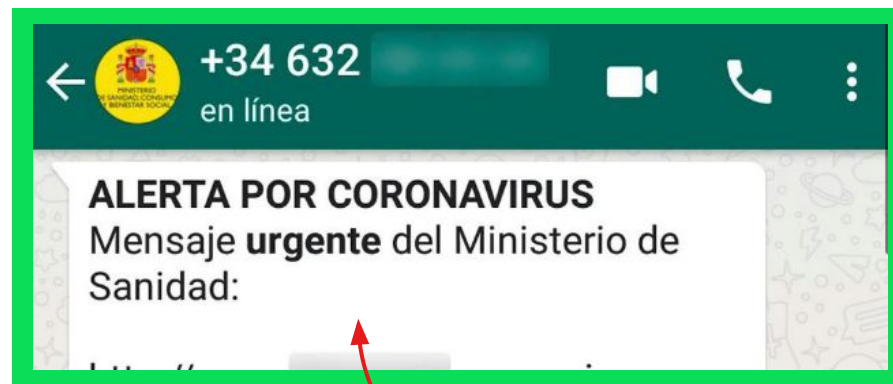
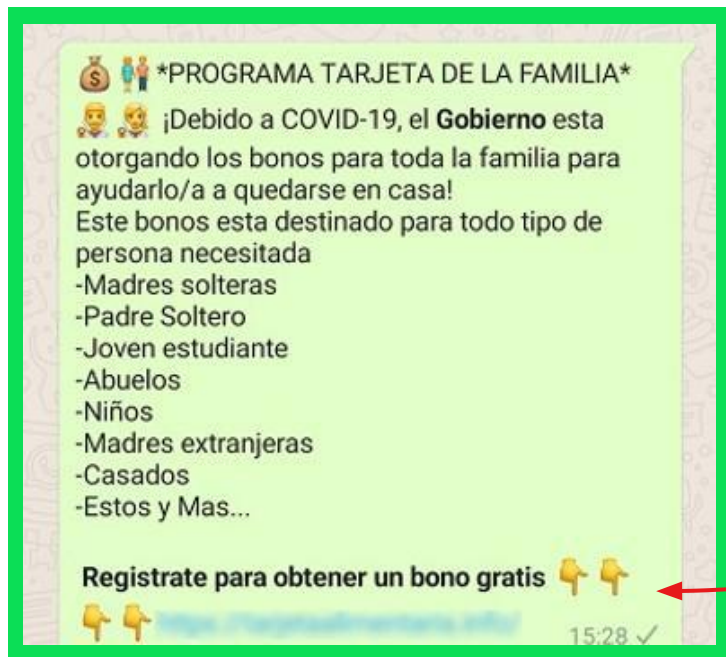
Amaia Montero ha publicado la misma foto dos veces sin más contexto. (Instagram)



THE LANGUAGE

! THE LANGUAGE

Level
Up



**ALERT!!
URGENT!!**

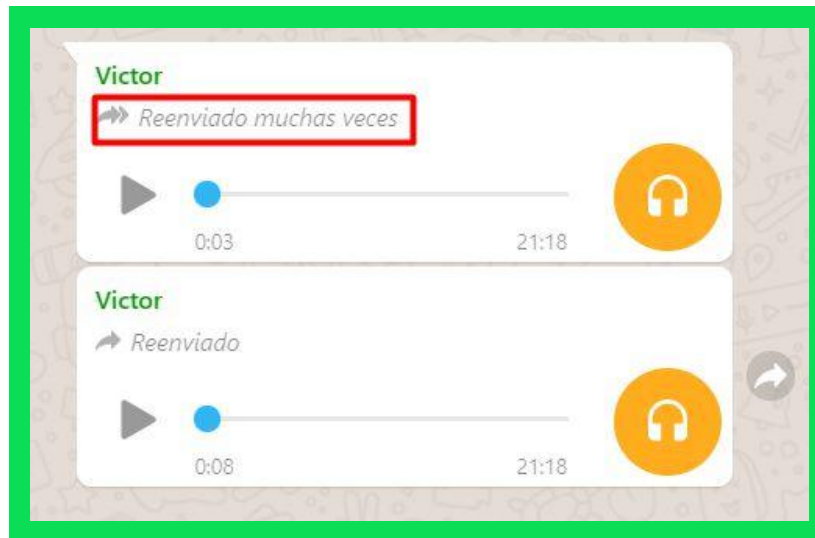
EMOJIS :) :(



FORWARDED

! FORWARDED

Level
Up





FORWARDED



**JUST BECAUSE A PIECE OF
INFORMATION IS SHARED
WITH US BY A FAMILY
MEMBER OR FRIEND
DOESN'T MEAN IT'S TRUE**



DEBATE



- **How do you feel when you see the video about spaghetti growing on trees? Does it seem believable to you? Why or why not?**
- **Why do you think so many people believed the spaghetti video when it was first aired?**

- **Do you think it is easier or harder today to detect false information than back then? Why?**
- **What role do emotions play when we decide whether to believe something we see in the news or on the Internet?**

- **Have you ever shared something on the Internet or heard something from a friend that later turned out to be untrue? What made it convincing at first?**

BBC

'Spaghetti growing on trees' - are we too wary of an April Fool's prank?

1 April 2025

Share < Save

Ian Aikman
BBC News



Watch: A look back at the BBC's 1957 April Fool's spaghetti harvest

THE ROLE OF EMOTIONS





TIPS TO AVOID BEING MISINFORMED

THERE ARE NO MAGIC TRICKS



**WE HAVE TO DO
THINGS SLOWLY**

BE CAREFUL **WITH ALARMIST MESSAGES**

**Cross-check the
information.
Don't make hasty
decisions.**



BE CAREFUL



Level
Up

WHEN FORWARDING



THE DIGITAL WORLD IS REAL

And it has real ~~too~~ consequences.
It's important that we live together
civically



**IT'S NOT THE SAME
TO RECEIVE SOMETHING
AS TO
SEARCH FOR IT.**



IT'S SOMETHING THAT HAS HAPPENED TO ALL OF US

**Don't hesitate to ask questions and
seek help**

Level Up

Level Up

Activity

What type of misinformation does each piece of content represent?



**All the
contents are
disinformation**



SOL DE JANEIRO



¡Hola y bienvenido/a!

Estás invitado/a a participar en nuestra **promoción de verano de Sol de Janeiro**. ¡Este set es para ti — 100 % gratis!

Responde a las preguntas a continuación para recibir **tu set gratuito de Sol de Janeiro** — brillo, aroma y verano garantizados.

Quedan **210** sets disponibles.

Desbloquea tu premio

1. Comparte con grupos y contactos de WhatsApp (usa el botón "WhatsApp" abajo)

2. Luego toca "**CONTINUAR**" para finalizar tu registro.

WhatsApp

¡Sigue compartiendo hasta alcanzar el 100% de progreso!



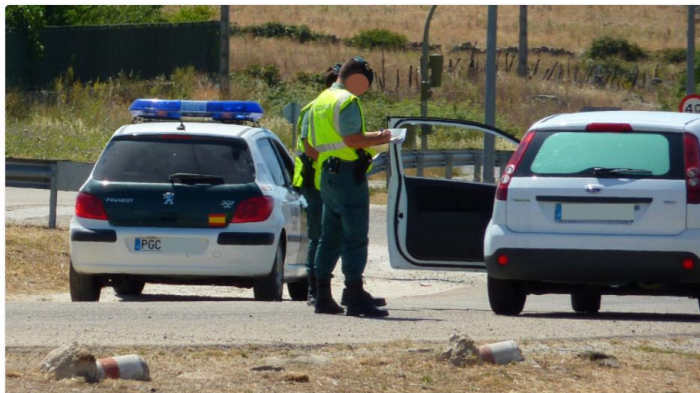
IMPERSONATES
MEDIA

EMERGENCY
MESSAGES

SATIRE

FALSE
QUOTE

SCAM /
ADVERTISING



SUCESOS

Coge el coche de su padre para ir de fiesta y vuelve marcha atrás para borrar los 23km que había hecho

noviembre 24, 2018 · ilde Ortiz · alcoholemia

Level
Up

HAY NOTICIA

NO SON REALES PERO SÍ DIVERTIDAS

**IMPERSONATES
MEDIA**

**EMERGENCY
MESSAGES**

SATIRE

**FALSE
QUOTE**

**SCAM /
ADVERTISING**



**IMPERSONATES
MEDIA**

**EMERGENCY
MESSAGES**

SATIRE

**FALSE
QUOTE**

**SCAM /
ADVERTISING**



BULO

GEORGE ORWELL (1903-1954)



“Cuando el fascismo llegue finalmente a Occidente, lo hará en nombre de la *LIBERTAD*”

“Una sociedad que elige a políticos corruptos, impostores, ladrones y traidores no es una sociedad víctima : es una sociedad *COMPLICE*”

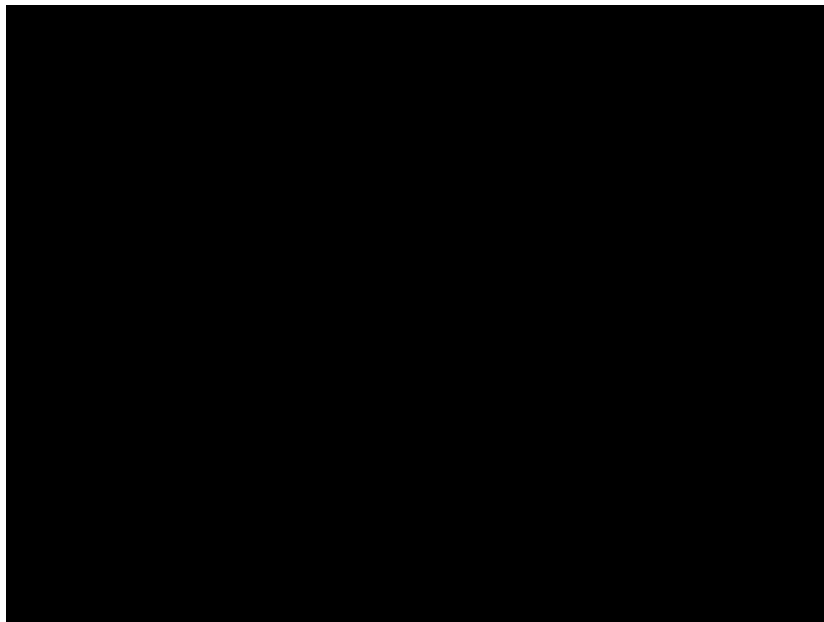
IMPERSONATES
MEDIA

EMERGENCY
MESSAGES

SATIRE

FALSE
QUOTE

SCAM /
ADVERTISING



**IMPERSONATES
MEDIA**

**EMERGENCY
MESSAGES**

SATIRE

**FALSE
QUOTE**

**SCAM /
ADVERTISING**



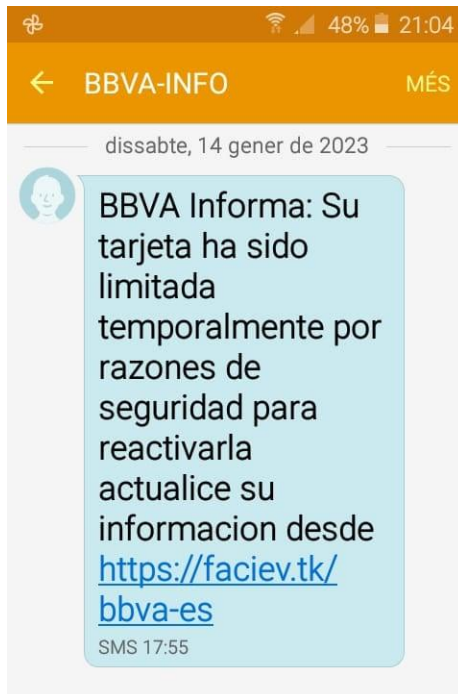
**IMPERSONATES
MEDIA**

**EMERGENCY
MESSAGES**

SATIRE

**FALSE
QUOTE**

**SCAM /
ADVERTISING**



**IMPERSONATES
MEDIA**

**EMERGENCY
MESSAGES**

SATIRE

**FALSE
QUOTE**

**SCAM /
ADVERTISING**



← Tweet



Oscar Pla
@oscarpla_57

El PACMA, un partit sempre a favor de defensar els drets del bestiar i dels animals.

[Traducir Tweet](#)



8:52 · 06 mar. 23

IMPERSONATES
MEDIA

EMERGENCY
MESSAGES

SATIRE

FALSE
QUOTE

SCAM /
ADVERTISING



En Polonia hicieron una
Granja para personas
Que se creen Ovejas.
Es decir. Trans-Ovejas.



**IMPERSONATES
MEDIA**

**EMERGENCY
MESSAGES**

SATIRE

**FALSE
QUOTE**

**SCAM /
ADVERTISING**

Level Up



5 KEY QUESTIONS TO HELP YOU AVOID FALLING FOR DISINFORMATION

1 WHO

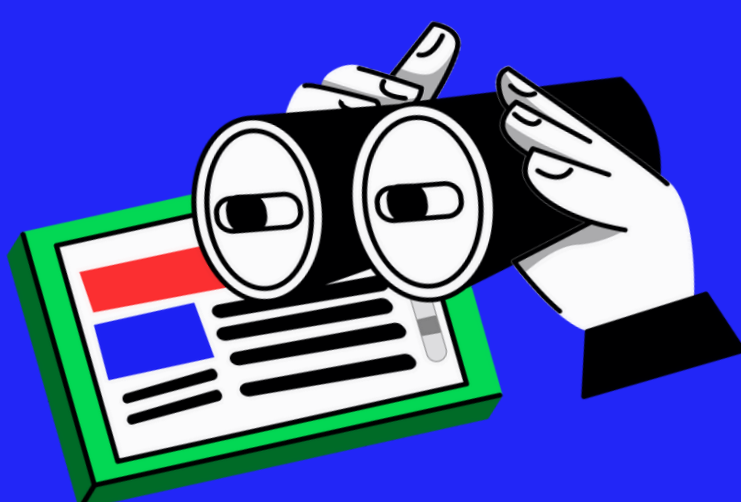
**Who's
behind it?**



Check who created the message and why. If there's no clear source or it doesn't seem trustworthy, be cautious.

Don't stop at the headline. Read the full message and notice whether it's facts, opinions, or maybe satire.

**What is
being said?**



2 WHAT

3 HOW

**How is it
presented?**



Watch out for emotional language, dramatic visuals, or images taken out of context – they can be misleading.

Disinformation targets your biases. If it feels like it confirms everything you think, take a moment to verify (that's when we're most vulnerable).

**Who's the
intended
audience?**



4 WHO IS IT FOR

5 WHY

**Why was it
created?**



Think about the purpose: to inform, entertain, persuade, or manipulate?



Co-funded by
the European Union



Level Up



Transitions



Science, climate and health



ATTENTION!

What do these (fake) contents have in common?



Delicias Blog

Los Cubos De Caldo Para Cocinar Son Veneno Para Tu
Organismo

BULO



El 17 de agosto de 1957 con menos de la mitad de habitantes en el planeta y sin apenas autos ni fábricas ya se alcanzaron los 50°C en España y todos los veranos se superaban los 45°C. Ahora, nos asustan con 46°C en 2021.





**ALL OF THEM CALL INTO QUESTION
SCIENTIFIC KNOWLEDGE AND
EVIDENCE.**

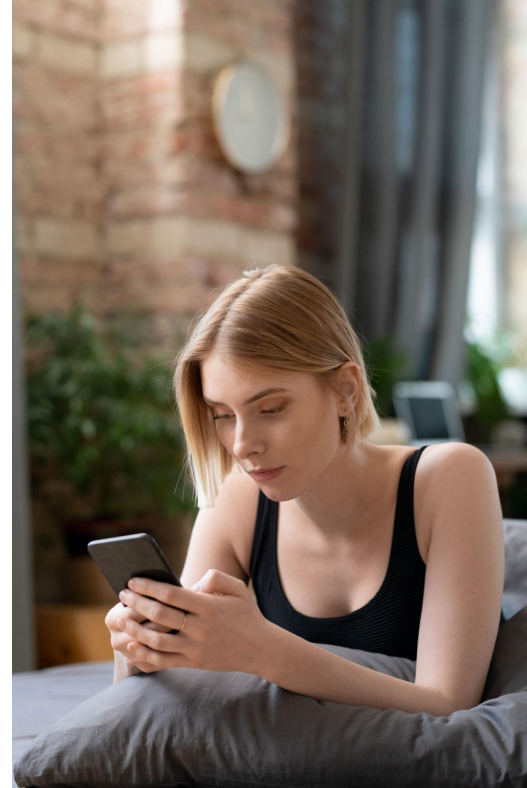


Let's tell a story...

Ana was diagnosed with leukaemia a few months ago.

She is **undergoing the treatment recommended by her doctor** but, unfortunately, the disease is progressing.

Ana begins to search for information, success stories, recommendations and treatments on the internet...



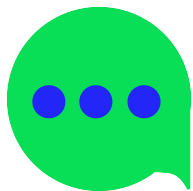
One day, while looking at his mobile phone, he saw an advertisement on social media for an experimental treatment:
a blood filter that would prevent the disease from metastasising.





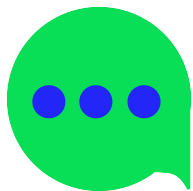
According to the post, **the treatment is a miracle that has cured several patients** (one of whom is said to have recovered from **incurable cancer**).

They question the treatment Ana is currently receiving, use a lot of medical terminology that Ana does not fully understand, and tell her that for a price, they promise she could receive it and be cured.



How do you think the story ends?

- A. Ana stops her doctor's treatment and asks for the treatment she saw on social media, which helps her to recover completely.**
- B. It was all a lie. A pseudoscientific hoax that endangered Ana's health.**



How do you think the story ends?

- A. Ana stops her doctor's treatment and asks for the treatment she saw on social media, which helps her to recover completely.**
- B. It was all a lie. A pseudoscientific hoax that endangered Ana's health.**

Misinformation and emotions: pseudosciences



Pseudosciences are practices presented as scientific options **without proven methods or effectiveness**.



They are **dangerous**, especially for people who are fearful or concerned. **They distort medical reality and contradict science.**

CONSEQUENCES

Abandonment of medical treatment, guilt, financial costs.



Scientific misinformation and
pseudoscience are not harmless:
they can cause direct harm.

**And they also generate mistrust in
science and the scientific method.**

Misinformation appeals to emotions

Misinformation often arouses anger, morbid curiosity, compassion, urgency, or fear, among other emotions that are not easy to control.

In short, any strong emotion that leads us to share.



Misinformation appeals to emotions

Always ask yourself:

WHAT WORRIES YOU?

WHAT MAKES YOU ANGRY?

WHAT SCARES YOU?

