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media masters



media masters

## WORK PACKAGE N° 27

### MEDIA MASTERS WORKSHOPS - TEACHER TRAINING - ITALY (ROME)

**Delivered By:**

**MUSEO DEI BAMBINI SCS**



**IL MUSEO DEI BAMBINI DI ROMA**

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## Document Identification:

|                                                                     |                                                                       |
|---------------------------------------------------------------------|-----------------------------------------------------------------------|
| <b>Project full name</b>                                            | Media Masters: Enhancing Media Literacy                               |
| <b>Project acronym</b>                                              | MEDMAS                                                                |
| <b>Grant agreement no.</b>                                          | <b>101148165</b>                                                      |
| <b>CERV Programme</b>                                               | <b>CERV-2023-CITIZENS-CIV- Citizens' engagement and participation</b> |
| <b>Dissemination level</b>                                          | Public                                                                |
| <b>Work Package</b>                                                 | WP27                                                                  |
| <b>Partner(s) responsible</b><br><i>(Legal Name and Short Name)</i> | Children's Museum SCS<br>Explora                                      |
| <b>PIC Number:</b>                                                  | 998561069                                                             |
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| EVENT DESCRIPTION                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                        |    |
|--------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------|----|
| <b>Event number:</b>                 | WP 27                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                        |    |
| <b>Event name:</b>                   | Media Masters Workshops - Teacher Training                                                                                                                                                                                                                                                                                                                                                                                                                   |                                        |    |
| <b>Type:</b>                         | Workshop                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                        |    |
| <b>In situ/online:</b>               | On site                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                        |    |
| <b>Location:</b>                     | Italy, Rome                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                        |    |
| <b>Date(s):</b>                      | 24 June 2025 and 25 June 2025                                                                                                                                                                                                                                                                                                                                                                                                                                |                                        |    |
| <b>Website(s) (if any):</b>          | <p><b>Article</b> on the partner website:</p> <p><b>ITALIAN:</b> <a href="https://mdbr.it/news/il-progetto-medmas-per-unes-education-civica-e-digitale/">https://mdbr.it/news/il-progetto-medmas-per-unes-education-civica-e-digitale/</a></p> <p><b>ENGLISH:</b></p> <p><a href="https://mdbr.it/en/news/il-progetto-medmas-per-unes-education-civica-e-digitale/">https://mdbr.it/en/news/il-progetto-medmas-per-unes-education-civica-e-digitale/</a></p> |                                        |    |
| Participants                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                        |    |
| <b>Female:</b>                       | 30                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                        |    |
| <b>Male:</b>                         | 22                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                        |    |
| <b>Non-binary:</b>                   | 1                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                        |    |
| <b>From country 1- Italy:</b>        | 50                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                        |    |
| <b>From country 2 Sri Lanka:</b>     | 1                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                        |    |
| <b>From country 3 - Morocco:</b>     | 1                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                        |    |
| <b>...</b>                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                        |    |
| <b>Total number of participants:</b> | 51                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <b>From total number of countries:</b> | 51 |

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## Description

*Provide a short description of the event and its activities.*

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## 1. Introduction

The **Media Masters project**, co-funded by the European Union within the CERV Programme, aims to strengthen media literacy and critical thinking skills among young people and educators across Europe. By combining innovative educational tools, international collaboration and participatory methodologies, the project equips schools and communities with practical resources to address challenges such as disinformation, online manipulation and digital risks.

Within this framework, the **Museo dei Bambini SCS (Explora)**, in partnership with the youth association **Scomodo ETS**, organised the Media Masters Workshops Teacher Training in Rome. The collaboration with Scomodo ETS, a youth association that promotes participatory journalism as a tool for active citizenship and civic engagement, was fundamental in contextualising the Media Masters game within the broader objective of combating youth misinformation. By working with a third sector youth organisation, the

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workshops were able to reach participants in inclusive and non-judgmental spaces, which enhanced both the attractiveness and accessibility of the initiative.

