Think Tro

**Think Trough
Think, then believe**

Overview

At Think Tro we think social media play a vital role in delivering the information to the people it matters most too. But not everything you see, read or listen to on social media, can automatically be assumed to be the truth.

We encourage children in middle school to think it through for a second, to take a step back mentally. Does the message you see, read or listen to really sound believable to you?

We focus our efforts in the field of education. The group we are focusing on, are children in middle school. Think Tro is the work of a small team. We aren't going to be the people to state the facts, but we want you to come with your conclusions.

The product we deliver

We want to develop an interactive, educational gameplatform for children in middle school. Every time they play the game, they see two statements almost too unbelievable to be true and have to evaluate the believability of the presented statements based on evidence for and against the 'fact'.

They have to decide for themselves which statement they think sounds more believable. Next they start a discussion with eachother, defending their statement, while delivering valid. This will be facilitated by delivering outcomes tot the students.

Keywords

- **Understanding**
- **Critical thinking**
- **Supporting eachother**

The problem

Studies suggest that teenagers prefer news delivered on social media, often relying on opinion leaders and encountering "incidental news," while traditional media consumption declines (Marchi R, 2012, Bergström, Belfrage, 2018). Teens prefer opinionated news over objective news, valuing authentic renderings of journalistic ideals rather than disregarding professional journalism. (Boczkowski, Mitchelstein, Matassi, 2017).

This opinionated news often comes from influencers. Studies suggest that adolescents are influenced by influencers whom they perceive as valuable, trustworthy, and similar to themselves, and this influence can lead to both positive outcomes, such as prosocial behavior, and stronger responses to risky situations when endorsed by peers rather than adults (Lou et al. , Foulkes et al. , Knoll et al. , Ciranka et al.).

The trust and relatedness they have with these influencers also could be risky, in the spreading of false information by the influencer. Children have to be aware of the fact that not everything you see, read or listen to on social media can automatically be assumed as the truth.

OBJECTIVES

- We want to achieve **awareness** of the fact that not everything you (the user, children in middle school) see, read or listen to on social media can automatically be assumed as the truth.
- We want **help** children in middle school in **developing** their ability of **critical thinking**

The user

Jacob

AGE	13 years old
EDUCATION	Middle school
OCCUPATION	Student
RELATION TO TECH	Digital native

NEEDS

- Wants to feel understood and supported by others in meaningful and consistent ways
- Wants to feel competent and autonomous in schoolwork (Holzer, Lüftenegger, Käser, Korlat, Pelikan, Schultze-Krumbholz, Spiel, Wachs & Schober, 2021).
- Prefers to rely on opinion leaders (on social media): preference for opinionated news over objective news
- Wants to decide by themselves what they do and what they want to try.

FRUSTRATIONS

- Feelings of isolation, of not belonging to any group.
- Societal pressures, like: not being 'enough', not meeting their ideals (the influencers they hold to a high standard)
- Lacking learning skills: struggling in school
- Lacking autonomy, or with other words freedom.

Goals

1. ## Get them to think critically about statements on social media.

   We want to encourage children in middle school to think critically (to challenge their believes) about what they see, read or listen to on social media.

2. ## Get them to discuss with eachother, to get a greater understanding.

   We want to learn children in middle school to participate in a discussion with eachother, delivering valid arguments (which will be facilitated by providing scientific outcomes to the students).

3. ## Get them to support and be considerate of one another.

   We want children to bond with eachother over their selected statements and to consider the other side of the coin as well.

Colors

#FB6B26 ✕

#FF2684 ✕

#FFC526
Contrast: 11.51:1

Mikado Yellow

#FB7F46
Contrast: 7.13:1

Orange (crayola)

#FF70AE
Contrast: 7.09:1

Hot Pink

#FFDD80

#CC4606

#CC0058

#FFF1CC

#993404

#990042

#FBD9C9

#66002C

#FBA57E

#330016

Fonts

Title | <H1>

Primary subtitle | <H2>

Secondary subtitle | <H3>

SECONDARY SUBTITLE (CONDENSED)

Body text | <p>

FUNCTIONAL TEXT (CONDENSED) | <FIGCAPTION>, <NAV>

The font used is ' New Spirit' (license from Adobe Fonts) in normal and condensed versions.

References

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