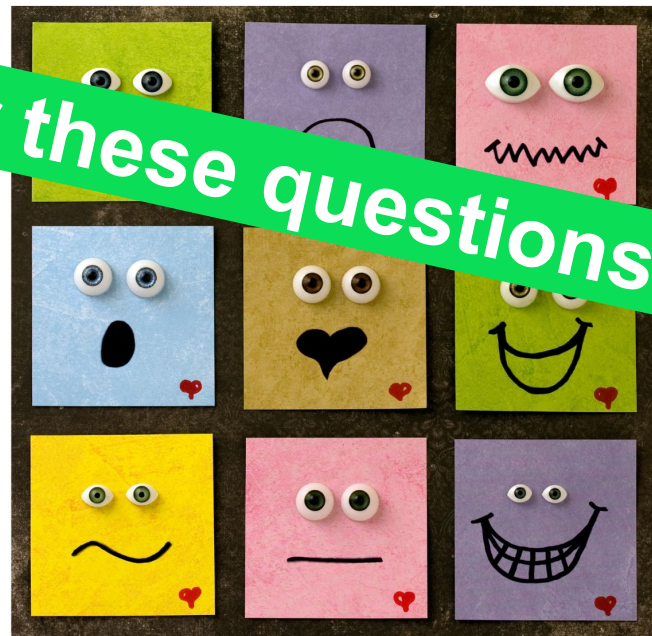


Misinformation appeals to emotions

Always ask yourself:

WHAT WORRIES YOU?
WHAT MAKES YOU ANGRY?
WHAT SCARES YOU?

Answer these questions!





Misinformation appeals to emotions



The favourite emotions of disinformation are

FEAR AND ANGER

In times of emergency, the message amplifies our fears and makes us believe that there was an unusual atmospheric phenomenon.

Un estudio sostiene que el sobrepeso puede tener efectos protectores para la salud en los mayores



Susc
newsle

VISTO

09/01/2024

El PSde
regene

10/01/2024

Decepc
del 202

10/01/2024

Equipo

Misinformation will often tell us exactly what we want to hear...

<https://maldita.es/alimentacion/20240304/cuidado-titulares-sobrepeso-protectores-salud-personas-mayores/>

MALDITA CIENCIA

MALDITA ALIMENTACIÓN

Cuidado con los titulares que afirman que algo de sobrepeso puede tener un efecto protector para la salud en personas mayores

📅 Publicado el 12 ene 2024, 16:52:30 📅 Actualizado el 4 mar 2024, 14:30:00

🕒 Tiempo de lectura: 8 minutos

- Un ligero sobrepeso puede, supuestamente, tener efectos protectores en la salud de los adultos mayores, según algunos contenidos recientes
- Técnicamente, el 'sobrepeso' se corresponde con algunos valores del Índice de Masa Corporal (IMC), pero este índice no siempre sirve para evaluar la salud de una persona, al no aportar información sobre su composición corporal
- La recomendación en adultos mayores es tratar de mantener la masa muscular a través de una alimentación saludable y la actividad física adecuada

**... the
explanation is
usually more
complex.**

✖ FALSO
MALDITO BULO
MALDITO CLIMA

No, la televisión pública alemana no ha usado esta imagen de lava para mostrar las temperaturas

Publicado el 2 jul 2025, 13:24:39

⌚ Tiempo de lectura: 4 minutos



**Also be careful
with what worries
you excessively**

***“A lie repeated a thousand times
becomes the truth.”***

NO EVIDENCE

“Vaccines cause autism.”

THE ORIGIN OF THIS MISINFORMATION:

- An article published in The Lancet in 1998.
- The results could not be replicated. Conflicts of interest were demonstrated.
- The Lancet withdrew the article and retracted it.



"A lie repeated a thousand times becomes the truth."

Years later, we see how it continues to repeat itself...



SCIENCE

How does the scientific method work?

- Scientists observe a **new problem** or **phenomenon**.
- They investigate and propose a possible solution: a **hypothesis**.
- Through **experiments and analysis of the results**, they decide whether the hypothesis **is valid or not**.
- If they support the proposal, **it must also be replicable by other scientists**. If not, they discard it and propose a new one.

- The scientific method is a set of tactics used to construct knowledge in a **rigorous, clear, precise, and verifiable manner**.
- **The scientific method is neither perfect nor immutable:** these tactics may be improved upon or replaced by others in the future.



Scientific method: penicillin



In 1928, Alexander Fleming **grew mould in a pure culture** and discovered that it produced a **substance that killed several disease-causing bacteria**: penicillin.

Fleming **conducted experiments** to establish the degree of susceptibility, sensitivity or resistance of bacteria in contact with penicillin.

Fifteen years later, penicillin, **a crucial antibiotic in the history of medicine**, became a drug in universal use.



https://historia.nationalgeographic.com.es/a/alexander-fleming-padre-penicilina_14562



Scientific consensus



Scientific consensus is the position on a subject held by the majority of scientists specialising in that field, based on scientific evidence, even if it is not completely unanimous.



- An example of scientific consensus is **the origin and challenge posed by climate change**: there is almost unanimous consensus in the scientific community **on the causes and consequences of climate change**.
- This **consensus can be verified** through analysis of scientific literature, surveys of climate science researchers, and the positions taken by scientific societies.
- To reach this position, it is essential to use evidence rather than opinion.



Science is complex and highly specialised.

That is why it requires

EXPERT

knowledge.

You have some new moles on your back.

Which expert would you consult?

Physiotherapist

Dermatologist

**Hospital
manager**

You want to understand how
an RNA vaccine works

Which expert would you consult?

**General
practitioner**

Geneticist

Virologist

Would you like to know how
a natural disaster occurs?

Which expert would you consult?

**Meteorologist
Engineer**

Astronomer

Farmer

You are going to start taking collagen tablets
for your hair and knees.

Which expert would you consult?

Nutritionist

**Herbalist's
assistant**

**Food
engineer**

You want to check whether temperatures were
as high in the past as they are now

Which expert would you consult?

Meteorologist

Historian

**You would like to know
how the electricity system works in Spain?**

Which expert would you consult?

**The regional
president**

**Electrical
Engineer**

Electricist



**Misinformation takes
advantage of
the lack of knowledge**

MALDITO BULO

MALDITO CLIMA

El riesgo de apagón por "aumento de renovables" y tras el "cierre nuclear" del que avisaba Red Eléctrica en un informe: se refiere al autoconsumo y al cierre de centrales de carbón, gas y nuclear

Publicado el 6 may 2025, 13:22:14

⌚ Tiempo de lectura: 12 minutos



La matriz de Red Eléctrica alertó hace dos meses del riesgo de desconexiones "severas" por el aumento de las renovables

El informe anual financiero de @RedEléctricaREE, realizado por Ernst & Young, reconoce riesgo de apagones en España tras el cierre nuclear.

«Mayor dificultad en la operación del sistema: reducción de potencia firme y capacidades de balance y mayor riesgo de incidentes la operación que puedan afectar al suministro. Esto conlleva a posibles impactos en la reputación.»

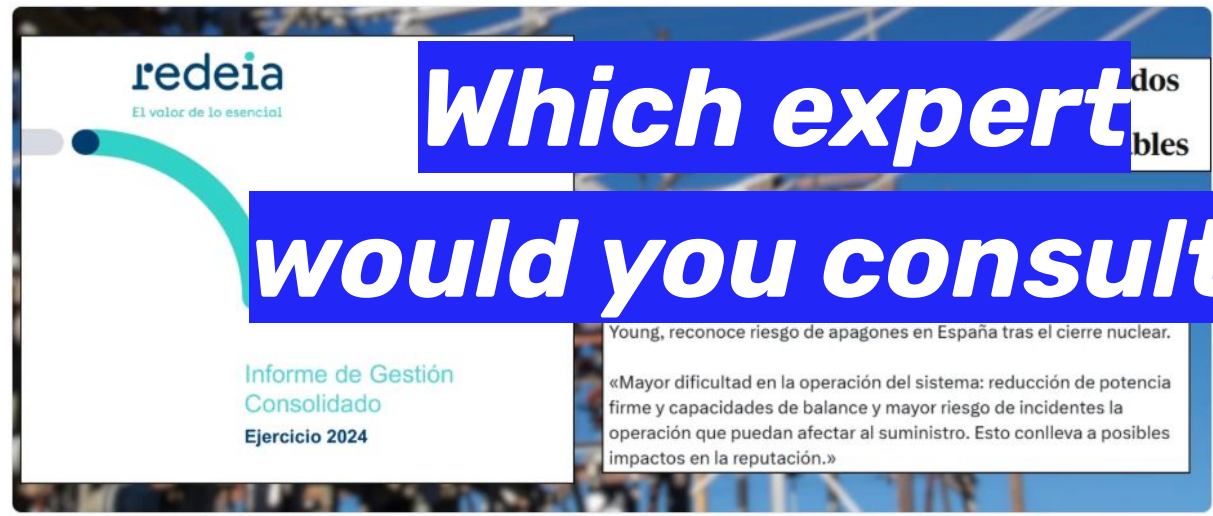
MALDITO BULO

MALDITO CLIMA

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Publicado el 6 may 2025, 13:22:14

⌚ Tiempo de lectura: 12 minutos



MALDITA CIENCIA

MALDITA ALIMENTACIÓN

Por qué beber vinagre no es recomendable ni para controlar la glucosa ni para intentar adelgazar

Publicado el 24 ene 2023, 14:33:00 Actualizado el 6 nov 2023, 10:26:00

⌚ Tiempo de lectura: 11 minutos



MALDITA CIENCIA

MALDITA ALIMENTACIÓN

Por qué beber vinagre no es recomendable ni para controlar la glucosa ni para intentar adelgazar

Publicado el 24 ene 2023, 14:33:00 Actualizado el 6 nov 2023, 10:26:00

⌚ Tiempo de lectura: 11 minutos



***Which expert
would you consult?***

MALDITA CIENCIA

Cuidado con los contenidos que critican el uso de flúor en pastas de dientes y otros productos para la salud dental

Publicado el 7 abr 2025, 12:54:58 Actualizado el 5 may 2025, 12:22:00

⌚ Tiempo de lectura: 11 minutos

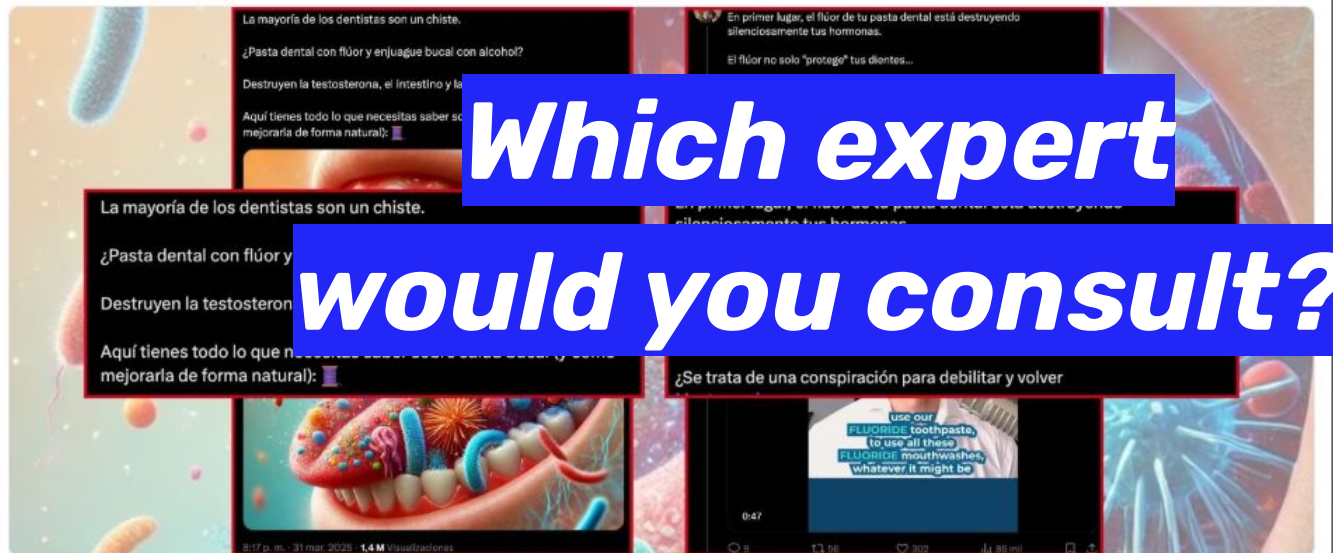


MALDITA CIENCIA

Cuidado con los contenidos que critican el uso de flúor en pastas de dientes y otros productos para la salud dental

Publicado el 7 abr 2025, 12:54:58 Actualizado el 5 may 2025, 12:22:00

⌚ Tiempo de lectura: 11 minutos





WHAT DO I NEED TO LOOK OUT FOR SO I DON'T BELIEVE MISINFORMATION?



1

Level
Up

ON SCIENCE/HEALTH ISSUES

**A SIMPLE SOLUTION TO
A COMPLEX PROBLEM:
BE SUSPICIOUS**





El cáncer no mata

20 de marzo a las 17:46 · 🌐



Remedio Natural contra el Cáncer 🦋

Yo curo el cáncer y cualquier persona puede hacerlo, sin hacer milagros, simplemente aplicando los productos que produce la madre naturaleza. Ya verán el resultado a la semana de estar tomándolo, se los aseguro, es algo que trabaja rápidamente.

La Receta es:

* 1/2 kilo o litro de miel pura de abejas.

* Dos (2) hojas grandes o tres (3) pequeñas de la planta llamada Sábila (en otros países se conoce como ALOE).

BULO



Por qué el yoduro de plata antigranizo no provoca sequía y su toxicidad para el medioambiente es "insignificante", según varios estudios

Publicado el 13 sept 2022, 17:54:35 Actualizado el 22 sept 2022, 12:39:00

⌚ Tiempo de lectura: 9 minutos

The screenshot shows a video player interface. The main video frame displays a document from the BOCM (Boletín Oficial de la Comunidad de Madrid) titled "DESTAPADO EL GOBIERNO PROVOCA LA SEQUÍA". The document discusses the use of silver iodide generators in Madrid to dissolve clouds. The video player has a red play button in the center, a clock icon in the top right, and a volume icon in the bottom right. The video duration is 14:59. Below the video frame, there is a text overlay: "¡BOMBAZO! DEMOSTRAMOS que LA SEQUÍA es...". To the right of the video frame, there is a text box with the following content: "OS DEJO AQUÍ UN BOLETÍN OFICIAL DONDE CONSTAN 24 GENERADORES DE YODURO DE PLATA COLOCADOS EN LA COMUNIDAD DE MADRID PARA DISOLVER NUBES. ALTERA EL CLIMA, EVITA LAS PRECIPITACIONES Y EL CICLO NATURAL DEL AGUA. LUEGO NOS HABLAN DE SEQUÍA, CAMBIO CLIMÁTICO Y CALENTAMIENTO GLOBAL MIENTRAS ALTERAN". The background of the video player is light pink with faint icons of a warning triangle, a sun, and a bar chart.



2

**"A SCIENTIFIC STUDY
SHOWS/CONFIRMS..."**

BE SUSPICIOUS





2

THIS DOES NOT HAPPEN

Scientific studies point to (something),
suggest, and add to other studies

MALDITO BULO

No, no existe el estudio que afirma que irse de las fiestas sin despedirse ahorre dos días al año: lo publicó una web satírica

Publicado el 20 dic 2023, 9:23:11

⌚ Tiempo de lectura: 2 minutos



Las personas que abandonan las fiestas sin despedirse ganan dos días al año de vida, según un estudio

BULO

Las personas que abandonan las fiestas sin despedirse ganan dos días al año de vida, según un estudio

MALDITA CIENCIA

Por qué no es verdad que un estudio de la Universidad de Stanford diga que las mascarillas son perjudiciales para la salud e ineficaces contra la COVID-19: el supuesto estudio hace afirmaciones falsas y sin evidencia y Stanford niega la vinculación con el autor

Publicado el 11 may 2021, 12:23:00

⌚ Tiempo de lectura: 12 minutos

Level
Up

Somos La Resistencia #SLR

@We_T_Resistance

Para los q la palabra "estudio" es ley

Estudio de Stanford: Las mascarillas son ineficaces para bloquear la transmisión de COVID19 y en realidad pueden causar deterioro de la salud y muerte prematura

Venga, defiende el bozal y denuncia al vecino, corre

#SLR #COVID19 #Plandemia



Stanford Study Results: Facemasks are Ineffective to Block Transmission of COVID-19 and Actually Can Cause Health Deterioration and Premature Death

By Joe Horst
Published April 19, 2021 at 10:10AM
3435 Comments

What should we look for when examining a scientific study:

- One key is to know **what type of evidence we are dealing with** and to prioritise it: an in vitro study is not the same as a systematic review.
- The abstract, additional information or pre-title provide clues as to how to classify the work.
- **It is also important to know whether the work has been peer-reviewed, is a preprint or has been published in a predatory journal.**



Carles Tamayo muestra a cámara su artículo científico falso.



CIENCIA



Así se publica un estudio totalmente falso en una revista científica: "Si pagas, puedes contar el cuento de Caperucita"

- El youtuber Carles Tamayo logró sacar un artículo, que relacionaba el cannabis con el aumento del tamaño del pene, en tres publicaciones científicas.
- **Más información:** Los 'detectives científicos' que cazan el 'copia y pega' de los artículos hechos con IA: "Puede escribir algo sin pies ni cabeza"



3

THE EXPERTS

**A SCIENTIST OR DOCTOR OUTSIDE
THEIR FIELD OF EXPERTISE IS AN
INFORMED CITIZEN**



3



THE EXPERTS

**A position or an award
does not mean that
they are specialists
in a field that is not
their own.**



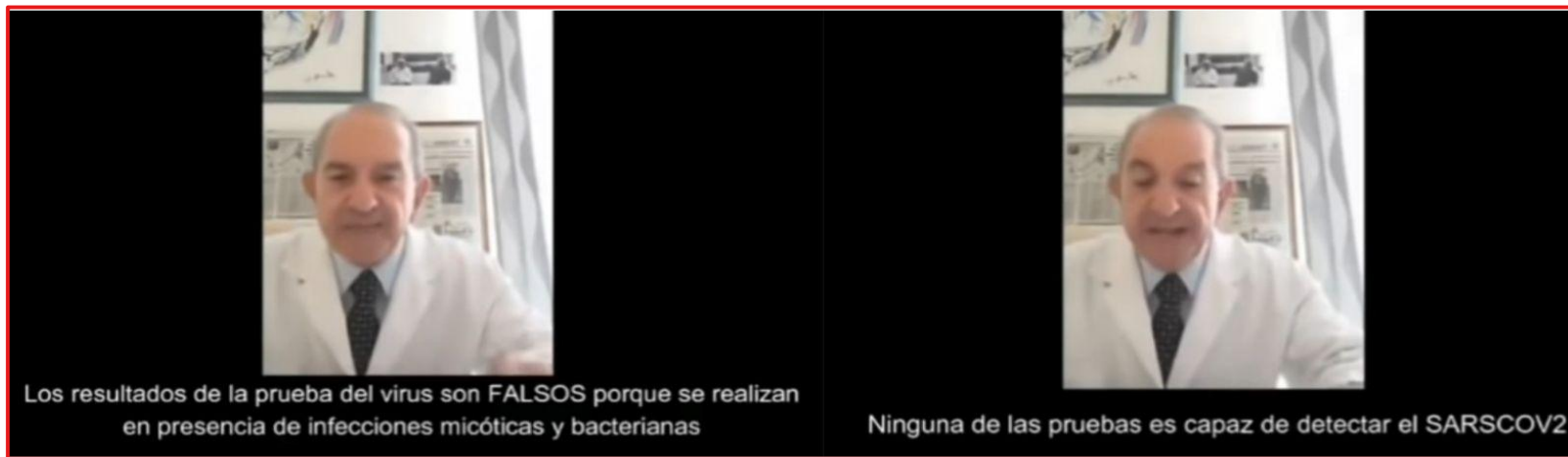


3

Level
Up

THE EXPERTS

Petrella is a retired gynaecologist who was expelled from the Teramo Medical Association in 2019. According to his video, no one is ill with COVID-19.