Adopting a bottom up and non institutional approach, recognised as particularly effective for engaging young people, the event was structured over two days in order to create welcoming environments for dialogue, exchange and collective reflection. The workshops were designed not only to introduce participants to the Media Masters game but also to empower teachers, educators and trainers with concrete skills and methodologies for integrating it into formal and non formal educational contexts.

The initiative provided a safe and collaborative space that fostered participation, inclusion and horizontal dialogue. It highlighted the role of media education as a tool to strengthen democratic societies, while also offering educators innovative strategies to promote critical thinking among students.

The present document provides a detailed account of the event, including its programme, training curriculum, feedback from participants and strategies for the future integration of Media Masters into educational settings.

## 2. Programme and proceedings of the event

The event was held on 24 and 25 June within the 'Redazione' one of the operational spaces linked to the Scomodo ETS organisation. These days followed the following format:

- **Introductory session (15 minutes):** This section consisted of two main moments. The first was devoted to the presentation of the project and its aims. The second included a short but engaging interactive training on the topic of fake news and disinformation.

During this second phase, the editor-in-chief of *Scomodo ETS* spoke, who explained the key concepts related to disinformation and fake news. She explained the importance of recognising information manipulation strategies through different media and highlighted the need to develop a critical spirit towards information content. In particular, he emphasised the importance of questioning sources, promoting the habit of verifying news through careful and conscious research.

- **Integration of Media Masters in teaching processes (30 minutes):** During this section, the way in which the *Media Masters* game can be incorporated into everyday teaching practices was explored. The talk provided an overview of the dynamics of the game, its mechanics and content, paying particular attention to



issues related to media literacy, critical thinking and countering disinformation. Through the analysis of concrete examples and case studies, it was illustrated how the use of *Media Masters* can foster active learning and promote a workshop approach to civic and media literacy. Good practices and methodological suggestions for the adoption of the game in formal and non-formal school contexts were also shared.

- **Hands-On Experience (45 minutes):** In this phase, participants had the opportunity to directly experience the *Media Masters* game. Divided into small groups, they simulated a game following the instructions given beforehand. The division into tables fostered the active involvement of everyone, promoting collaboration, peer discussion and shared reflection.
- **Q&A session (45 minutes):** This part of the meeting was entirely dedicated to direct discussion with participants, creating an open and inclusive space for dialogue. Questions emerged spontaneously, starting from the stimuli offered during the previous session, and covered a wide range of topics, from practical aspects related to the implementation of the *Media Masters* game within educational contexts, to pedagogical, methodological and theoretical reflections. Many participants expressed interest in the possibility of integrating the game with existing school curricula, raising questions on how to adapt it to different age groups, how to modulate its duration and what strategies to adopt to actively involve even less participative students. Others raised issues related to managing group dynamics, highlighting the importance of facilitating dialogue and mutual respect during the course of the game. The discussion also deepened some of the key elements of the project, including the possibility of customising the content according to the context of use (e.g. by choosing specific questions or modifying the game modes), the adaptability of the tool to different school levels, and the potential of the game as a tool for developing critical thinking, collaboration and media awareness.

- **Reflection and Conclusion (30 minutes)**

At the end of the experience, a moment of collective reflection was proposed to gather impressions, comments and suggestions on the game and the day in general. Participants were invited to share their points of view, highlighting the most significant aspects and those to be improved. An evaluation questionnaire was also administered, accessible via QR code, with the aim of gathering useful feedback for the improvement of the project. The session ended with final thanks



and an invitation to continue reflecting on the importance of media education as a tool to form aware and critical citizens.

The role of the moderators was also fundamental in managing possible differences of opinion and moments of tension, facilitating dialogue and promoting constructive discussion among the participants. A number of suggestions and opinions emerged from this phase, which will be reported below.

An illustrative Power Point was also produced for the event and projected in the event hall. The PPT contained slides with the following contents:

- Project description
- Game content
- Game mode
- Link and QR to download the app to your device
- QR for the Medmas internal questionnaire
- QR for the European questionnaire

Branded shopping bags and pencils were also distributed to participants. The aim once the website has been finalised is to distribute, along with the shopping bags, an illustrative flyer with a QR code linking to the project website to increase the visibility of the game and its objectives.

