

Group 1 – Misinformation Checklist

This checklist helps young people verify information, avoid manipulation, and recognise misinformation across social media, news articles, and messaging apps.

- Check the source: Is the website or page reputable, transparent, and known for reliable reporting?
- Verify the author: Is the author identifiable? Are they real? Do they have expertise in the topic?
- Read beyond the headline: Headlines can be misleading – always open and read the full text.
- Check the date: Old news is often reshared as if it were current.
- Look for evidence: Are claims supported by data, credible references, or direct quotes?
- Cross-check with other sources: Can the same information be found on independent, trusted outlets?
- Inspect images and videos: Use reverse image search to check if visuals are real or taken out of context.
- Watch out for emotional manipulation: Content designed to provoke strong emotions often hides misinformation.
- Be cautious with anonymous channels: Posts without accountability are more likely to be false.
- Look for bias: Consider whether the source has political, commercial, or ideological incentives.
- Check for logical fallacies: Oversimplification, scapegoating, and conspiracy-style claims are red flags.
- Verify numbers and statistics: Check if the figures come from reputable institutions.
- Identify AI-generated content: Unrealistic details, inconsistent shadows, or vague language may indicate synthetic media.
- Check the URL: Imitation websites often use slightly altered domain names.
- Beware of screenshots: They are easy to manipulate and lack context.
- Check for corrections: Serious media outlets publish corrections when wrong — misinformation pages do not.
- Ask an expert: When in doubt, consult someone with knowledge on the topic.
- Pause before sharing: If you feel strong emotions, stop and think first.
- Consider the motive: Who benefits if you believe or share this?
- Reflect on your own bias: Are you believing it because it fits your opinion?