3

Level
Up

THE EXPERTS

¿PORQUE LOS INFARTOS OCURREN MÁS A MENUDO EN EL BAÑO?

ESTO FUE ESCRITO POR UN PROFESOR DE MEDICINA DE LA UITM EN MALASIA QUIEN ACONSEJA QUE LA GENTE NO DEBE EMPEZAR MOJÁNDOSE LA CABEZA Y EL CABELLO CUANDO SE DUCHEN PORQUE ESTO ES UNA SECUENCIA INVERSA. ESTO CAUSA QUE EL CUERPO TRATE DE AJUSTAR SU TEMPERATURA MUY RÁPIDAMENTE POR NUESTRA CONDICIÓN DE "SANGRE CALIENTE". AL HACER ESTA SECUENCIA INCORRECTA, LA SANGRE AUMENTA SU VELOCIDAD PARA LLEGAR MÁS RÁPIDAMENTE A LA CABEZA PARA COMPENSAR LA DIFERENCIA DE TEMPERATURA ? LO QUE EVENTUALMENTE PUEDE CAUSAR

**It does not
reference
the source.**

**It doesn't
exist:
no one said
that**



4

BEWARE OF ALARMIST **MESSAGES**

Level
Up

**Check the information.
Do not make hasty decisions.**



4

BEWARE OF ALARMIST MESSAGES

<https://maldita.es/malditaciencia/20230324/bulos-conspiracion-chemtrails-fumigaciones/>

...os detenidos en Suecia, han admitido
...cos que echan al aire , producen
química.

BULO

4 trabajadores del instituto de meteorología han confesado
bajo un informe a la Unión Europea que España entera está
siendo rociada con (Dióxido de plomo).

Esta mañana en la radio en cadena ser han dado la noticia de que 4 trabajadores
del instituto de meteorología han confesado bajo un informe a la Unión Europea
que España entera está siendo rociada con (Dióxido de plomo). La causa es ni más
ni menos para alejar las lluvias y poder subir las temperaturas para crear un
ambiente climático veraniego para el turismo y a su vez ayudar a los agricultores,
esto a su vez está produciendo gotas frías y con muchas intensidades. Murcia y
Valencia están siendo las más afectadas llegando a no caer ni gota en más de 7

BULO

IF I RECEIVE ANYTHING THAT
I AM NOT SURE ABOUT:



**AVOID THE LINK THEY SEND
ME, CHECK IT OUT:**

**IT IS ALWAYS BETTER TO LOOK
FOR IT MYSELF.**



WHERE CAN WE VERIFY INFORMATION

**I do a little research before
believing anything.**

I search:

The sender

**Information on
recommended
websites**

**I ask
Maldita.es**





Recommended websites:



Medlineplus.gov/spanish

Un sitio oficial del Gobierno de Estados Unidos [Así es como usted puede verificarlo](#)

Biblioteca Nacional de Medicina

 **MedlinePlus®** 25 Años
Información de salud para usted de información de salud

Busque en MedlinePlus **BUSCAR**

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Bienvenido a MedlinePlus en español

MedlinePlus es un servicio informativo en línea de salud para pacientes, familiares y amigos. Es producida por la Biblioteca Nacional de Medicina de Estados Unidos (NLM, por sus siglas en inglés), la biblioteca médica más grande del mundo y parte de los Institutos Nacionales de la Salud de EE. UU. (NIH). [Conozca más sobre MedlinePlus](#)



TEMA PRINCIPAL

Problemas de salud durante el embarazo

Cada embarazo implica riesgos de complicaciones, pero su estilo de vida, así como ciertas condiciones y afecciones de salud, pueden aumentar el riesgo.

[Más información](#)



MALDITA.ES

Transitions



DISINFORMATION IN 2025



Recommended websites:



→ Maldita.es



Level Up

Level Up



Science is complex and highly specialized.

That's why it requires
EXPERT
knowledge.

**Antonio wants to understand his cholesterol
analytics**

Which expert would you consult?

**Neighborhood
herbalist**

**Family
doctor**

Pharmacist

Carla notices that her son has difficulty reading and confuses letters when writing.

Which expert would you consult?

**Educational
psychologist**

**Early
intervention
specialist**

Neurologist

Julia wants to learn about the effects of certain cleaning products on the environment.

Which expert would you consult?

Biologist

Chemist

**Environmental
chemist**

Marcos wants to know if his house is located in an earthquake-prone area.

Which expert would you consult?

Civil engineer

Geologist

Architect

Sophie wants to understand how sugar consumption affects the brain

Which expert would you consult?

Neuroscientist

Nutritionist

Chemist

**James has trouble breathing when he exercises
and wants to know if he has a problem**

Which expert would you consult?

Fitness trainer

Pulmonologist

Asthmatic

Lucy wants to know how polluted the air is in
her neighborhood

Which expert would you consult?

Meteorologist

**Environmental
engineer**

**Satellite
engineer**

The government wants to assess the impact of its migration policies on the social integration and access to public services of migrants

Which expert would you consult?

**Political
scientist**

**Migration
sociologist**

Internationalist

A city seeks to design public policies that promote the active participation of people over 85 years old in social activities, preventing their isolation

Which expert would you consult?

Geriatrician

**Social
gerontologist**

**Clinical
psychologist**

A foundation wants to analyze why families in a rural area do not access the available government agricultural support programs

Which expert would you consult?

Agronomist

**Agricultural
economist**

**Rural
anthropologist**

Level Up

The scientific method: the way to **generate knowledge**

In all fields, science follows a method that allows the creation of knowledge. It is the best tool for finding solutions to challenges such as climate change or health-related issues.



1

Observation

A phenomenon or situation that arouses curiosity is detected.

Question and hypothesis

A question and a possible explanation (hypothesis) of the observed phenomenon are formulated.

2



3

Experimentation

Tests or controlled experiments are designed and conducted to test the hypothesis.



Analysis of results

The data obtained are interpreted to see if they support or refute the hypothesis.

4



5

Conclusion and communication

Conclusions are drawn and results are disseminated so that others can verify or continue the research.

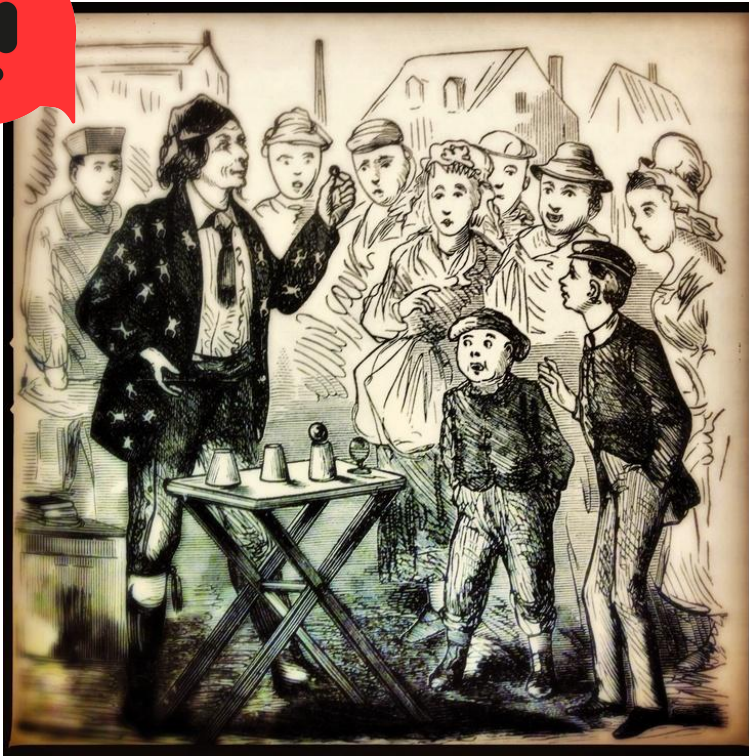


Co-funded by
the European Union



Level Up

SCAMS AND INTERNET SECURITY



Scams have always existed



**La buenaventura (1548),
Caravaggio**

The dynamics have not
changed...



**La buenaventura (1548),
Caravaggio**

What would you
highlight in
this painting?



**La buenaventura (1548),
Caravaggio**



**La buena ventura (1548),
Caravaggio**





**La buonaventura (1548),
Caravaggio**

What are scammers looking for?

Level
Up



PHISHING

BY PHONE
(our phones)



WHAT IS PHISHING?



It is a deception technique that aims to obtain your personal and, sometimes, bank details by posing as a company or institution that you know and trust.

WHAT KIND OF DATA?

Level
Up



PERSONAL DATA

TELEPHONE NUMBERS

BANK DETAILS

PHISHING



It can reach your mobile phone in many different ways: by SMS, email, Facebook, and even by a WhatsApp message.




PHISHING



It can reach your mobile phone in many different ways: by SMS, email, Facebook, and even by a WhatsApp message.



★ Recompensas exclusivas ★


MERCADONA

survey by —  **goldenresearch**


Felicidades comprador!

Tu dirección [redacted] ha sido seleccionada para recibir **un Samsung Galaxy S20 o un Apple iPhone 11 GRATIS.**

Para recibir tu regalo solo tienes que completar esta encuesta anónima. ¡Pero date prisa! Solo hay un número limitado de regalos para hoy.

Esta promoción solo está disponible hoy: **21 Julio 2021.**

Comenzar




MERCADONA

survey by —  **goldenresearch**

¿Cuál es tu género?

Hombre

Mujer






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Oferta expira en 1:57



survey by — goldenresearch

¡Gracias por completar nuestra encuesta!

Debido a la gran demanda, nos quedan muy pocos productos en stock. Por favor elige UNA (1) de las ofertas siguientes.

Oferta especial solo para hoy: **21 Julio 2021.**

✓ Canjeado con éxito el código de cupón **SPONDRIX50**



★★★★★(984)

Apple iPhone 12™

¡Consigue un Apple iPhone 12 completamente nuevo hoy!

~~1599.95 €~~ **0.00 €**

Envío: 1.95 €

Cantidad restante: (1)

RECIBIR MI PREMIO →



★★★★★(956)

Monsieur Cuisine

Exclusivo solo para participantes de la encuesta!

~~300.00 €~~ **0.00 €**

Envío: 1.00 €

Cantidad restante: (1)

RECIBIR MI PREMIO →



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Oferta expira en 1:46

SERVICIO CORREOS

Estimado cliente: Su paquete
esta listo para la entrega
confirme el pago de aduanas de
(1,79 €) en el siguiente enlace:

[ow.ly/mSm350lrwiC.](https://ow.ly/mSm350lrwiC)

SERVICIO CORREOS

Estimado cliente: Su paquete
esta listo para la entrega
confirme el pago de aduanas de
(1,79 €) en el siguiente enlace:

[ow.ly/mSm350lrwiC.](https://ow.ly/mSm350lrwiC)



FECHA 29/03/2022

PASO 1 : PAGO DE GASTOS DEL NUEVO
INTENTO DE ENTREGA

IMPORTE : 1,79 €

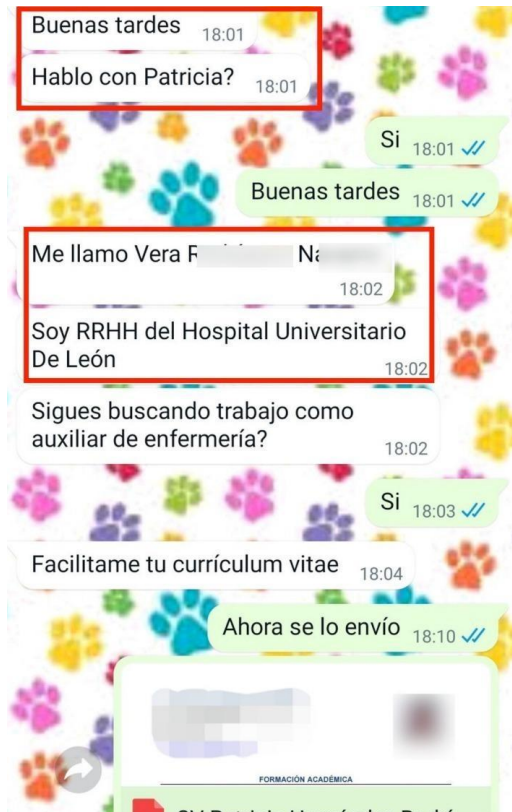
MÉTODO DE PAGO :

 TARJETA

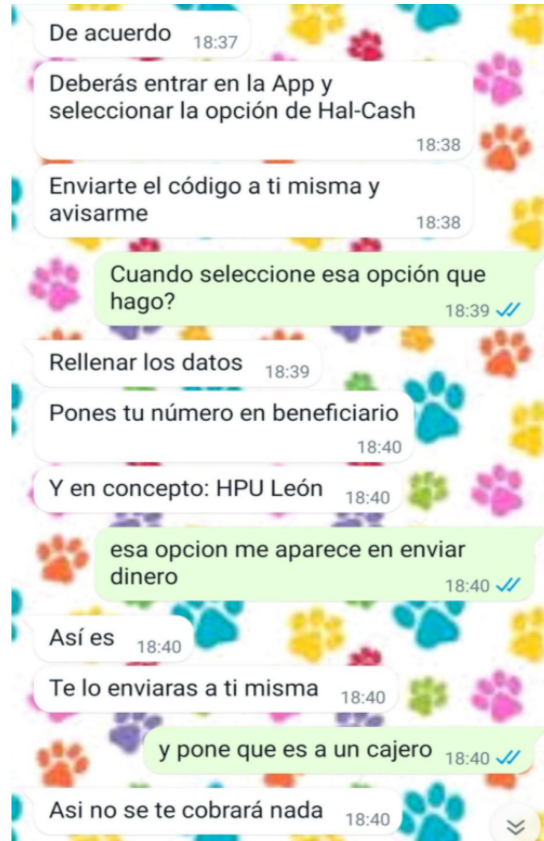
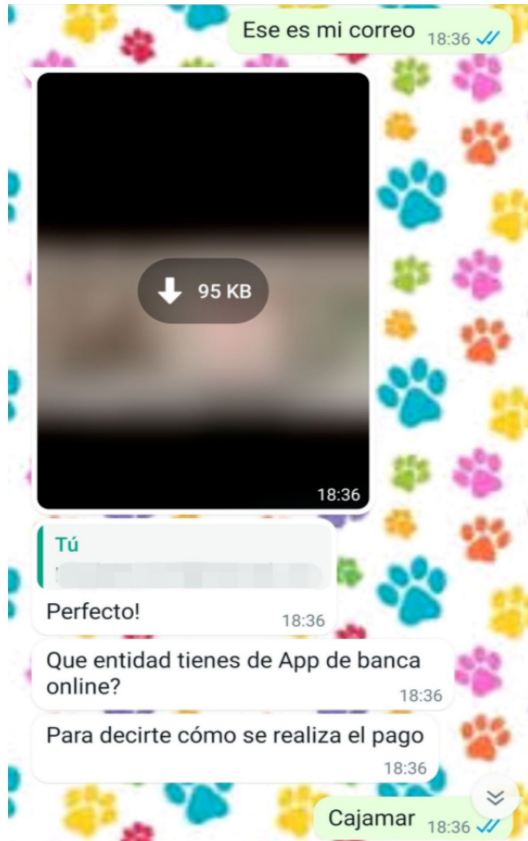
PAGAR Y CONTINUAR

CANCELAR

What do they use our personal data for?



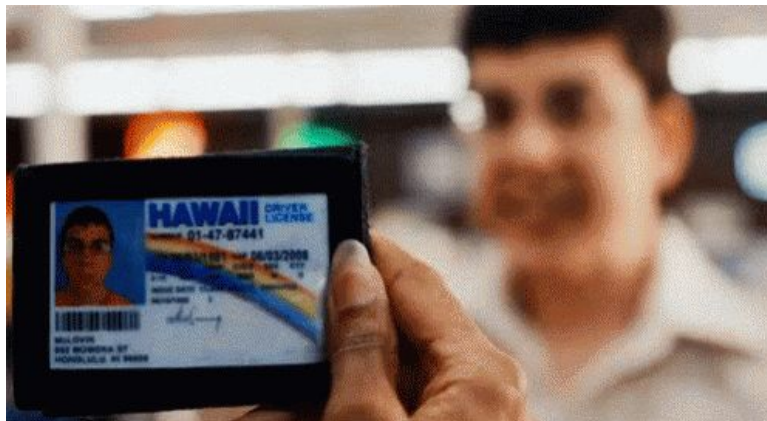
Patricia
Sanitaria de Castilla y León

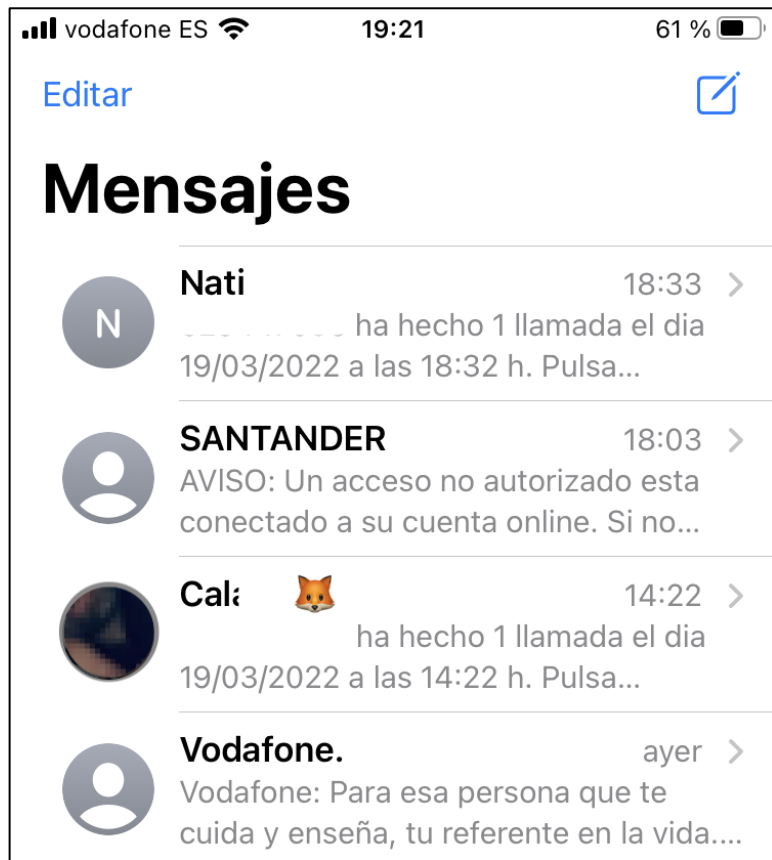


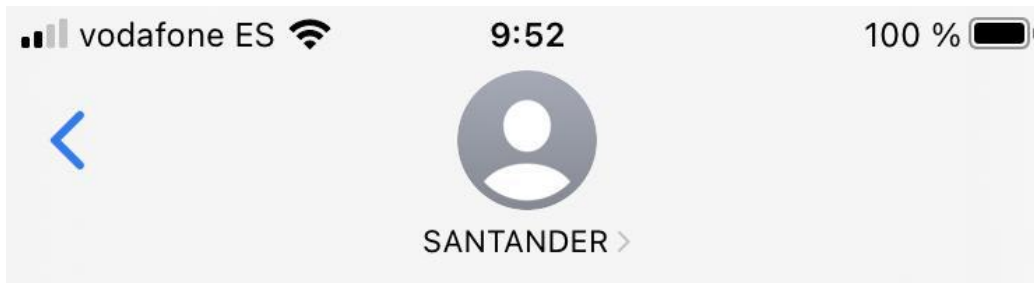
Patricia
Sanitaria de Castilla y León

SPOOFING?