### 3. Training Curriculum and Learning Outcomes

#### Purpose and Context

In today's information landscape, educators face the urgent challenge of equipping students with the skills to critically evaluate the vast amount of media content they consume daily. Social media, online platforms, and digital technologies have transformed how information is produced, shared, and manipulated, making it essential for schools to take an active role in promoting media literacy.

The Rome workshops were designed not only as training sessions, but also as laboratories of experimentation and dialogue. Through the *Media Masters* educational game, participants explored innovative, engaging, and experiential methods to address fake news, disinformation, and digital safety with their students.

#### Target Group

The training primarily involved teachers from middle and secondary schools, educators and trainers active in civic and digital education, as well as school professionals and community leaders interested in integrating media literacy into educational programmes.



The group was diverse, with participants from Italy and abroad, which enriched the dialogue with intercultural perspectives.

### Competences Developed

The workshop aimed to strengthen participants' skills in critical thinking and analysis, pedagogical strategies, digital awareness, facilitation, and civic competences. This included identifying manipulation and disinformation, experimenting with gamification and participatory methods, understanding algorithms and online risks, leading reflective group activities, and connecting media literacy with democratic engagement.

### Learning Outcomes

By the end of the training, participants were expected to:

- Define and explain core concepts of media literacy (e.g. disinformation, fact-checking).
- Apply the *Media Masters* game as a didactic tool across different subjects and age groups.
- Design classroom or extracurricular activities based on experiential and collaborative learning.
- Facilitate reflective and dialogical discussions with students.
- Evaluate the impact of the game and adapt it to their specific educational contexts.

### Structure of Training

The Rome sessions followed a participatory and interactive structure. After a short introduction to the project and an interactive discussion on disinformation (15 minutes), participants explored how the game could be integrated into both formal and non-formal education through case studies (30 minutes). This was followed by an hands-on experience with the game itself (45 minutes) and an open dialogue and Q&A session (45 minutes), with a final session on reflection and evaluation (30 minutes). The sequence ensured a balance between theoretical framing, practical experimentation, and reflective dialogue.

### Materials and Tools

The training combined both physical and digital resources, including the *Media Masters* game set (board, cards, rules, app), a PowerPoint presentation with instructions and QR codes, digital questionnaires for evaluation, and branded materials such as bags, pencils, and flyers.



### Evaluation and Reflection

Evaluation was carried out through QR-code-based questionnaires, group reflections at the end of the sessions, and observations by moderators. Results confirmed interest in the game, while also pointing to areas for improvement, particularly in accessibility, game mechanics, and adaptation to different age groups.

### Application in Schools

Teachers identified several practical ways of using *Media Masters*: as a lesson starter in civic education, IT, or language classes; within workshops and interdisciplinary projects; during thematic days on media literacy and digital safety; and in extracurricular initiatives involving peer-to-peer learning. The game was recognised as flexible, adaptable both to younger students (through simplified rules) and to older ones (through advanced scenarios and role-play exercises such as creators versus detectors of fake news).

### Cross-Curricular Connections

*Media Masters* supports transversal competences across different subjects. It strengthens language and communication through media text analysis and argumentation, enhances civic education by fostering democratic participation and responsibility, deepens digital literacy with attention to privacy, algorithms, and safety, and enriches history and social sciences by analysing the impact of misinformation across contexts. By fostering collaboration, reflection, and debate, the game contributes to the broader mission of education: preparing critical, responsible, and engaged citizens.

## 4. Feedbacks on the game:

The feedback collected during the two days of testing turned out to be extremely rich and articulate, touching on different aspects of the game experience, both in terms of content and structure. In order to facilitate reading and processing, it was decided to organise the observations into thematic areas, highlighting the recurring criticalities, the most significant suggestions and the improvement proposals that emerged spontaneously from the participants.

