



Critical information search

Relevant escape room scenario & project resource	The mission of the participants is to recover a stolen business plan, essential for launching a startup, by solving puzzles based on research, verification, and critical analysis of online information. The scenario highlights the importance of reliable sources, and strategic monitoring. Related resources: • Entreprendre pour Apprendre (EPA) project – Educational escape games on entrepreneurship. • Teaching kit Fake News: how to tell the difference between true and false? (Réseau Canopé). • Cyber Enquête scenario (Pixees – INRIA) for digital literacy.
Target group & needs	Age: 14–25 years old (high school students, university students, young entrepreneurs). Group size: 4–6 participants (ideal for promoting collaboration). Prerequisites: • Basic knowledge of web browsing and use of digital tools. • No prior knowledge of entrepreneurship is required, but an interest in the subject is a plus.



Duration	1 hour
Target competence areas	EntreComp (European Framework for Entrepreneurship): 1.1 Identify opportunities (information monitoring). 2.3 Assess risks (reliability of sources). 3.4 Communicate persuasively (fact-based argumentation). DigComp (European Digital Competence Framework): 2.3 Evaluate data and sources. 3.2 Share information online responsibly.
Objectives	Critical information search: • Assessing the credibility and relevance of sources. • Using effective keywords and Boolean operators. • Cross-checking information to avoid bias or fake news. Digital entrepreneurship: • Understanding the importance of information monitoring for a project. • Identify the risks associated with misinformation in a professional context. Transversal skills: Teamwork, problem solving, time management.
Materials & equipment	• 2-3 combination padlocks for physical puzzles • One set of printed puzzle sheets to include QR codes leading to various sources • One timer to manage time



	• 1 computer or tablet per team, with and internet access • Some digital tools, such as search engines (Google, Qwant), verification tools (FactCheck, Decodex), spreadsheet for organising data, ect • 1 whiteboard for participants to keep track and noting down clues found • Propose useful resources or practical documentation that youth workers can use to develop or implement the activity (besides the direct materials)
Useful resources	Educational resources: • Clemi – Media literacy (fact sheets on source verification). • Pix – Digital skills (modules on information search). • Canva – Business plan templates (for the final puzzle). Verification tools: • Google Fact Check Explorer • InVID – Video verification
Setup	Physical: • Arrange tables in clusters to encourage teamwork. • Hide clues around the room (e.g. QR codes on the walls, documents in envelopes). Digital: • Create a shared folder (Google Drive) with links to articles, videos and fake websites to analyse. • Prepare a fake web page (via Google Sites or Genially) with information to be verified.



Step-by-step instructions	Introduction (10 mins): Present the scenario and rules. Hand out the first puzzle (e.g. a suspicious email with a link to analyse). Puzzle 1 – Source verification (15 mins): Participants must assess the reliability of an article on a 'revolutionary innovation' using tools such as Decodex. Puzzle 2 – Cross-checking information (15 mins): Compare three contradictory sources on the same subject (e.g. e-commerce market figures). Puzzle 3 – Data protection (10 mins): Solve a phishing case to obtain a code (e.g. identify a fraudulent email). Final puzzle – Reconstructing the business plan (10 mins): Assemble the validated information to reconstruct a coherent document. Conclusion (5 mins): Reveal the 'thief' (ie. a biased algorithm that distorts the truth) and debrief.
Debriefing questions	• What criteria did you use to judge the reliability of a source? • How do you deal with conflicting information in a real project? • Which digital tools do you find most useful for effective monitoring? • How can misinformation impact an entrepreneurial project?



Assessment & evaluation	Assessment grid: • Ability to justify the choice of sources. • Relevance of keywords used. • Collaboration within the team. Self-assessment: Online questionnaire (via Kahoot or Google Forms) on key concepts.
Variations & adaptation	For beginners: Simplify the puzzles (e.g. provide a list of reliable websites). For advanced learners: Add a puzzle on data analysis (e.g. interpreting a rigged graph). Accessibility: Provide audio versions of the puzzles for visually impaired participants. Use text-to-speech tools for the texts.
Trainer tips	Anticipate challenges: • Some participants may be overwhelmed by the influx of information: guide them with targeted questions. • Allow for a break if the group is struggling. Tips: • Use concrete examples (e.g. a fake viral tweet about a start-up). • Involve participants in creating puzzles for a future session.



References & further readings

Book : « [Désinformation : les armes du faux](#) » (Les Petits Matins, 2021).

Game : « [Bad News](#) » (online game about disinformation).



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