Technique that impersonates the identity of a person, institution or organization.







Mensaje de texto
sáb, 19 mar, 18:03

AVISO: Un acceso no autorizado esta conectado a su cuenta online. Si no reconoce este acceso verifique inmediatamente: https://is.gd/Santander_Seguro



VISHING?

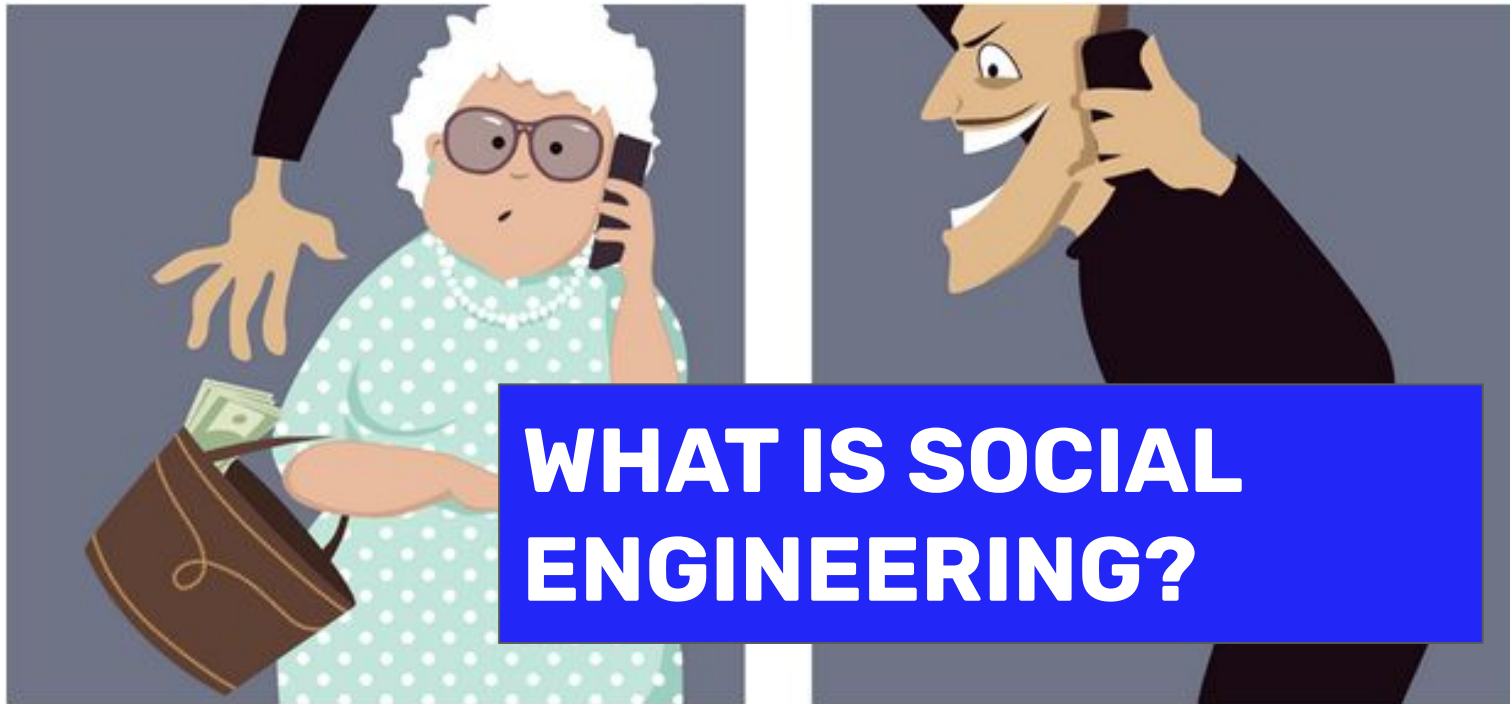


When they use VOICE. Usually a phone call (bank, electric company, etc.) and they try to verify your information....



How can they get so much data?

- **Data leaks**
- **Social networks and public sources**
- **Social engineering attacks**
- **Black market data sales**
- **Malware**
- **Application terms and conditions**



WHAT IS SOCIAL ENGINEERING?



**Techniques used by
cybercriminals to get us to
perform an action that goes
against us.**



De: Rose Thomas

Enviado: domingo, 27 de marzo de 2022 12:43

Para:

Asunto:

Hello Mummy,

Thank you for your email, I think i have to start calling you Mummy now because daddy has told me everything that is going on between both of you and he has made me understand that you will be the one that he will spend the rest of his life with. I will be happy to have a God fearing person like you as a mother all i need from you is love me as your own biological child and i will always remain your daughter.

"Creo que tengo que empezar a llamarte mamá ahora porque papá me ha dicho todo lo que está sucediendo entre vosotros y me ha hecho entender que tú serás con quien pasará el resto de su vida".

También le dice que su madre ha fallecido y que, desde entonces, su padre "le tiene miedo a todas las mujeres".



←

Buen día, señora, después de leer su propuesta expresada con la preocupación de su compañero, el sargento Thomas Paul, por su partida para su asignación actual en su MISIÓN DE MANTENIMIENTO DE LA PAZ de la ONU con la preocupación de interés personal para reubicarlo de regreso a casa, pero de todos modos; deberá seguir las reglas y regulaciones y completar la siguiente información, que debe enviarse a la SEDE DEL MINISTERIO DE DEFENSA DE LOS ESTADOS UNIDOS, sobre el plan y la reasignación de su socio para ser respaldado por el sello de aprobación del MINISTERIO DE LA SEDE DE DEFENSA WASHINGTON DC.

INFORMACIÓN DEL OFICIAL DESPLIEGUE

NOMBRE COMPLETO:
RANGO:
NACIONALIDAD:
HABLA A:
NÚMERO DE TELÉFONO:
PAÍS:
CIUDAD:
NÚMERO DE SERVICIO:

←

INFORMACIÓN DEL CÓNYUGE

NOMBRE COMPLETO:
OCUPACIÓN:
NACIONALIDAD:
PAÍS:
CIUDAD:
HABLA A:
NÚMERO DE TELÉFONO:

Toda la información anterior debe completarse y enviarse correctamente para que podamos continuar con su solicitud y esta información no debe compartirse con nadie bajo ninguna circunstancia, gracias por su cooperación.

Atentamente
General Sani Jorge
Jefe de la Reserva del Ejército y
Comandante General
Comando de la Reserva del Ejército de EE.
UU., Siria.

GRACIAS!

OK.

RECIBIDO.





QUERIDA SEÑORA.

Recibí su solicitud como se indica. Esto es para informarle que hemos recibido sus datos y los hemos confirmado en nuestra base de datos. Hay tres opciones de licencia entre las que debe elegir para que su solicitud sea aprobada y firmada por la SEDE DEL MINISTERIO DE DEFENSA DE WASHINGTON DC. Calcule los costos de licencia y seguro, todos los solicitantes deben ser responsables del costo total de la licencia y aquí están las opciones de licencia a continuación;

>> LICENCIA DE SEIS MESES (12.890 EURO)

>> LICENCIA DE CUATRO MESES (7450 EURO)

>> DOS MESES DE LICENCIA (5990 EURO)

De: Sani George

Enviado: sábado, 2 de abril de 2022 12:10

Para: [REDACTED]

Asunto: Re: General Sani George

Buenos días, señora, con respecto a su correo electrónico anterior que indica que su esposo tiene que ser responsable del costo de la licencia para traerlo de vuelta a casa porque actualmente está asignado a su nueva misión y esa es la única forma en que puede salir de la misión por venir. casa y tan pronto como se realice el pago de su licencia de emergencia, estará en casa con usted en los próximos 4 días hábiles, gracias.

Saludos
General sani George

How does the story end?



How does the history end?



1. **Tomás and Ana got married. They were happy and had a happy ending.**
2. **He was repatriated but used Google Translate, and when he arrived in Spain, they never understood each other. Ana understood that his fear of women was because his style of love was toxic.**
3. **Tomás is in Ukraine, and Ana finally hooked up with her neighbour.**
4. **It was a case of phishing, more specifically catfishing.**



El timo del falso sargento estadounidense destinado en Ucrania que te quiere robar el corazón (y el dinero) en Tinder

Publicado 11/4/2022 08:15

Actualizado 9/12/2022 09:05

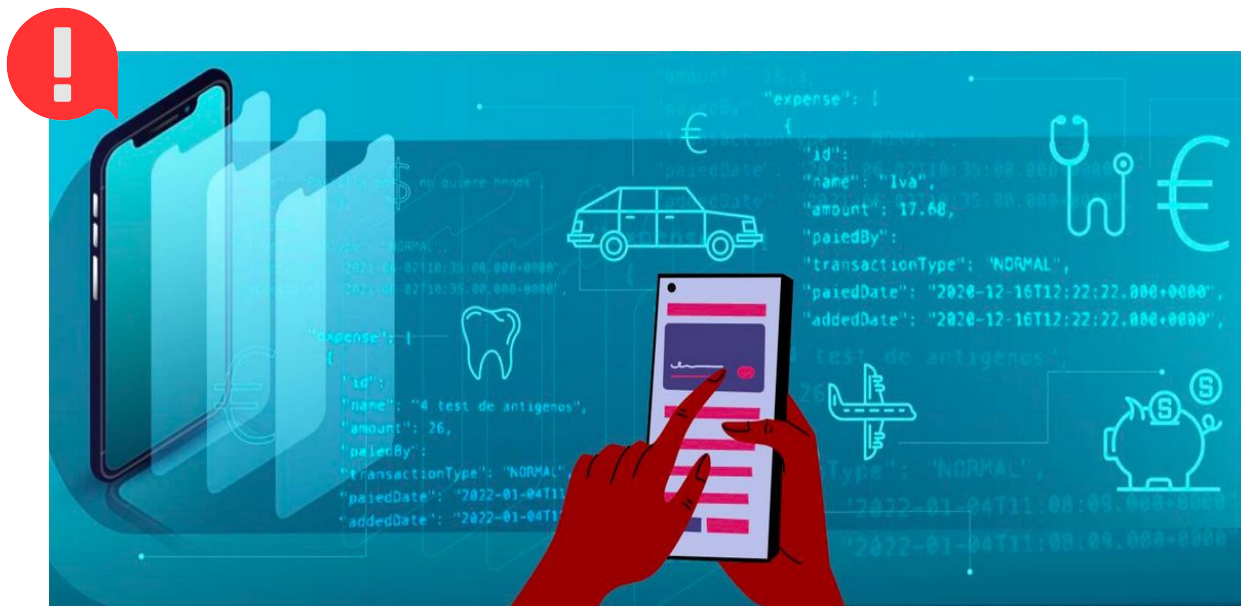
Comparte



**WHAT DO WE DO IF WE
HAVE BEEN THE
VICTIM OF A SCAM
AND IT AFFECTS US
PSYCHOLOGICALLY**



Have you been a victim of a phishing scam?





OTHER EXAMPLES

Fake Raffles

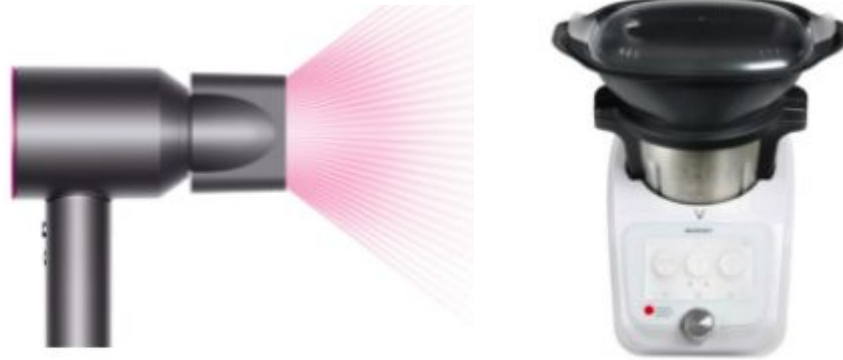
How do they work?

- They impersonate a brand or business you know.
- They create fake profiles for that brand on social media.



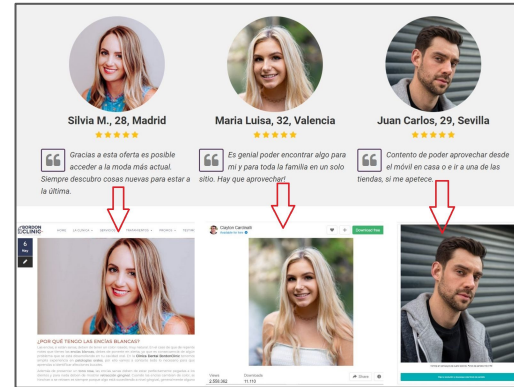
Fake Raffles

- They often use expensive and trendy products.
- They don't disclose the legal basis of the giveaway.



Sorteos falsos

- They often say it's for an anniversary.
- They use stock photos.



Fake bank notices



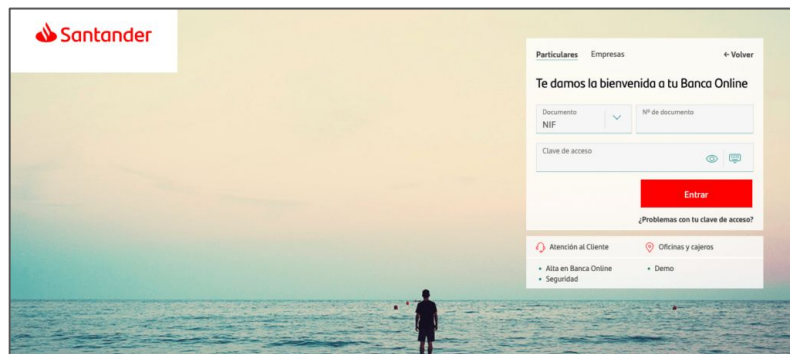
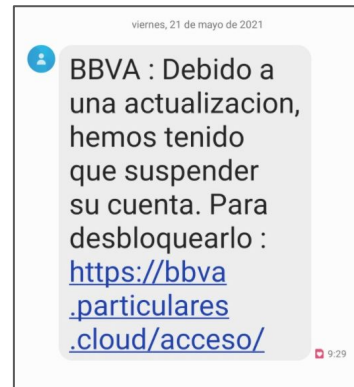
How do they work?

- They come in many forms: SMS, email, fake websites...
- They copy the bank's corporate image and logo.
- They claim your account has been blocked, is about to expire, or that there's a suspicious transaction.

Fake bank notices

How do they work?

- They want you to click on a link.
- They want you to enter your bank details and password.



Fake bank notices



What could happen?

- They steal your banking credentials and take your money.
- They install malware on your device.

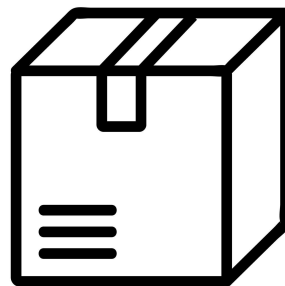


Fake package notifications

Level
Up

How do they work?

- They impersonate postal workers, Amazon, UPS...
- They tell you where you can pick up a package.
- They ask you to confirm your information.



Hola, tu pedido se entrego el 07/09 en el punto de recogida. Vea donde puede recoger sus paquetes:
<http://fomt.me/9H5UrU>

Fake package notifications

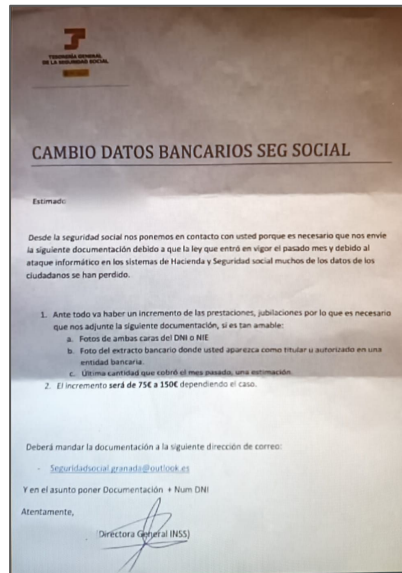
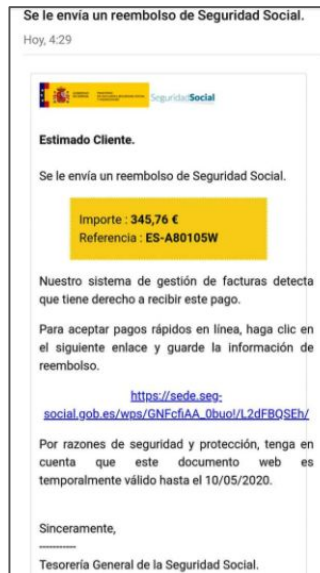


How do they work?

- They impersonate postal workers, Amazon, UPS...
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- They ask you to confirm your information.

Hola, tu pedido se entrego el 07/09 en el punto de recogida. Vea donde puede recoger sus paquetes: <http://fomt.me/9H5UrU>

False communications from institutions



False communications from institutions



How do they work?

- They impersonate an institution and copy its image.
- They tell you there's a change in their database.
- They might tell you they're going to make a payment.
- They want you to click on a link or download something.

Falses opportunities



EL MUNDO

INFORME ESPECIAL: la última inversión de Jordi Cruz asombra a los expertos y aterroriza a los grandes bancos

Otras Fuentes

EL COMERCIO

Levante

dm

ABC

EL PAÍS



INFORME ESPECIAL: la última inversión de Lionel Messi asombra a los expertos y aterroriza a los grandes bancos

BULO





TIPS AND TRICKS

1. Be realistic

Level
Up

**YOU CAN'T HAVE
WON
3 CONTESTS
IN ONE MONTH**

**A VACUUM
CLEANER
DOESN'T COST
2 EUROS**

**IF YOU HAVEN'T
BOUGHT
ANYTHING, YOU
CAN'T RECEIVE A
PACKAGE**

1. BE REALISTIC



Nobody donates their inheritance on the Internet.