The feedbacks were divided into six macro-categories: 1) Positive evaluations; 2) Criticisms in the contents and structure of the questions; 3) Criticisms in the dynamics of the game; 4) Criticisms in accessibility and fruition; 5) Proposals for improvement; 6) Formative and didactic considerations.

### 1. Positive Evaluations

The feedback shows a general appreciation for the idea behind the game, which is considered valid, current and with good educational potential. The format was described



as fun, and the explanations provided during the experience were particularly effective, arousing interest and stimulating the curiosity of the participants.

## 2. Content and structure of the questions

- Some questions were poorly formulated, especially in cases where extracts from articles without context were presented, making interpretation difficult.
- The absence of explicit wording in some questions, e.g. "Is this fake news or not?", which would make the objective more immediate, was reported.
- Questions are often too long, unreadable and lack punctuation, hampering comprehension.
- Some answers are subjective, incomplete or truncated.  
Repetition of the same questions occurs in some game sessions, caused by a malfunction of the app's randomisation system, not by duplication of content.
- Questions with videos do not always work properly, impairing the enjoyment and the possibility of answering them properly.
- The questions are too long to facilitate the immediate detection of fake news, especially for a young audience.
- The current format does not sufficiently take into account the attention span of Generation Z, which prefers short and quick content.
- Some questions anticipate the answer already in their title or text, making them uninspiring and not very 'suspenseful'.
- When opening the source link, it is not clear how to go back to the question, causing a loss of continuity in the experience.

## 3. Game dynamics

- The experience was described as slow, repetitive and cumbersome in some sections.
- The colour-based game mechanics were not very accessible, and the visual similarity between blue and purple caused confusion.
- The use of the 6-sided die was found to be inconsistent with the actual operation of the game, as the movements allowed are only 1, 2 or 3 squares. The use of a 3-sided die was suggested for greater consistency and functionality.
- Some of the texts, although not long at all, appear visually lengthy, slowing down the fruition.
- The current individual mode was perceived as less engaging than a possible team mode.
- The game experience is not sufficiently dynamic: the lack of interactions or unexpected elements reduces attention and involvement.



- It was suggested to introduce more engaging dynamics, e.g. modes in which some players create fake news and others have to discover it or team challenges to keep the competition in a more socialising context.

#### **4. Accessibility and usability**

- Images are too small, particularly in the mobile version of the game.
- When a mistake is made, the correct answer is not provided immediately, reducing the effectiveness of the learning experience.
- The absence of a multilingual mode limits inclusiveness and the participation of non-Italian speakers.
- The language of some questions requires better adaptation, both in terms of comprehension level and cultural accessibility.
- The use of physical cards was considered impractical. Some participants suggest switching to a fully digital version, which is more fluid and easier to handle.
- Texts have too small a font and high density, reducing accessibility.
- When a video is opened, it is often not possible to continue the game smoothly, creating interruptions in enjoyment.

#### **5. Improvement Proposals**

##### **Content Revision**

An overall revision of the questions is proposed in order to make them more direct and concise, more suitable for the target audience with particular attention to the youngest and limited in the number of characters, possibly accompanied by useful sources or references, provided they are compatible with the fluidity of the game. It is considered essential to provide the correct answer immediately in the event of an error, in order to reinforce learning. Furthermore, the inclusion of trick questions could help stimulate attention and critical reasoning. It is considered necessary to correct the randomisation system of questions, which is currently subject to repetition, and to pay attention to the wording of the questions, avoiding that they already contain elements that suggest the correct answer.

##### **Optimisation of game dynamics**

To increase the involvement and variety of the experience, it is suggested to make the game more dynamic through interactive mechanics. For example, it could be envisaged that by landing on a red box, the player collaborates with a partner to answer the question, while a blue box could allow the use of the phone as a support tool. The introduction of a team mode is indicated as useful to encourage cooperation and peer



learning. Furthermore, the current 6-sided die seems inconsistent with the structure of the game: it is proposed to replace it with a 3-sided die. Finally, the addition of differentiated roles, for example between those who create fake news and those who have to unmask it, could add a strategic and competitive dimension to the activity.

