



**Materials to be used to introduce the topic of climate disinformation at events
(meetings, workshops, trainings, etc.)**

CONVERSATION STARTERS

Scenario 1)

Let's talk about climate disinformation. Think about the last time you found conflicting claims about climate action: in the media, online, or in a discussion with colleagues or even with your family or friends. How did you decide what to trust? Or who to trust?

This moment of uncertainty is where climate disinformation often has the greatest impact. This is why the European Commission is focusing on this topic with its latest campaign #ClimateFactsMatter to tackle the topic of climate disinformation and help people across the EU to spot it in a more conscious and easier way. It is key to be aware of how this takes part in our daily lives and how we all can help in fighting it.

Scenario 2)

Imagine that a headline claiming that climate change has "paused" starts trending on social media. Before we even check if it's true, what makes a message like this feel believable or shareable?

Climate change is often discussed in terms of science or policy, but information about it can be easily misunderstood or distorted. Part of the challenge is *how* information about climate change *travels*. Today, I/we want to introduce a new campaign addressing climate disinformation and highlight its importance in public debate, since it's frequently overlooked.

Scenario 3)

Have you ever come across a climate-related claim online that made you stop and wonder if it was true? How did you decide whether to trust it?

QUIZ

(Be Aware)

1. What is climate disinformation?

- A. Scientific disagreement among climate researchers
- B. False or misleading information about climate change spread deliberately**
- C. News reporting on extreme weather events
- D. Public discussion about climate policies

2. What is the difference between misinformation and disinformation?

- A. There is no difference
- B. Misinformation is always exaggerated, disinformation is always false
- C. Misinformation is shared unintentionally, disinformation is shared deliberately**
- D. Disinformation only appears on social media

3. Why is it important to be aware of climate disinformation?

- A. It can distort public understanding of climate science and its real-world impacts
- B. It can reduce trust in scientists, experts, and public institutions
- C. It can influence decisions and attitudes about climate policies and solutions
- D. All of the above**

(Be Prepared)

4. Which platform characteristic can make climate disinformation spread faster online?

- A. Fact-checking labels
- B. Algorithmic amplification of emotionally charged content**
- C. Scientific peer review
- D. Editorial oversight

5. Which of the following is a common disinformation technique?

- A. Presenting data with full context and sources
- B. Using emotionally charged language to provoke fear or anger**
- C. Acknowledging scientific uncertainty
- D. Updating claims when proven incorrect

6. Which of the following is a common tactic used in climate disinformation?

- A. Publishing peer-reviewed studies
- B. Using emotionally neutral language
- C. Cherry-picking data to support a misleading claim**
- D. Citing long-term climate trends

7. What is one effective way for individuals to counter climate disinformation?

- A. Sharing shocking claims without checking them
- B. Avoiding all climate-related news
- C. Verifying information with credible scientific sources before sharing**
- D. Trusting information only from friends and family

(Be Informed)

8. What is the main goal of the European Commission's action against disinformation?

- A. To protect democratic processes and citizens from harmful false information
- B. Promote transparency and accountability for online platforms
- C. Support media literacy and fact-checking so citizens can better assess information
- D. All of the above**

9. Which EU initiative asks online platforms to take responsibility for tackling disinformation while respecting freedom of expression?

- A. The Common Agricultural Policy
- B. The Code of Conduct on Disinformation**
- C. The Erasmus+ Programme
- D. The Schengen Agreement

10. Which of the following is an example of how the EU supports citizens in spotting and fighting disinformation?

- A. Supporting independent fact-checking networks and collaborative verification efforts
- B. Providing guidance and resources through official EU portals to raise awareness about disinformation
- C. Promoting transparency in political advertising and online platforms' practices
- D. All of the above**