Inmaculada Ruiz

3 de julio de 2020 · 🌐



Muy triste si tienes un buen corazón. Deseo donar mi dinero por € 75,000. Mi nombre es Sra Inmaculada Ruiz, nací en ESPAÑA, crecí en Francia y actualmente vivo en Francia. Tengo un rumor en el cerebro, una enfermedad terminal, mi médico me acaba de decir que mis días están contados debido a mi deterioro en la salud diaria. No puedo vivir mucho en esta tierra. He estado sufriendo de esta enfermedad por más de 6 años. Perdí a mi madre y a mi esposo en un accidente y no he tenido hijos en mi vida. Quiero hacer una donación de € 75,000 a todos aquellos que necesitan dinero, para hacer un buen uso de esta cantidad. Para mi regalo, estoy buscando a alguien honesto, con buen corazón. por lo tanto, si alguien está interesado, por mi donación de € 75,000, comuníquese conmigo por correo electrónico para obtener más información. Aquí está mi dirección de correo electrónico: [redacted]@gmail.com

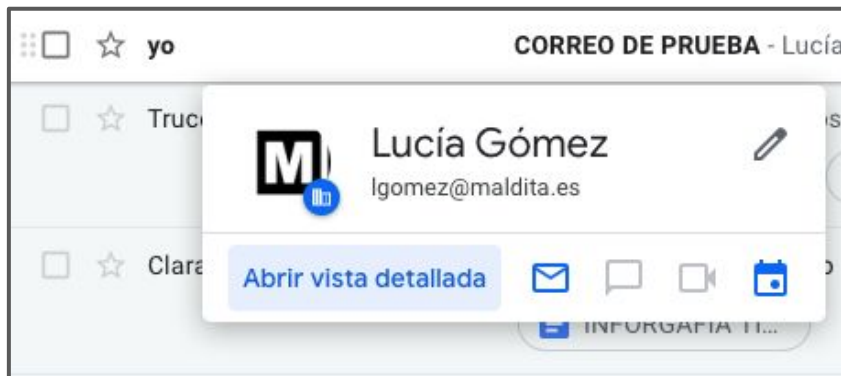
[redacted]@gmail.com

[redacted]@gmail.com

2. WHO SENT ME IT?

If you don't know where an email is from or if you see something strange after the "@", don't open it.

2. WHO SENT ME IT?



3. FORWARD (MANY TIMES) Level Up

No importa si la persona que nos lo envió por WhatsApp es de confianza

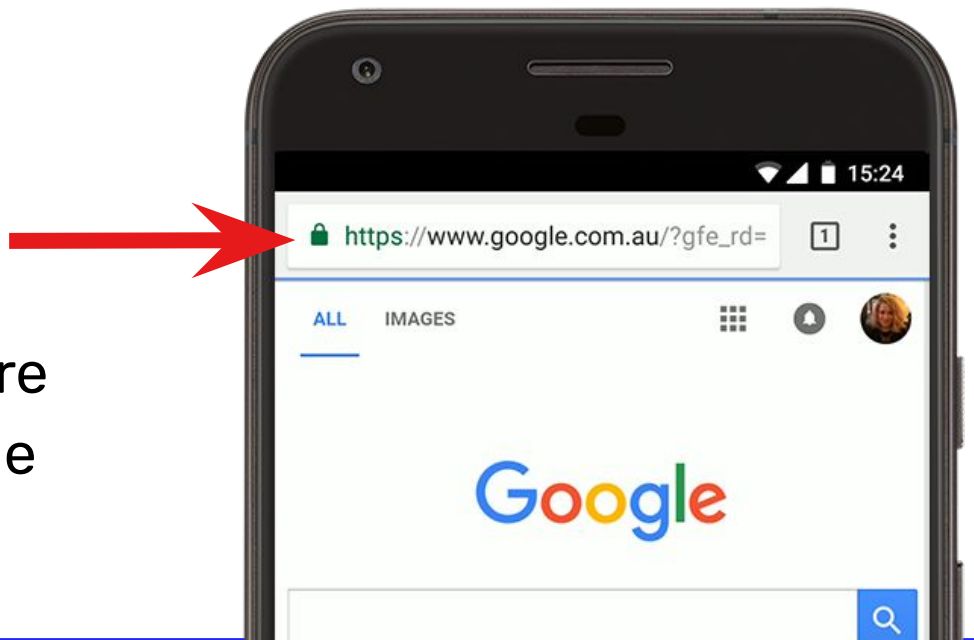


4. WHAT ARE YOU SENDING ME?

Level
Up

CHECK THE URL OR THE LINK

A URL is the address where something is stored on the Internet



4. THE URL OR THE LINK

A link is an address that can be clicked on and redirects to a website.

4. THE URL OR THE LINK

A URL is the address where something is stored on the Internet.

A URL always begins:

https://

 Peligroso | partuculiers-santander-es-app.u1190256ok9.ha004.t.justns.ru/es/_SantanderLog.php?06bfa2ad91c445effa3a2b194a677... ☆

El sitio web al que vas a acceder es engañoso

Es posible que los atacantes que se encuentren en **partuculiers-santander-es-app.u1190256ok9.ha004.t.justns.ru** intenten engañarte para que realices una acción peligrosa, como instalar software o revelar tu información personal (por ejemplo, contraseñas, números de teléfono o tarjetas de crédito). [Más información](#)



Para disfrutar del máximo nivel de seguridad en Chrome, [activa la protección mejorada](#).

Ocultar detalles

Volver para estar a salvo

La función Navegación segura de Google [ha detectado phishing](#) en partuculiers-santander-es-app.u1190256ok9.ha004.t.justns.ru. Los sitios web de phishing



Enhorabuena!!

Consigue una bonita Dyson V11 en la cadena de descuentos Lidl International. La cadena Lidl lanza un nuevo concurso. Estamos regalando 500 Dyson V11 fabricada por líderes del mercado como Dyson.

Para mejorar la experiencia del cliente en nuestras tiendas, por favor participe en nuestra breve encuesta y responda a tres preguntas. En A cambio, puede elegir una aspiradora fabricada por un líder mundial en el mercado!



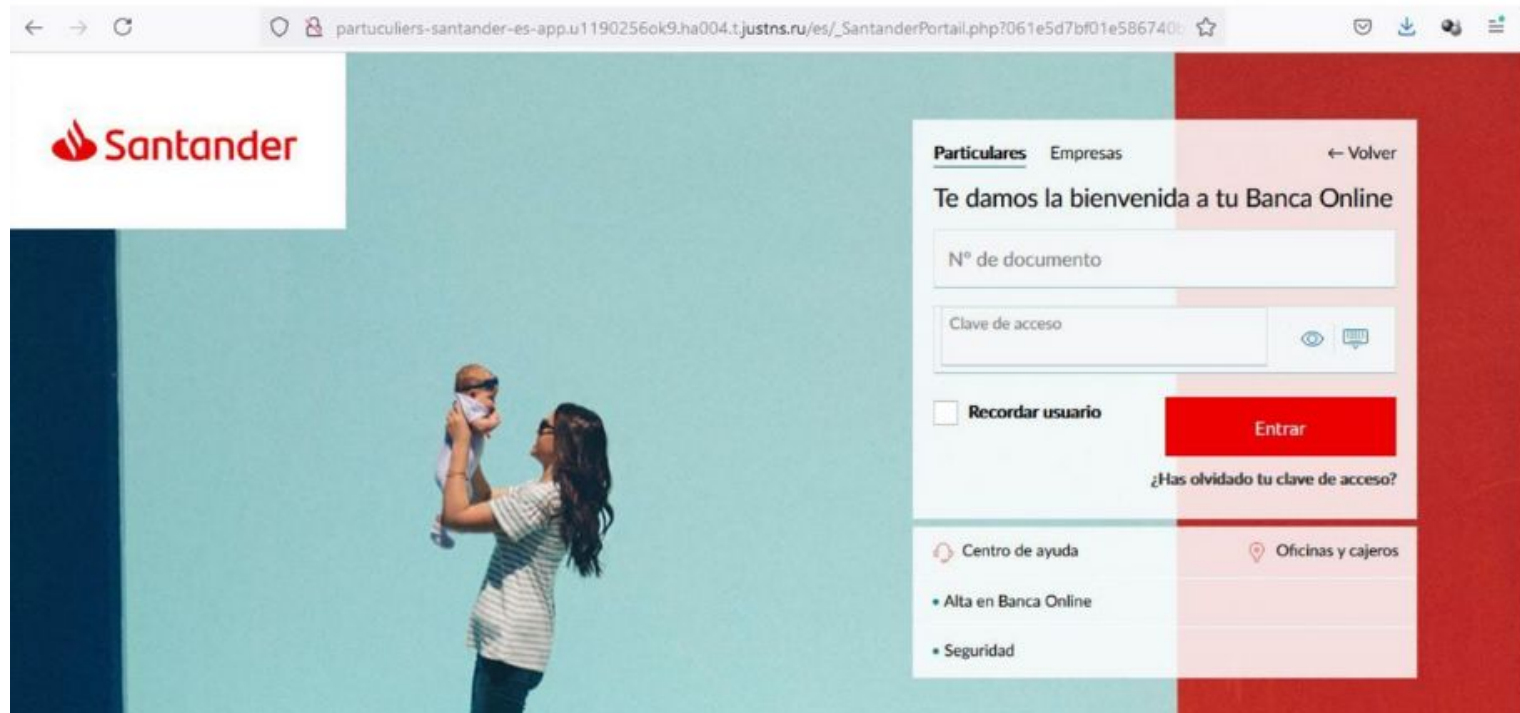
The URL of the page
(iasdu.info) is not the
official URL of **Lidl**
(lidl.co.uk) or the Dyson
brand **(dyson.co.uk)**.

En el texto vemos
que hay faltas de
ortografía

5. DO NOT DISCLOSE OUR PERSONAL DATA

If something has reached me through social media, text message, or email, we should think twice before putting our name, address, or bank details.

Never share your banking credentials if you are not sure about the reliability of the page.



5. DO NOT DISCLOSE OUR PERSONAL DATA



THERE'S A
BIG
DIFFERENCE
BETWEEN

**IF I HAVE
SEARCHED
FOR IT**

**IF SOMEONE
SENT ME IT**

IF I RECEIVE ANY SUSPICIOUS **CONTENT:**



**I avoid clicking on the link I have
received.**

**IT'S ALWAYS BETTER SEARCH
FOR IT MYSELF**

5. DON'T RUSH INTO THINGS



I do a little research before believing anything.

I verify:

Who sent me it

Information in Internet

I ask for help





AND REMEMBER:



- **We have to take things slowly.**
- **If there is anything we are unsure about, we don't trust it.**
- **It can happen to anyone.**

Level Up

Level Up

SECURE PASSWORDS



The digital world is like the physical world





**Don't use the same
password for everything**



**Use safe password
(long ones !!)**



Use 2FA systems

SMS or single-use code generator





Activity:

**Let's create a strong
password!**

! **WHAT NOT TO DO :**

- Complete words or dictionary words, for example: snail.
- Child's date of birth.
- Private or public information about you or your family.
- Sequential numbers.
- Repeated numbers.
- Any combination of the above.

Example(BAD!): **snail1234**





WHAT TO DO

- It should be a combination of upper and lower case letters.
- The above + **numbers**.
- The above + **special characters**.
- If possible: **easy to remember**.
- The longer the better: use phrases. If possible easy to remember

Example (GOOD): **¡T3d4\$Cu333n!**



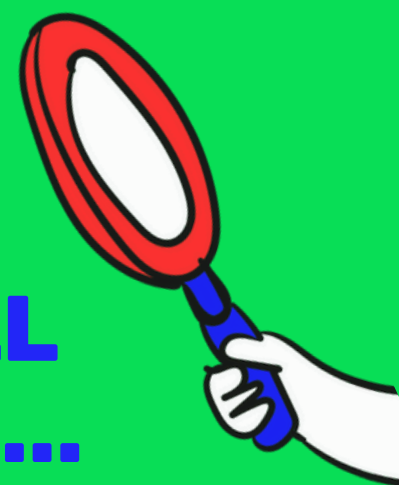


**FOLLOW ALL THE STEPS AND
CREATE YOUR STRONG
PASSWORD.**

**THEN SHARE IT WITH THE
CLASS.**

Level Up

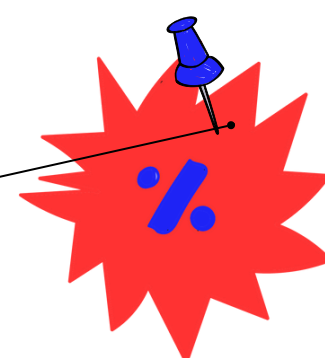
HOW TO DETECT A SCAM VIA CELL PHONE SMS, WHATSAPP, EMAIL



1. BEWARE OF SWEEPSTAKES AND OFFERS

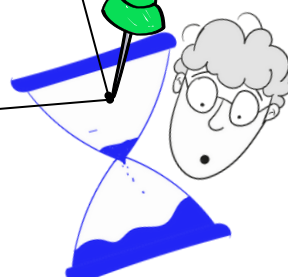
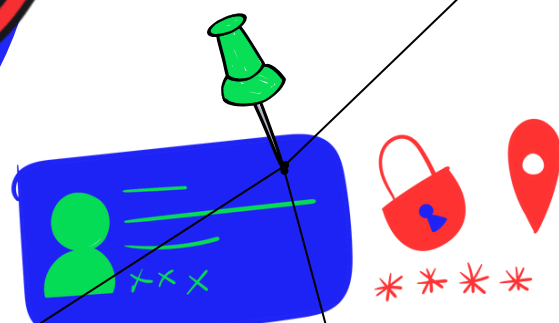
NOBODY GIVES ANYTHING FOR FREE!

Check the official website of the brand or company to see if the offer is real.



2. WHO SENT IT?

If the email address looks strange after the "@", do not open it.



3. LOOK AT THE URL OR THE LINK TO THE WEBSITE

Be careful if you do not recognize the name or it is misspelled.

4. WATCH THE SPELLING!

If it has mistakes or is badly written it can be a scam.

5. PROTECT YOUR PERSONAL DATA

Do not share bank details if you are not sure.

6. DON'T GET RUSHED!

Whatever it is, there is time to look for information.



Co-funded by
the European Union



Level Up

CONSPIRACY THEORIES





Do you know what conspiracy theories are...?

Do you have any examples?





**DID WALT DISNEY ORDER HIS
BODY TO BE FROZEN AFTER
HIS DEATH...?**

Was Walt Disney frozen after death?

26 April 2019

Share ↗ Save ↗



The strange myth of Walt Disney's frozen head

In the latest episode of Debunked, Nicholas Barber looks into the persistent myth that the man behind Mickey Mouse was cryogenically preserved.

Have you heard the rumour that following his death, Walt Disney was



Level
Up

ICON

STYLE · CURRENT EVENTS · CULTURE · EAT, DRINK, SLEEP · WELLBEING · WATCHES · MOTOR · BUSINESS AND FUTURE · ICON DESIGN

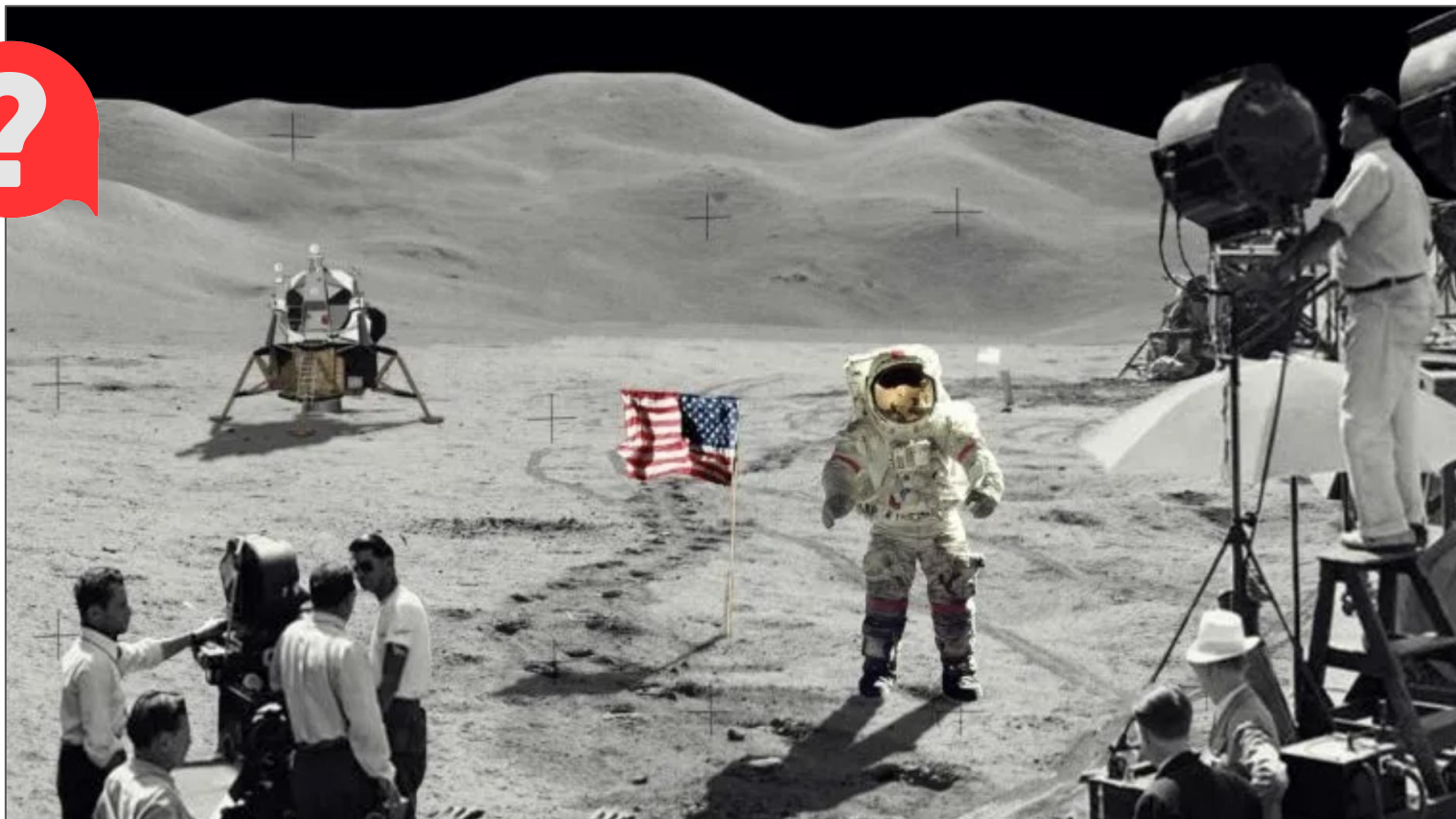
WALT DISNEY >

Walt Disney is frozen: the origin of a lie that convinced half the world

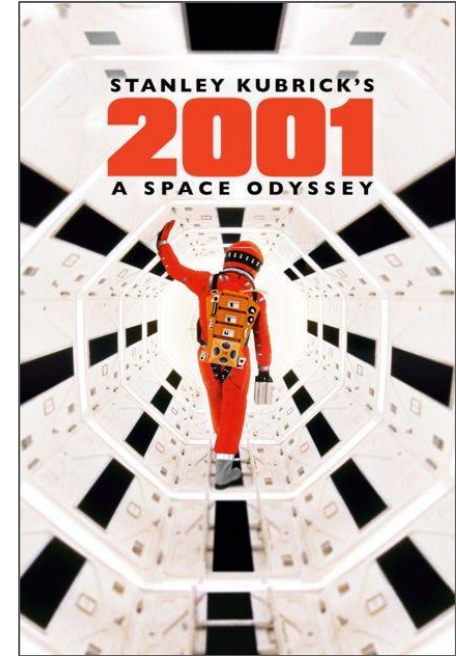
When Mickey Mouse's father died, a rumor arose, the origin of which had much to do with the behavior of his family.