### **Accessibility and technological innovation**

From the point of view of usability, it is important to enlarge the images, especially in the mobile version of the game, to make them easier to understand. It is also essential to ensure the proper functioning of the video content, improving system stability and loading times. The integration of a speech synthesis of questions could support users with reading difficulties or visual impairments. To increase inclusivity, it is suggested to include the possibility to change languages, making the game accessible to foreign participants. The elimination of physical cards in favour of a fully digital version is considered desirable, as it is more practical and scalable. It is also necessary to review the colour palette: the current use of similar colours, such as blue and purple, is confusing and hinders visual accessibility. Finally, it would be useful to implement a function to monitor the progress of the game, keeping track of correct and incorrect answers, total score and player history.

### **6. Formative and didactic considerations**

The game was also analysed from the point of view of its educational potential, with particular attention to its applicability in school and training contexts. The feedback gathered shows that the explanations provided during the experience were very effective: clear, engaging and able to stimulate interest, they represented an important added value in fostering learning through playful interaction.

However, several participants emphasised the need to immediately show the correct answer in the event of an error. This function, which is currently absent, would be an essential element in turning an error into a direct and timely learning opportunity.

A further point that emerged concerns the appropriateness of language and content with respect to the target audience. It is proposed to differentiate the complexity of the questions on the basis of age or school grade, making the experience more accessible and educational for each target group.

The introduction of cooperative dynamics such as team play or peer comparison was suggested as a useful strategy to reinforce the educational value of the game and to stimulate critical thinking in a participative manner. Similarly, the addition of structured



playful elements (such as prizes, challenges, rewards or surprises) could represent a concrete incentive to motivation, especially among the youngest.

Finally, the importance of improving accessibility, both linguistic and functional, was highlighted, to make the game truly usable even in heterogeneous and multilingual school contexts. This aspect was indicated as a priority to guarantee the educational effectiveness of the experience.

## 5. Integration of *Media Masters* into Educational Activities

The Media Masters game can be effectively integrated into educational activities for secondary school students, both during regular lessons and as part of workshops, interdisciplinary projects, or extracurricular initiatives. Its modular structure and flexible rules make it adaptable across different age groups, subjects, and skill levels.

In Language Arts, the game can serve as a starting point for analyzing media texts, news articles, or viral videos, helping students develop the ability to assess the reliability of sources, recognize manipulative content, and think critically about media language. In Civic Education, it is a valuable tool for exploring topics such as freedom of the press, civic responsibility, and the impact of disinformation on democratic participation.

In IT and Technology-related subjects, Media Masters offers the opportunity to address key issues like digital safety, privacy protection, the role of algorithms in content selection, and the spread of political advertising on social media. In History and Geography, the game can be used to examine real cases of fake news, showing how information manipulation has influenced – and continues to influence – perceptions of reality across time and space.

Within school communities, the game can become the focal point for thematic workshops on responsible digital behavior and peer-to-peer efforts against fake news, encouraging dialogue, collaboration, and shared responsibility. It also fits well into events dedicated to media literacy, digital education weekends, or European projects such as Erasmus+ and eTwinning, where experiential and collaborative learning boosts student engagement and motivation.

In lower secondary school, Media Masters can be introduced through a guided approach aimed at developing critical thinking, media awareness, and source verification skills. Activities can be connected to subjects such as Language Arts, History, and Civic Education.

In upper secondary school, the full version of the game can be implemented, including differentiated roles (creators and detectors of fake news), team-based dynamics, and analysis of real-world cases. This version encourages debate, argumentation, and critical



analysis, making it suitable for subjects like Philosophy, Law, Social Sciences, and Economics.

For students with special educational needs (SEN) or specific learning disorders (SLD), inclusive versions can be developed with simplified materials, more visual support, shorter game sessions, and the use of accessible digital tools such as text-to-speech or user-friendly interfaces. Integration into digital platforms like Kahoot or Padlet can further enhance the game experience, including in blended or remote learning environments.