<https://bit.ly/3Tnbhvr>









Participate in the 2025 international science photo competition!

🌐 47 languages

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Origins

- › Claimed motives of the United States and NASA
- › Hoax claims and rebuttals
- › Third-party evidence of Moon landings
- › Public opinion
- See also
- Notes
- Citations
- References
- Further reading
- › External links

Article Talk

From Wikipedia, the free encyclopedia

"Moon hoax" redirects here; not to be confused with [Great Moon Hoax](#).

Conspiracy theories claim that some or all elements of the Apollo program and the associated Moon landings were hoaxes staged by NASA, possibly with the aid of other organizations.

The most notable claim of these conspiracy theories is that the **six crewed landings (1969–1972)** were faked and that **twelve Apollo astronauts** did not actually land on the **Moon**. Various groups and individuals have made claims since the mid-1970s that NASA and others knowingly misled the public into believing the landings happened, by manufacturing, tampering with, or destroying evidence including photos, **telemetry** tapes, radio and TV transmissions, and **Moon rock** samples.



"These are unfounded claims that have no scientific basis. In 2000, the Lunar Reconnaissance Orbiter, a spacecraft orbiting the Moon, took high-resolution photographs of the Apollo mission landing sites."

demonstrably false.¹⁰ Opinion polls taken in various locations between 1994 and 2009 have shown that between 6% and 20% of Americans, 25% of Britons, and 28% of Russians surveyed believe that the crewed landings were faked. Even as late as 2001, the Fox

mockup.



<https://bit.ly/4nLDev0>



It has a few more pages.



INSTITUTO DE LA MUJER

© 2004 Blackwell Publishing Ltd *Journal of Internal Medicine* 255: 105–112

Reproduced, with permission, from *Journal of Applied Behavior Analysis*, 33, 1999, 199-204. © 1999 by John Wiley & Sons, Inc.

Diana de Gales y su novio mueren en un accidente de tráfico en París

La princesa, de 36 años, viajaba en el vehículo del magnate egipcio Dodi al Fayed

Shaw de Udon reçoit une amercion.
La prison de Wafar, qui comprenait 1
cette ville, est devenue un camp
militaire de la police de la capitale.
L'armée de Wafar est un camp

accidents de transport qui surviennent au cours la vie de ces enfants atteints d'handicap mental, il convient d'apporter l'aide et l'appui. Selon les différents renseignements, la loi sur le handicap prévoit la mise en œuvre de mesures visant à favoriser

de differentissimi negativi sono destinati, come se lo può constatare senza l'elaborazione di un proprio del concetto, alla rivelazione di differenti stati d'animo che lo portino. La nostra funzione ha dunque, a volte, anche

may. These results indicate the capacity of the methodology to complement the use of satellite images for rainfall estimation of short- and long-term time series, as well as the estimation of the spatial distribution of rainfall over a given region.



una bachelier en la culture, un peu de son temps y en sera profit. La culture doit de sa manière être une formation humaine.

[illegible]

El ministro de Turismo británico, Peter Cook, calificó la "misión oficial" que representa la visita de la reina.

China's major phosphate export
has at least 100 years more supply
than the top five traditional fos-
phate producing nations, according
to a report by the U.S. Geological





ROYALTY

The conspiracy theories that continue to surround the death of Diana, Princess of Wales

On August 31, 1997, the sudden death of Princess Diana shocked the world. But even today, 26 years later, theories still circulate that attempt to challenge what we know about the tragic accident.



<https://bit.ly/4lxu6YJ>

WIKIPEDIA

La enciclopedia libre

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M16 involvement

Relationship with Dodi Al-Fayed

Pregnancy

Absence of CCTV images

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White Fiat Uno and James Andanson

Andanson's Suicide

Le Van Thanh

Conspiracy theories about the death of Diana, Princess of Wales

Article

Discussion

Read

Edit

View history

Tools

Conspiracy theories surrounding the death of Diana , Princess of Wales,

are various hypotheses that emerged from 1998 onwards concerning the causes of the death of Diana Spencer , Princess of Wales. ¹ The two official inquests carried out in the United Kingdom and France concluded that Diana died as a result of a car crash in Paris on August 31, 1997, as reported by the press at the time. In 1999, an inquest in France found that the princess had died as a result of the car crash, ² with Judge Hervé Stéphan declaring that the paparazzi were some distance from the Mercedes S280 when it crashed and were therefore not responsible for the accident. ³ After analyzing the evidence in an inquest carried out in Great Britain , a jury returned a verdict of manslaughter on the part of the driver , Henri Paul (who died in the crash), and the paparazzi who were pursuing the car. ⁴ The jury also stated the following: "Furthermore, the deaths of the deceased were caused or contributed to by the fact that the deceased were not with something else."

After the investigations, a verdict was issued:

"The deaths were caused or contributed to by the

After the investigations, a verdict was issued: **"The deaths were caused or contributed to by the fact that the deceased were not wearing seat belts and by the fact that the Mercedes crashed into the pillar in the Alma Tunnel."**



<https://bit.ly/4kwD9Zm>



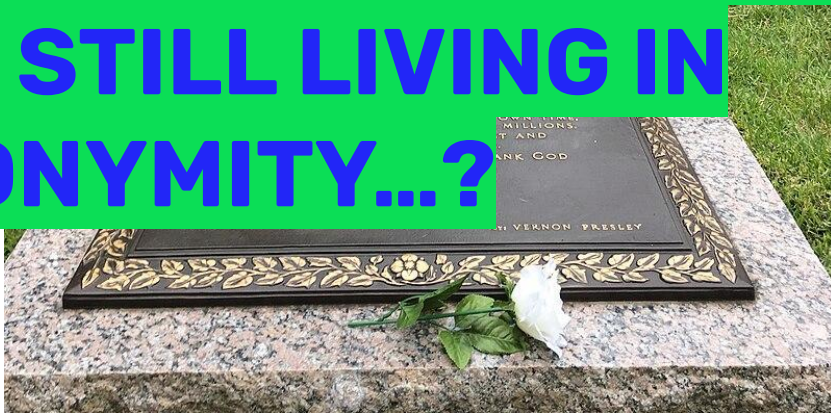
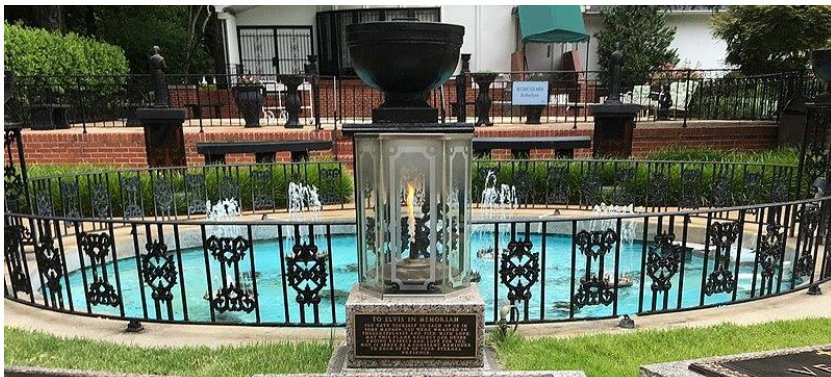
Level
Up





Level
Up

**IS ELVIS PRESLEY REALLY DEAD
OR IS HE STILL LIVING IN
ANONYMITY...?**





New wave of Elvis sightings! (1991)



Telephone poll on TV: Is Elvis alive? (1992)

Elvis Sightings

12 Languages

Article Discussion

Read Edit View history Tools

Elvis sightings are reported sightings of the American singer [Elvis Presley](#) after his death in 1977. The [conspiracy theory](#) that Elvis did not die and instead went into hiding has been popularized by several authors.

Notable sighting reports [edit]

The earliest known alleged sighting of Elvis was at [Memphis International Airport](#), where a man resembling Elvis gave the name "John Burrows," the same name Elvis used when booking hotels.² A series of alleged sightings took place in [Kalamazoo](#), [Michigan](#), in the late 1980s. Such reports met with public ridicule and became fodder for humor publications such as the [Weekly World News](#).³ In [California](#), many people believed they saw Elvis at the [Legoland California](#) theme park shortly after its opening in 1999. It was later revealed that [Elvis impersonators](#) were hired as an attraction to commemorate Presley.⁴]

In late 1988, [LS Records](#) released the song " [Spelling on the Stone](#) ," sung by an unknown vocalist purporting to be Presley. The song's narrative suggested that Presley had not actually died. Airplay on [country](#) music radio stations led to numerous callers reporting sightings of the singer after hearing the song, while program directors at those stations debated whether the vocal track was actually Presley's.⁵]



Elvis before a meeting with [Richard Nixon](#) in 1970, White House photograph by photographer Ollie Atkins.¹]



<https://bit.ly/4kKVnXb>

HUMANS ARE RATIONAL BEINGS, BUT...



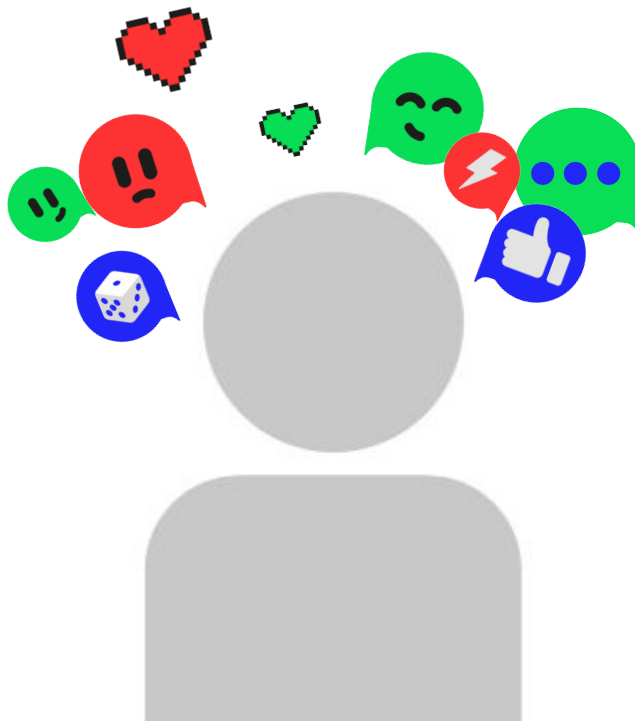
... WE ARE NOT AS RATIONAL AS WE THINK

Our decisions and actions are often influenced by factors that are not purely rational, such as emotions, intuitions, and cognitive biases.



BIASES

Level
Up





BIASES



Level
Up

We all have biases.

They are mental shortcuts that help us make decisions faster, but they can lead to distorted interpretations of reality.



FOR EXAMPLE:

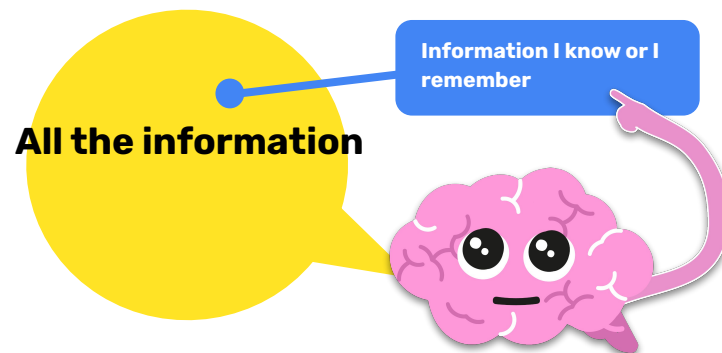


AVAILABILITY BIAS



Level
Up

The more something is repeated to us, the more easily we believe it.



FOR EXAMPLE:



AVAILABILITY BIAS



Level
Up

The more something is repeated to us, the more easily we believe it.



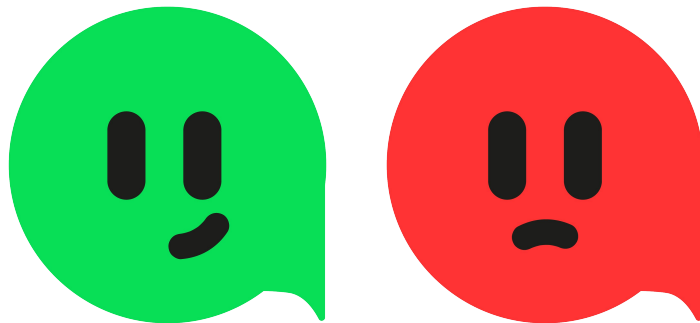
We can see how biases work in areas such as:

POLITICS where “we will support our own” regardless of objective facts”.

ADVERTISING and our purchasing decisions, where we often experience a false sense of choice and decision-making when someone has been guiding us step by step toward a certain behavior.



Conspiracy theories are based on these elements that affect our emotions.





LOGICAL FALLACIES



Level
Up





LOGICAL FALLACIES



Logical fallacies are errors in reasoning that
'attempt to prove' something false.



LOGICAL FALLACIES



Level
Up

Cherry Picking (fallacy of incomplete evidence). It is a tactic that consists of selecting and showing only the arguments or data that reinforce our ideas and ignoring the rest.



FOR EXAMPLE:



CONFIRMATION BIAS

The tendency to believe information that confirms our preexisting hypotheses or beliefs.



Level
Up



FOR EXAMPLE:

Level
Up

GROUP OR BANDWAGON? BIAS

Tendency to believe more in what our family or close circle says or does than in what outsiders say.





FOR EXAMPLE:

BLIND SPOT BIAS



Level
Up

Tendency to believe that since I perfectly understand what biases are, their types, and so on, they don't affect me, and that it's "everyone else" who falls for disinformation.

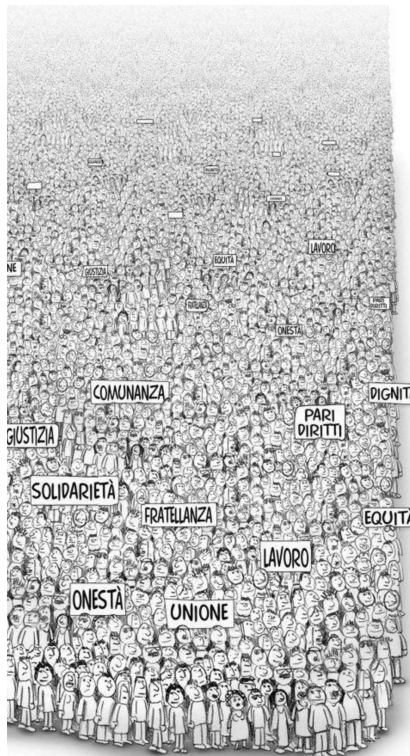
Yes, they do affect you.



CHERRY PICKING

Also called the 'fallacy of incomplete evidence'.

It consists of selecting and showing only arguments or data that reinforce our ideas and ignoring the rest.



ELEMENTS THAT CHARACTERIZE A CONSPIRACY THEORY:

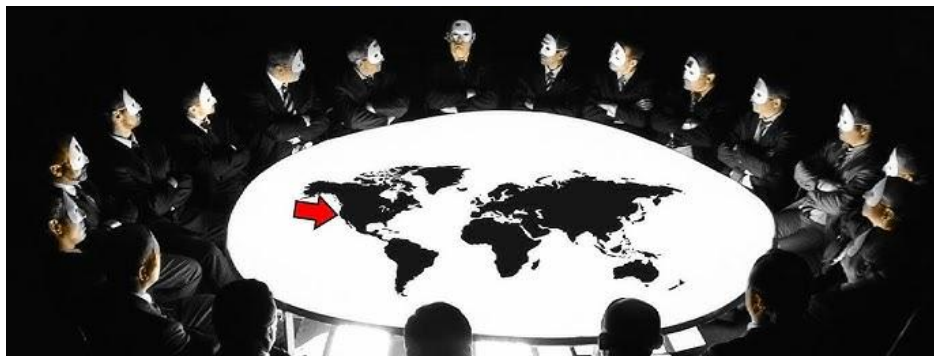
1. Secrecy and hidden control.
2. Distrust of authorities.
3. Simple explanations for complex events.
4. Lack of solid evidence, exploitation of cognitive biases or logical fallacies.
5. Confirmation cycle.

ELEMENTS THAT CHARACTERIZE A CONSPIRACY THEORY:



1 - Secrecy and hidden control:

These elements imply the existence of a group or entity with power and resources that acts covertly to influence or manipulate events in its favor, often to the detriment of others.



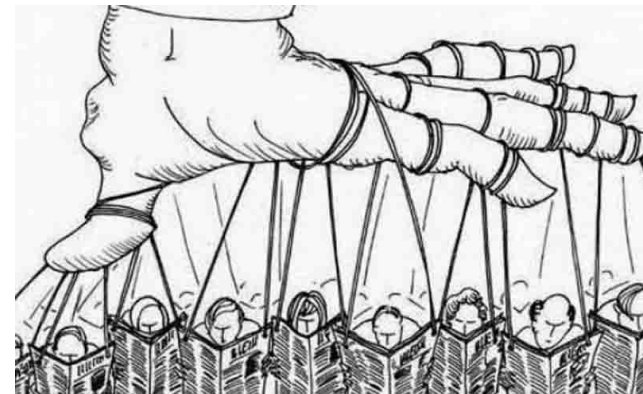
ELEMENTS THAT CHARACTERIZE A CONSPIRACY THEORY:



2 - Distrust of authorities.

This secret elite group not only hides information but also exerts considerable control over reality, manipulating events, institutions, or even public opinion.

This control can manifest in various ways, such as manipulation of the media, infiltration of governments, or influence over economic decisions



“Authorities lie to us by default”.

ELEMENTS THAT CHARACTERIZE A CONSPIRACY THEORY:



3 - Simple explanations for complex events.

Conspiracy theories offer simplified explanations for complex events, often attributing them to hidden forces or powerful groups.

These theories can arise from the need to make sense of confusing situations, **creating a sense of community** and reducing anxiety, **even though they lack any scientific or logical evidence.**



ELEMENTS THAT CHARACTERIZE A CONSPIRACY THEORY:

3 - Simple explanations for complex events.

A conspiracy theory **will never provide clear proof or evidence for its claim for a simple reason: none exists.**

Instead, it will entangle us in all kinds of argumentative tricks (or **fallacies**) and exploit the weaknesses of our brain (**biases**) to try to convince us of its message.

But there will never be any evidence.



ELEMENTS THAT CHARACTERIZE A CONSPIRACY THEORY:

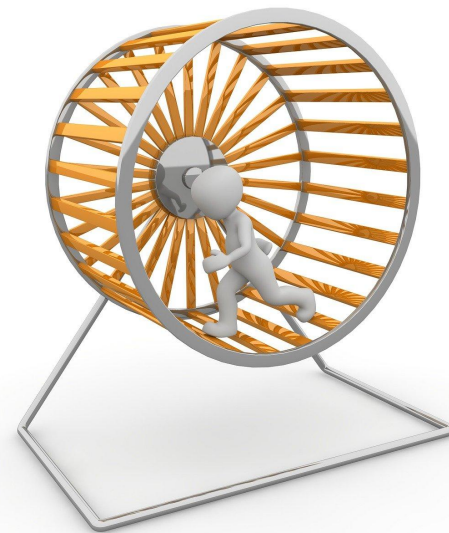


4 - Confirmation cycle

Searching for and **selectively favoring information that confirms preexisting beliefs, while ignoring or rejecting evidence that contradicts them.** This reinforces belief in the conspiracy theory, even if it has no basis.

This cycle strengthens the belief in the theory, making it difficult to question.

The conspiracy theory becomes a self-confirmed truth, independent of objective reality.



SOME CONSPIRACY THEORIES AND THE ELEMENTS THAT “SUPPORT” THEM

Level
Up



1. The Earth is flat
2. Vaccines are harmful and cause autism.
3. Airplanes spray us with chemicals.



**"THE EARTH
IS FLAT"**



"THE EARTH IS FLAT"

ARGUMENTS:

"The horizon always looks flat no matter where you look from".

"Antarctica is a wall of ice that surrounds the entire Earth".

"If the Earth were moving, flight times would vary because planes would travel with or against the Earth's rotation".

"If the Earth were spherical, we would be able to see both sides of the Moon".





"THE EARTH IS FLAT"

ELEMENTS:

- Simple explanations for complex events.
- Lack of solid evidence, exploitation of cognitive biases or logical fallacies.
- Sense of belonging and exclusivity:
"I know the truth. You don't".



**"VACCINES ARE
HARMFUL AND
CAUSE AUTISM"**



"VACCINES ARE HARMFUL AND CAUSE AUTISM"

Level
Up

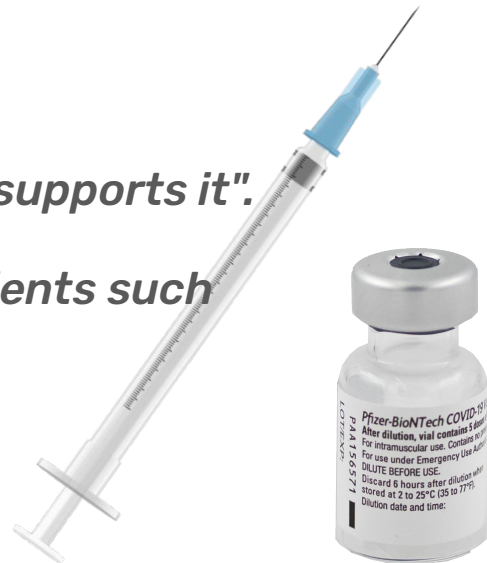
ARGUMENTS:

"I know someone who..."

"There is an important scientific study that supports it".

"Vaccines contain harmful and toxic ingredients such as mercury or aluminum".

"Vaccines cause the very disease they are meant to prevent".





"VACCINES ARE HARMFUL AND CAUSE AUTISM"

Level
Up

ELEMENTS:

- Distrust of authorities.
- Simple explanations for complex events.
- Lack of solid evidence.
- Confirmation cycle.





**"AIRPLANES
SPRAY US WITH
CHEMICALS"**



"AIRPLANES SPRAY US WITH CHEMICALS"

ARGUMENTS:

"You can see it with your own eyes".

*"Years ago this didn't exist.
The sky was blue without white lines".*

"They do it to control the population".

*"They poison us for the benefit
of pharmaceutical companies".*





"AIRPLANES SPRAY US WITH CHEMICALS"

Level
Up

ELEMENTS:

- Distrust of authorities.
- Simple explanations for complex events.
- Lack of solid evidence, exploitation of cognitive biases or logical fallacies.
- Confirmation cycle.

CONCLUSIONS

Level
Up

- Lies are more entertaining and interesting than the truth.
- These beliefs and groups have existed forever.
- We know the mechanisms by which they operate.
- Anyone can end up believing in something like this.
- These theories can be difficult to fight (they feed on emotion, not reason).



Level Up



Activity

Conspiracy theories

Conspiracy theories



Creative writing

Invent a story that includes all the elements of a conspiracy theory.

- You have complete creative freedom: you can invent the characters, the time of the story, and the place where it happens...
- Remember to include all the elements that usually make up conspiracy narratives.
- When you finish, you will have to read it to your classmates and discuss with them how you incorporated the logic of conspiracy theories into your story.



Elements that characterize a conspiracy theory:

1.

Secret and hidden control

2.

Distrust of authorities

3.

Simple explanations for complex events

4.

Lack of solid evidence, exploitation of cognitive biases, or logical fallacies

5.

Confirmation cycle

**YOU HAVE
30
MINUTES**

Then remember to share it with your
classmates.
**Let your imagination take off, just like a
conspiracy theorist would!**



Your story: "The Conspiracy of..."

A large, empty rectangular frame with a light gray border, intended for the user to write their story. In the bottom right corner of the frame, there are two small speech bubble icons: a red one with a sad face and a green one with a happy face.

HOW TO TALK WITH SOMEONE WHO SHARES DISINFORMATION



Stay calm and listen with empathy first.



Do not attack or ridicule the person you are trying to convince.



Ask thoughtful questions.



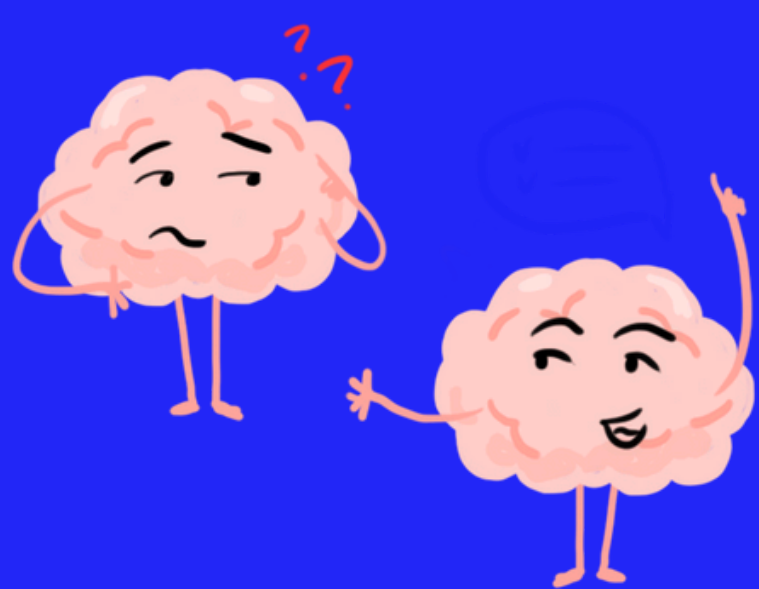
Better to **speak positively** than negatively.



Even if it is tactful, it is necessary to **make the correction.**



Convince with simple but solid arguments.
Don't overload with facts.



Choose well how and when to talk to that person. Better in person than by message. Better in a **one-on-one conversation** than in a group.



Be careful when talking to very polarized people.



Co-funded by
the European Union



Level Up

ARTIFICIAL INTELLIGENCE



Do you see anything strange?



Pay attention to the hands

Look at the background of the image and see if the **backgrounds are blurry**.



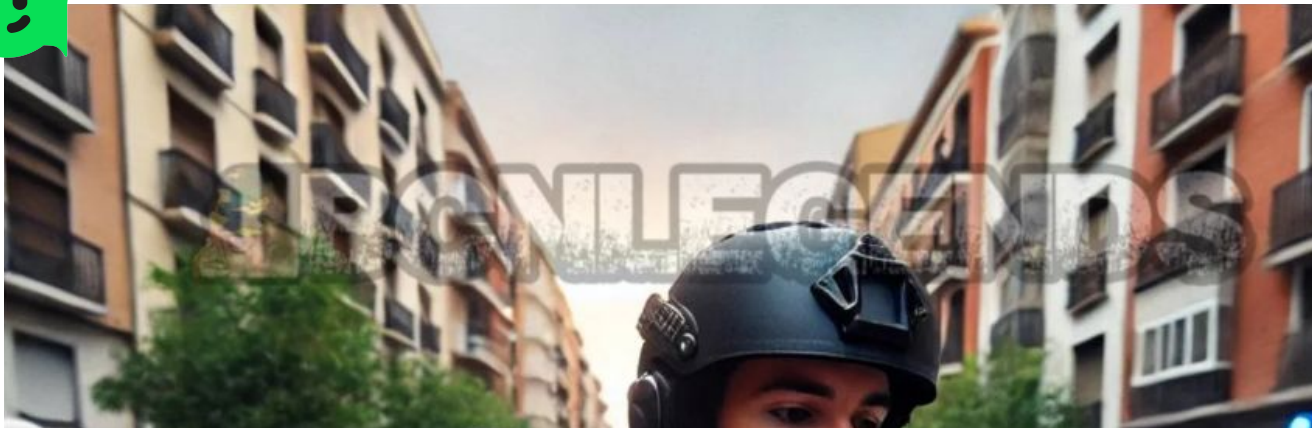
Look for details in the photo

For example, this logo of a supposed emergency service **doesn't exist in Spain.**



Image generators are not very good at writing

Check if there is any text that is unreadable or blurry.



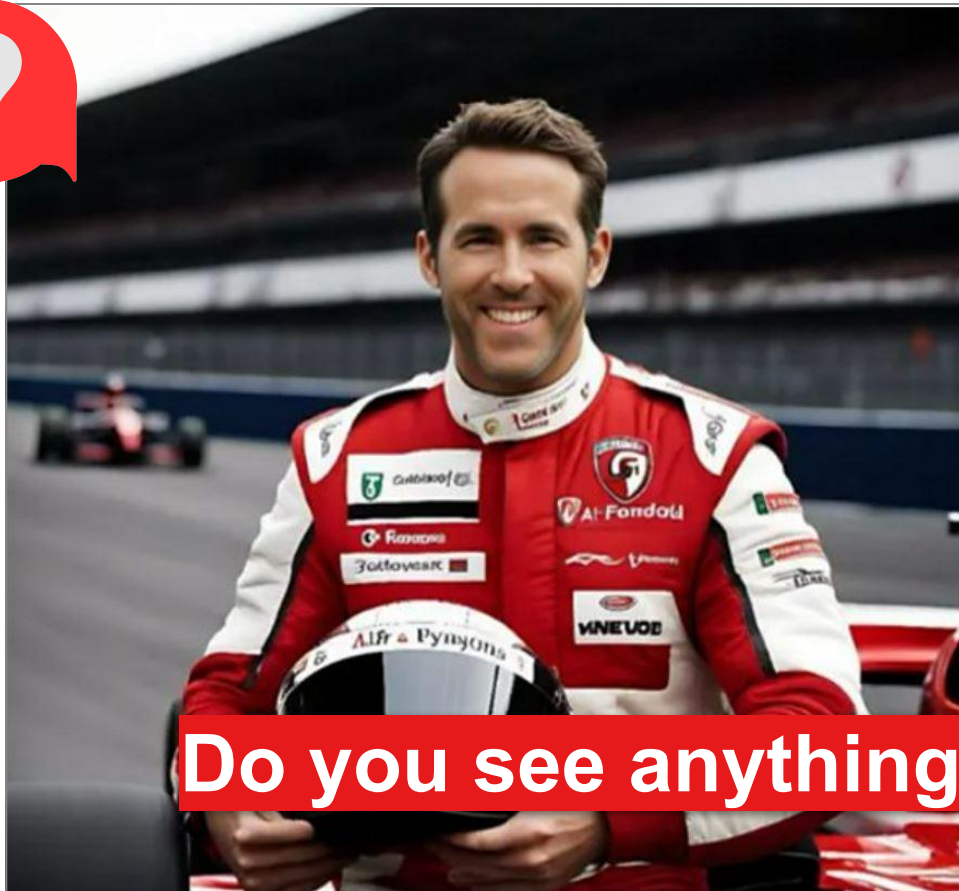
Are there watermarks in the image?

Disinformers don't put in that much effort, and sometimes a watermark might appear.



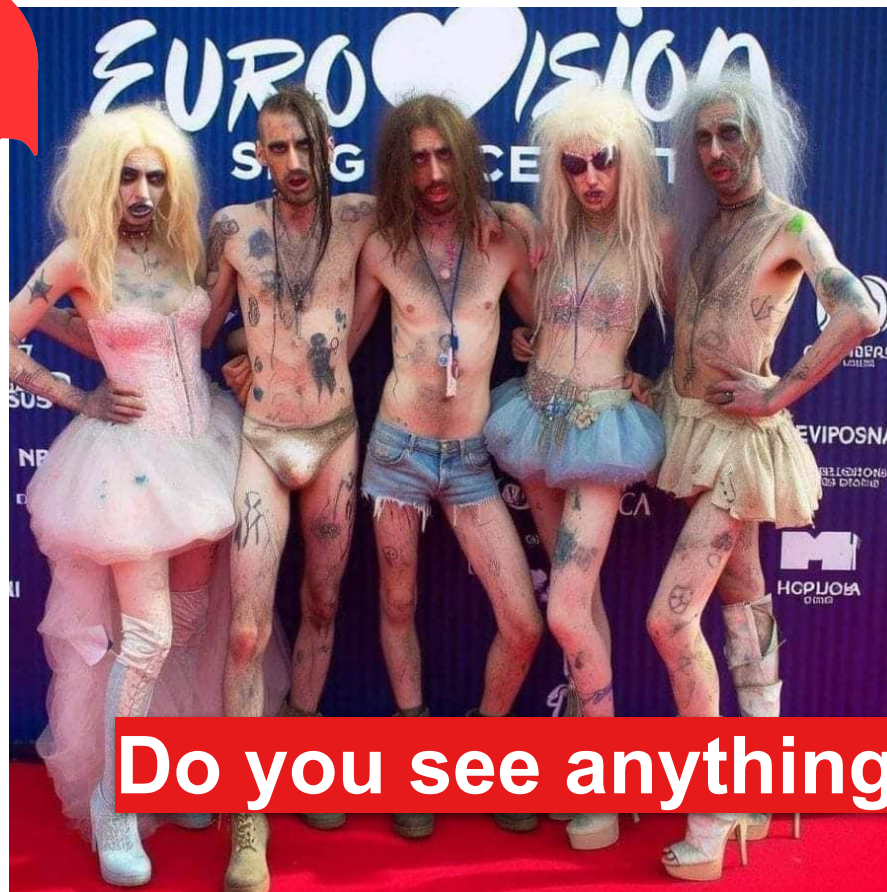
Lighting and perfection

AI-generated images of people can have flawless skin, like plastic, without pores or wrinkles.



Do you see anything strange?





Do you see anything strange?





AI is here to stay

**And we use it for more things than
you might imagine...**



On your phone or computer,
with voice assistants and the search engines
of some apps.

**With the Internet of Things, our appliances
have AI**
(vacuums, air conditioners, refrigerators, watches...)





Self-driving cars

The radars and cameras in today's cars use AI.

Online shopping and ads

AI personalizes searches and what is shown to us.



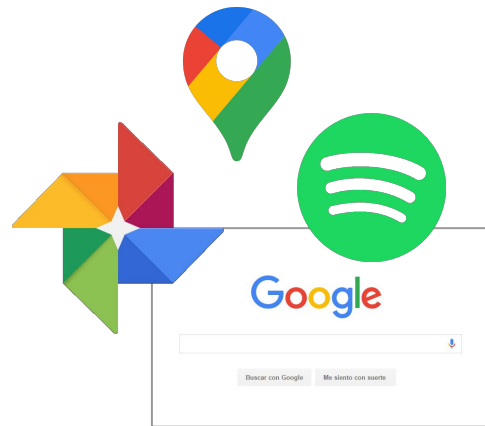


Agriculture and livestock

In irrigation systems, animal feeding, weed removal...

Apps and services we use every day

AI is used to select the **music** it recommends to us, the route on the GPS, the internet **search** engine, our **phone photos**, etc..





In recent years, AI has improved a lot

... and very quickly



Midjourney





But...

How AI works?



AI is trained with a **lot of data** and learns how we communicate and what things we do.



This way, it can **imitate the way we speak** and have conversations.



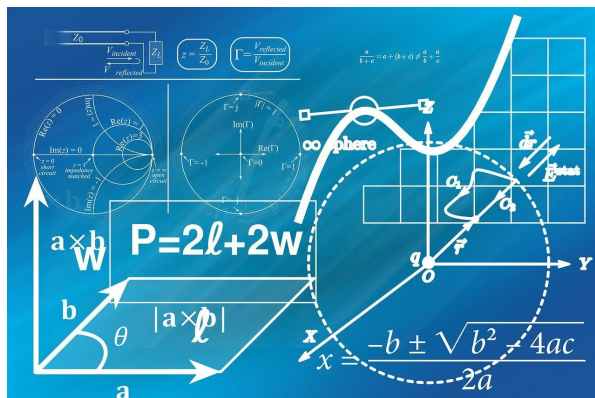
Gemini



It can also imitate reality and **create images, videos, movements, etc.**



All of that is done with algorithms and mathematical tools that are based on probabilities and more complex things.



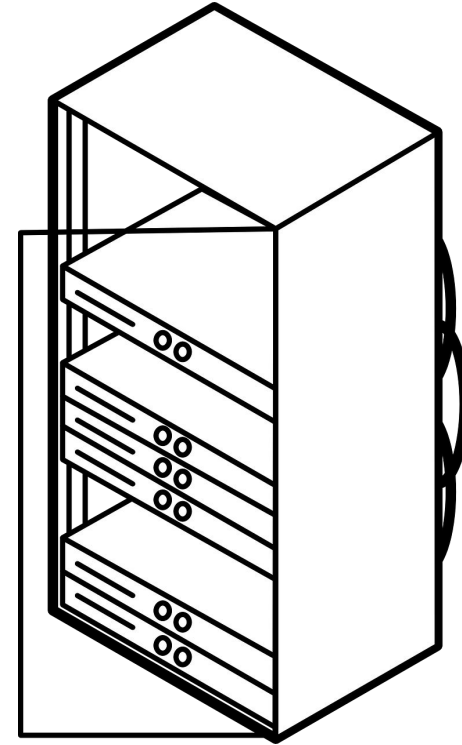
We usually talk about “AI” in general to refer to this technology, but it is a term that encompasses a very large field of computer science:

there are tons of AI **models**,

AI **tools**,

different branches of AI...

And it all depends on how it is used.



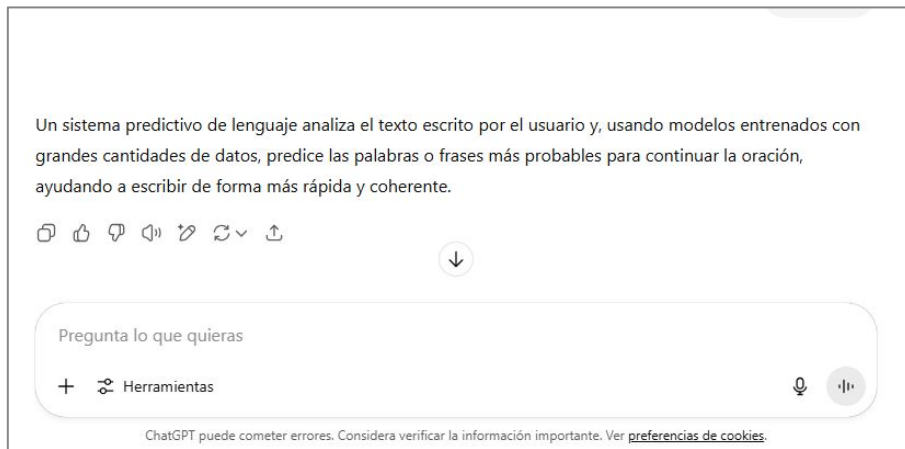


For example: Chat GPT

Level
Up

It is what we call a **"predictive language system"** and a **"Large Language Model"** :

It calculates very well and very quickly which word comes after another.