## 6. Communication and promotion of the initiative

Promotion and communication went through the informal and formal channels of both organisations (Museo dei Bambini SCS and Scomodo ETS).

**The promotion of the event** within the "young adults" target group passed entirely through informal channels. This was because the Museo dei Bambini SCS organisation communicates mainly with another age group and because it preferred to activate close and direct contacts in order to succeed in promoting the initiative within heterogeneous groups of beneficiaries in terms of age, cultural and socio-economic background. More specifically, it was decided to disseminate the initiative through the network of middle, high school and university students. Other users were also intercepted through local collectives and associations. This made it possible to create a proximity relationship with the participants and also to contact them personally through email and telephone contacts, thus also ensuring greater reliability and monitoring of the number of workshop participants.

Communication of the initiative took place jointly between the two organisations and was an ex-ante and ex-post communication of the event and took place on the organisations' social channels and website

**FaceBook:** On the social channel, publications took place only from the Children's Museum SCS account as Scomodo ETS does not have a FB account due to the association's predominantly young target group. In fact, this social media is now used very residually by the younger generations who instead make massive use of Instagram and Tik Tok

**FB post** promoting the initiative and the project. The post had 1017 views and can be viewed at

[https://www.facebook.com/story.php?story\\_fbid=1201444518689214&id=100064710309170&mibextid=wwXlfr&rdid=3wuQFxc1YBIMZQU#](https://www.facebook.com/story.php?story_fbid=1201444518689214&id=100064710309170&mibextid=wwXlfr&rdid=3wuQFxc1YBIMZQU#)



**Instagram:** On the Instagram channel the posts were cross-posted between Museo dei Bambini and Scomodo ETS.

**Ex-ante post:** This post was published on 19 June 2025 to promote the event on 24 and 25 June at the Scomodo editorial office. It has had 7587 views and can be viewed at the Link: <https://www.instagram.com/p/DLFaEArtBpH/>

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museo\_explora e laredazioneroma

museo\_explora 🧠 Come allenare il pensiero critico e la consapevolezza digitale nei ragazzi?  
📅 Durante il workshop gratuito del 24 e 25 giugno, rivolto a docenti, educatori e dirigenti scolastici, daremo risposte pratiche a questa domanda.  
📍 Insieme a @laredazioneroma, presenteremo e testeremo un gioco da tavolo (con app!), realizzato nell'ambito del progetto europeo MEDMAS, pensato per aiutare i giovani a riconoscere notizie false, contenuti ingannevoli e imparare a navigare nel mondo dell'informazione digitale.  
🎯 Un'occasione concreta per portare in classe nuove idee, strumenti e strategie.  
👉 Curiosi?  
✉ Per partecipare scrivete un DM a @laredazioneroma o una mail a sofia@leggiscomodo.com  
📍 Vi aspettiamo a La Redazione | Via Carlo Emanuele I, 26  
Non lasciatevi sfuggire questa opportunità!

📖 Media Master: enhancing media literacy - MEDMAS, è un progetto cofinanziato dal programma Cittadini, uguaglianza, diritti e valori (CERV) dell'Unione Europea.

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#fakenews #medmas #mediamasters #museoexplora  
1 sett

Visualizza insight

Promuovi post



👤👤👤 Piace a lulu\_rome\_and\_kids e altri 79  
7 giorni fa

😊 Aggiungi un commento...

Pubblica

### Post ex-post:

This post was published on June 29, 2025, to report and share the outcomes of the event. For this reason, a gallery of images showcasing the activities carried out was published on Instagram.

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**Explora - il Museo dei Bambini di Roma** ✓

Pubblicato da Luli Delacroix · 29 giugno ·

...

Il 24 e 25 giugno abbiamo vissuto due giornate intense e stimolanti con docenti, educatori e dirigenti scolastici grazie al progetto MEDMAS - Media Master: Enhancing Media Literacy. Al centro? L'educazione mediatica dei più giovani, vista da chi li accompagna ogni giorno a scuola.