AI has biases

Level
Up

If the data it is trained on is biased, it **can reproduce prejudices**.

That is why we need to **question** the answers or content it generates and **check** them with other sources.

“Limpiando” según la IA:





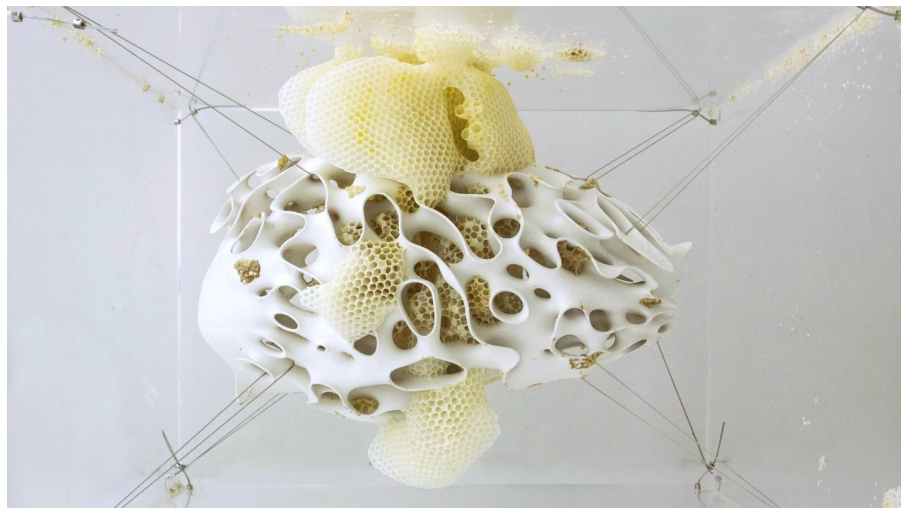
An example of (good) use of AI



Synthetic Apiary is a controlled environment that allows honeybees to be active throughout the year.

The research team has created **computational tools** to monitor the bees and study their health, habitats, and interactions while they operate in this perpetual spring.

Synthetic habitats can be integrated into urban environments **to help combat the alarming decline in bee populations**. They can also be used to support food systems and pollination in harsh environments.





... and some flaws

When asked ChatGPT in August 2024: «Who is Arve Hjalmar Holmen?»(his name) it responded with this. An AI hallucination that has nothing to do with reality.

It is very risky to use these AIs as reliable sources of information.

BBC

Man files complaint after ChatGPT said he killed his children

21 March 2025

Share Save

Imran Rahman-Jones
Technology reporter



Arve Hjalmar Holmen has made the complaint to Norway's data regulator

A Norwegian man has filed a complaint after ChatGPT falsely told him he had killed



... and some flaws

- **You cannot trust an AI or anyone to predict random draws.**
- **By analyzing historical data, you can see which numbers have been more frequent in the past, but the chances of a number coming up each year are exactly the same, whether it has appeared before or not.**

Q

SUR in English

Christmas lottery draw 2023

**These are the two numbers
ChatGPT thinks are most likely
to win the El Gordo jackpot
prize in Spain's famous
Christmas lottery**

The artificial intelligence technology has analysed the data of the 210 draws held from 1812 to 2022 and offered its prediction for the 22 December draw



When AI is used to deceive us

There are many scams that use familiar faces to trick you, for example with fake cryptocurrency investments or fake “miracle” products that promise weight loss.

By using **artificial intelligence tools**, scammers can go a step further and **manipulate the statements of public figures in videos, cloning their voice or altering their facial movements.**



Capturas del vídeo manipulado de Susanna Griso y Florentino Pérez

<https://maldita.es/timo/20240925/estafas-inteligencia-artificial-timos-ciberdelincuentes/>

When you see something about AI



Too positive...



When you see something about AI



...or too negative

Levante
EL MERCANTIL VALENCIANO

It is urgent to limit AI to avoid the apocalypse of our civilization

Un análisis encargado por el gobierno estadounidense advierte sobre los peligros de perder el control sobre la IA

PUBLICIDAD



¡Pon a punto tu coche antes de viajar!
Castrol

¿Podemos perder el control sobre la IA ante un avance tan vertiginoso? / CRÉDITO: JULIEN TROMEUR EN UNSPLASH.

Pablo Javier Piacente
15 MAR 2024 13:45 Actualizada 22 MAR 2024 12:36

valgrai
“Tu futuro empieza aquí”
DigitalIA
Formación en Inteligencia Artificial
Fundación Valgrai
FORMACIÓN GRATUITA

When you see something about AI



Stay calm and always look for scientific evidence and official sources.

When reliable information is missing, that's when we are most likely to fall for disinformation.



CONCLUSIONS



Even though we call it “Artificial Intelligence”, it isn’t intelligent in the way people are.

AI is mathematics.

It's important to find a middle ground:



AI is not like Terminator and won't want to destroy everything.



Nor is it going to solve all the world's problems by itself.



Anything of real importance produced by an AI needs to be reviewed.



There may be errors or things it makes up.



There is NO need to be afraid

We need to take things slowly and get information safely.

Level Up

Level Up

Activity

Do you know how to detect AI?



**ALL CONTENTS ARE
GENERATED WITH
ARTIFICIAL INTELLIGENCE**







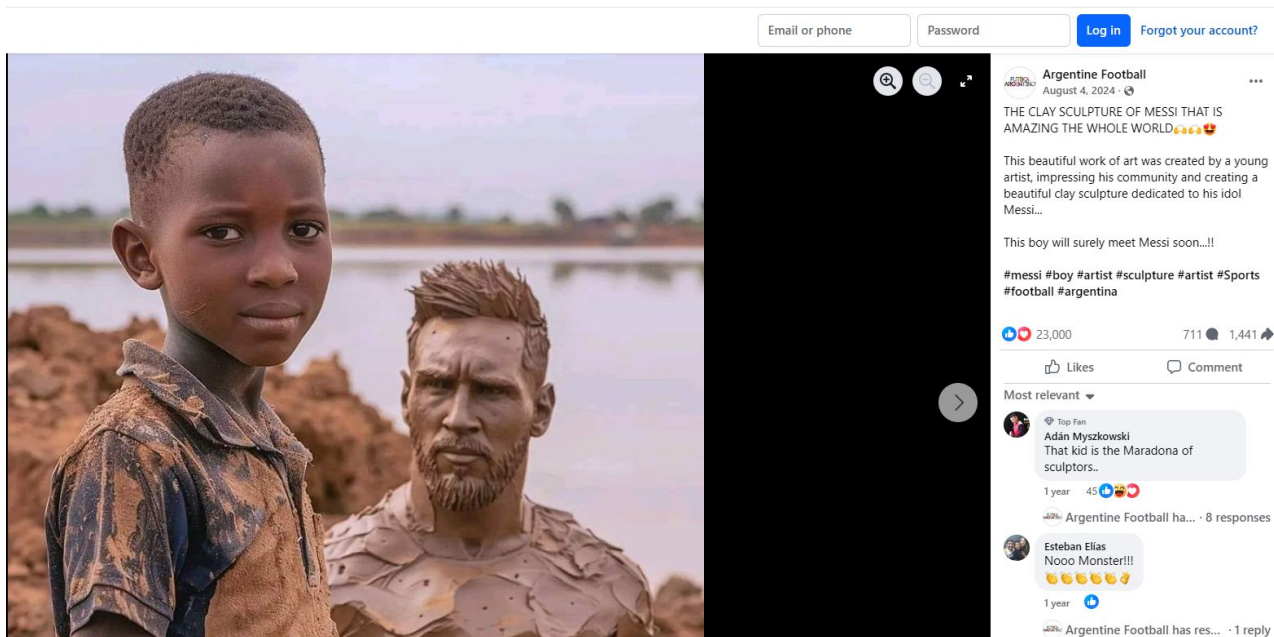


Level
Up





- **Images tend to reflect aesthetic and occupational stereotypes about Latinos, portraying men in manual labor or construction jobs and women in roles related to cleaning or the service sector.**
- **Some experts indicate that AI image generators can perpetuate harmful stereotypes, influencing how people perceive their roles and limiting what they consider possible in society.**





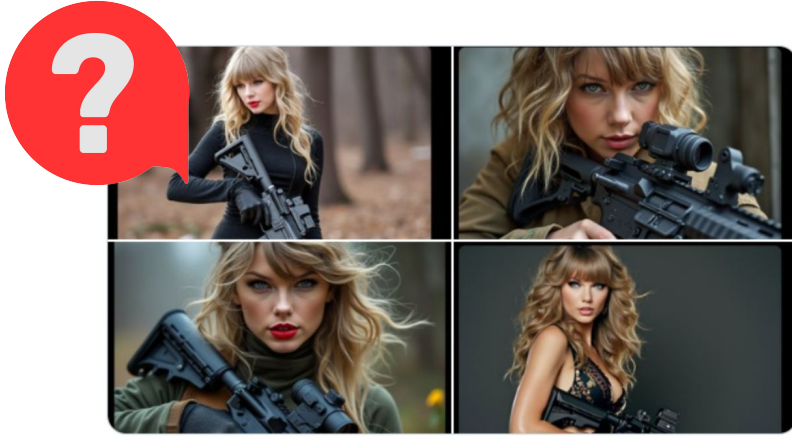
- **On Facebook, there are many images created with artificial intelligence that usually show children, artworks, houses, or images of Jesus. A study states that the social network recommends this content to users.**
- **The pages that post them aim to attract users' attention to increase engagement. This helps them generate income by monetizing the content or redirecting to websites full of ads or fake products.**





- **Elon Musk uses images created with X's AI (Grok) to label Kamala Harris as a communist, put the Brazilian judge who banned his social network behind bars, and contribute to disinformation campaigns.**
- **Experts and studies say that when a public figure like Musk (with 198 million followers on X) does this, it has a huge amplifying effect and legitimizes the use of AI to promote hate speech.**





- **Images and deepfakes of the singer have been circulated showing sexual content, carrying weapons, or attacking the Twin Towers.**
- **The singer is one of the most influential people in the world, and the use of her image has an impact, for example, in mobilizing thousands of citizens to go vote.**

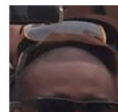




Nunca veréis a Obama en los barrios

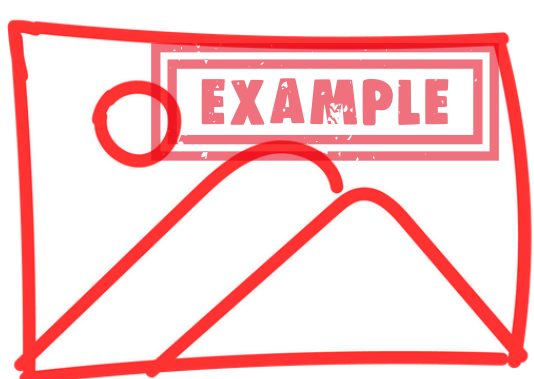
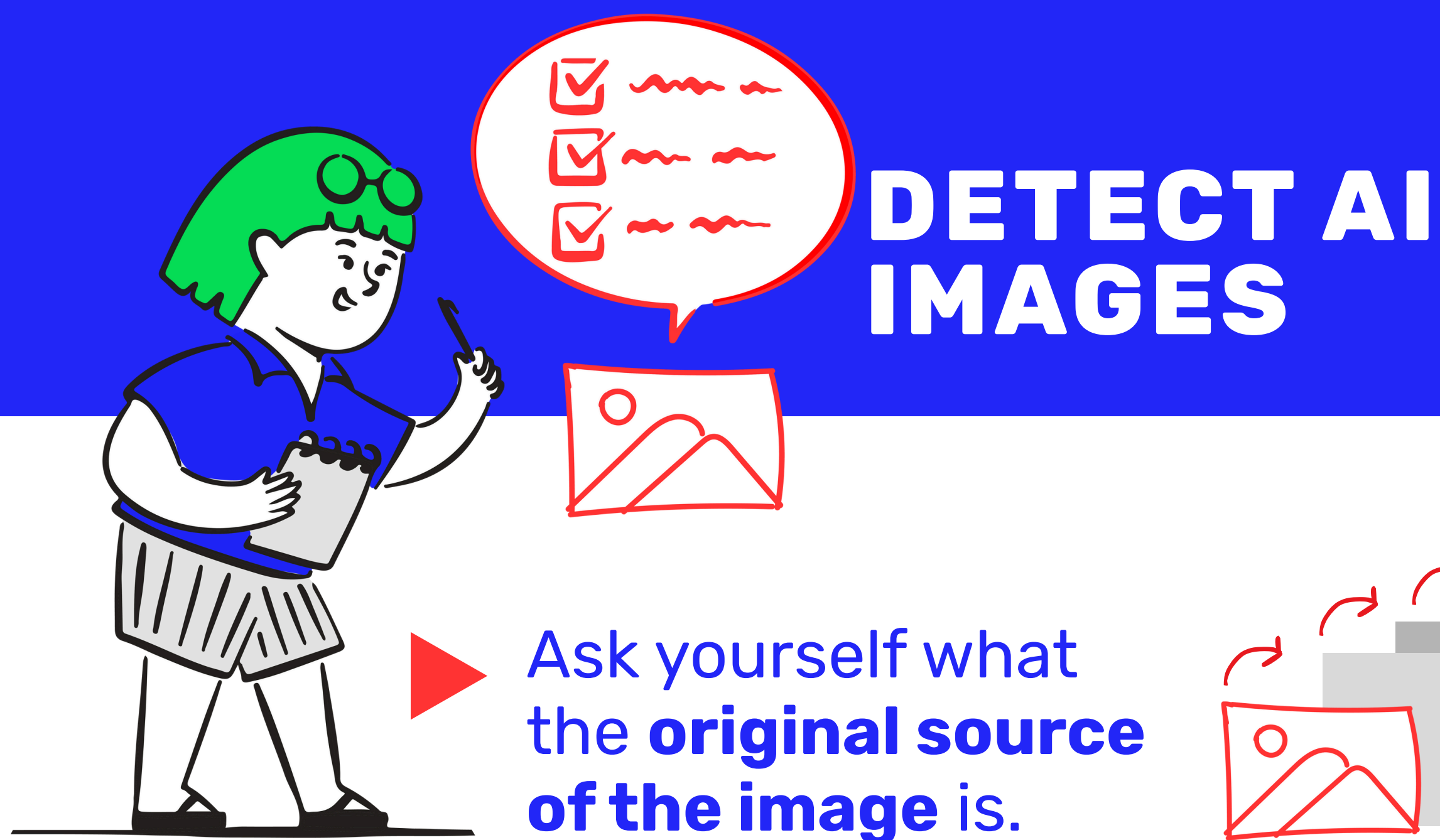


22:19 · 14 may 23 · 62,3K Visualizaciones



Level
Up

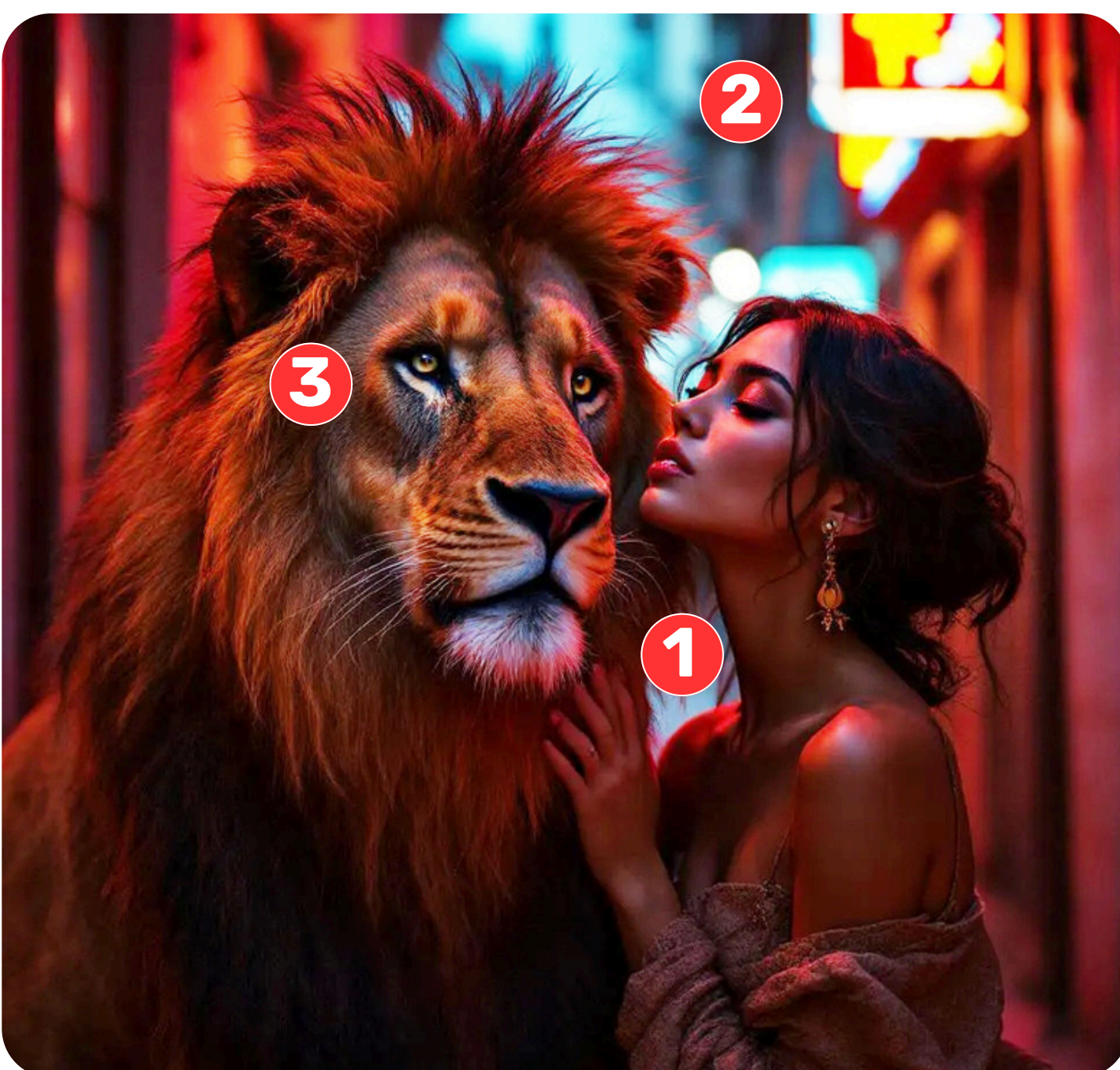
Level Up



▶ **Look for watermarks**

▶ **If there is text, check for typos.**

▶ **In this picture:**



1 Analyze the details: pay attention to the hands, ears, eyes, teeth or hair. If there are disproportionate elements or exact symmetries that may catch your attention.

2 What appears in the background of the image? Backgrounds may be blurred, textured or have errors.

3 Eerie feeling or perfection. AI images often have an unnatural feeling to them with flawless, plastic like skin.



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