Insieme a [La Redazione](#) e allo staff di Explora, docenti e formatori hanno sperimentato il gioco da tavolo MEDMAS, pensato per allenare il pensiero critico attraverso scenari realistici e attuali: social network, media, notizie vere o false.

Un'attività interattiva e multilingue, perfetta per portare in aula nuovi modi di fare educazione.

Scopri il progetto MEDMAS: <https://mdbr.it/progetti/medmas/>

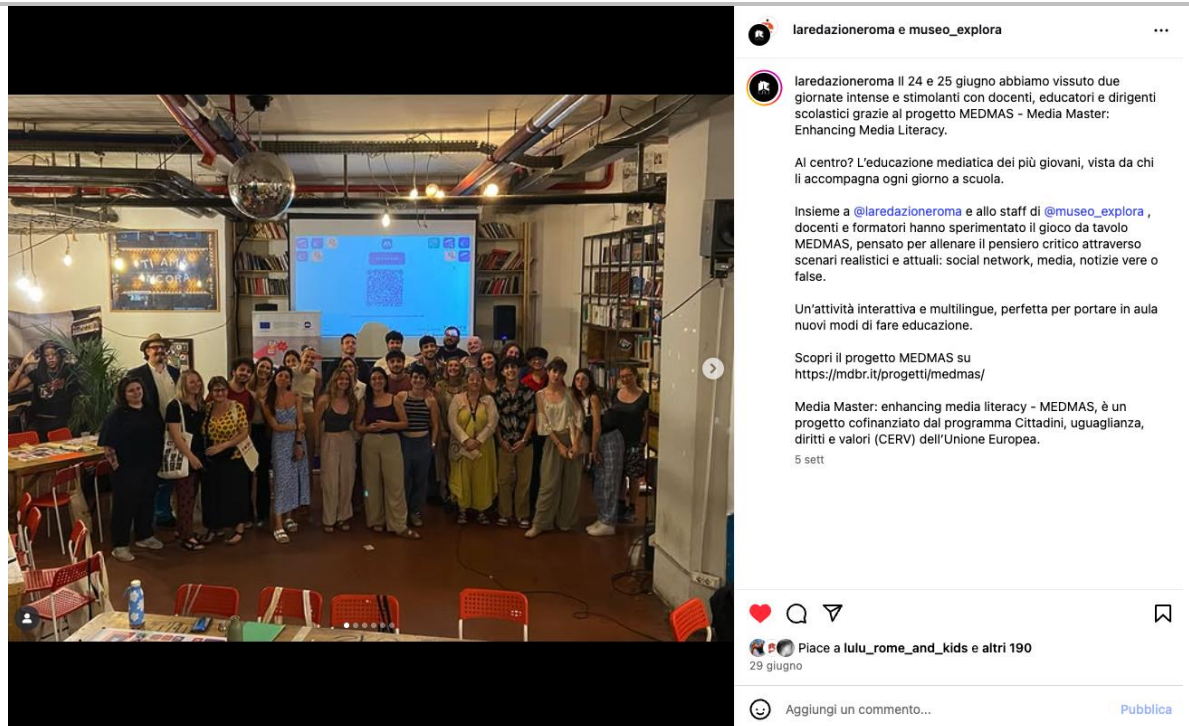
Media Master: enhancing media literacy - MEDMAS, è un progetto cofinanziato dal programma Cittadini, uguaglianza, diritti e valori (CERV) dell'Unione Europea.

[Scomodo](#)



**Post FB ex-pos:** A Facebook post was published after the initiative to report and share the successful completion of the event. The post reached 1,522 views and can be accessed at the following link:

[https://www.facebook.com/story.php?story\\_fbid=1209971847836481&id=100064710309170&mibextid=wwXlfr&rdid=7vdjYOibv65htFmh#](https://www.facebook.com/story.php?story_fbid=1209971847836481&id=100064710309170&mibextid=wwXlfr&rdid=7vdjYOibv65htFmh#)



**Post IG ex-post:** An Instagram post was published after the initiative, featuring a gallery of images showcasing the activities carried out. View data is available only to the post organizer (in this case, the editorial team of *Scomodo*). The post received a total of 191 likes.

You can view the post at the following link:

[https://www.instagram.com/p/DLfFB4kNEcB/?img\\_index=1](https://www.instagram.com/p/DLfFB4kNEcB/?img_index=1)

### Website:

In addition, in order to ensure national and international visibility of the project, an informative and promotional article about the workshop for educators and teachers that will take place on 24 and 25 June 2025 has been edited on the Children's Museum website. The article was written in the national language (Italian) and in English to allow foreign users to stay informed about the project's progress.



## Il progetto MEDMAS per un'educazione civica e digitale

Giugno 12, 2025



Martedì 10 e mercoledì 11 giugno, il museo Explora ha partecipato a due giornate di grande importanza educativa grazie all'incontro previsto dal progetto **Media Master: Enhancing Media Literacy – MEDMAS**, ospitato presso la Redazione di **Scomodo**.

Un appuntamento che ha messo al centro l'educazione digitale e mediatica dei più giovani, con un'attività coinvolgente e innovativa: aperto da un workshop sulle fake news a cura dell'Editoriale di Scomodo, l'incontro è proseguito nella sperimentazione di un **gioco da tavolo multilingue**, **il gioco da tavolo MEDMAS**.



ITA link: <https://mdbr.it/news/il-progetto-medmas-per-uneducazione-civica-e-digitale/>

## The MEDMAS project for civic and digital education

June 12, 2025



On Tuesday 10 and Wednesday 11 June, the museum experienced two days of great educational importance thanks to its participation in the meeting organised by the **Media Master: Enhancing Media Literacy – MEDMAS** project, hosted at the Editorial Office of **Scomodo**.

The event focused on digital and media education for young people, with an engaging and innovative activity: opening with a workshop on fake news organised by Scomodo's editorial team, the meeting continued with the testing of a **multilingual board game**, the result of the MEDMAS



ENG link: <https://mdbr.it/en/news/il-progetto-medmas-per-uneducazione-civica-e-digitale/>

## 7. Photos of the event

Photos of the event of 24/06/2025

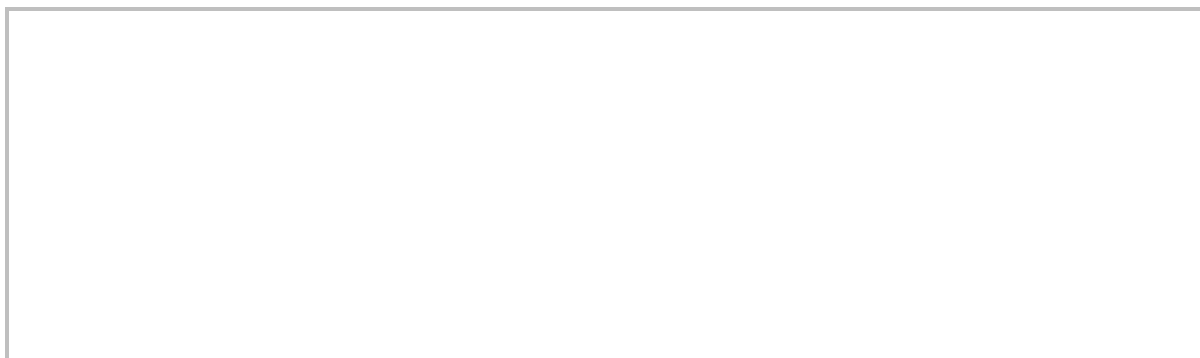


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### Photos of the event of 25/06/2025



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| HISTORY OF CHANGES |                  |                 |
|--------------------|------------------|-----------------|
| VERSION            | PUBLICATION DATE | CHANGE          |
| 1.0                |                  | Initial version |
|                    |                  |                 |
|                    |                  |                 |