

Cambridge Judge Business School

DEVELOPING CRITICAL THINKING SKILLS FOR YOUNG PEOPLE

Findings from St Bernadette Catholic Primary School

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Professor Sander van der Linden
Professor Jenny Chu
Eilis Egan
Anastasija Lončarević

UNIVERSITY OF CAMBRIDGE Judge Business School
UNIVERSITY OF CAMBRIDGE Department of Psychology
St Bernadette Catholic Primary School
DoWAT

Centre for Financial Reporting and Accountability

The Centre for Financial Reporting and Accountability (CFRA) at Cambridge Judge Business School is an international, interdisciplinary academic research institute. It is dedicated to research that examines the development, attestation, interpretation, governance and enforcement of financial reporting information.

The Centre's areas of expertise include detecting earnings manipulation and earnings quality, executive compensation and corporate governance, university governance and leadership incentive compensation, and sovereign credit ratings. While most research in this field looks at for-profit and publicly traded organisations, the Centre also supports research on universities, non-profits and governments.

The Centre is home to the Critical Thinking Skills Project, which helps children learn how to spot scams, false claims and manipulation online.

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Department of Psychology, University of Cambridge

The Department of Psychology at the University of Cambridge is committed to excellence in research and teaching, advancing our understanding of the mind, brain and behaviour through a multidisciplinary and collaborative approach.

Psychology at Cambridge dates back to 1897, and a purpose-built Psychological Laboratory opened on the Downing Site in 1912. In 2012 the Department of Experimental Psychology merged with the Division of Social and Developmental Psychology and the Centre for Family Research to form today's Department of Psychology, within the School of the Biological Sciences.

Cambridge was placed first in the world for Psychology in the 2026 Times Higher Education World University Rankings. In REF 2021, 93% of Cambridge's research submissions in Psychology, Psychiatry and Neuroscience were rated as "world-leading" or "internationally excellent".

www.psychol.cam.ac.uk

Contents

Foreword 2
Acknowledgements 3
Project team 4
About St Bernadette and DoWAT 6
Executive summary 8
Why this matters 10
The Bad News Junior game 11
How the study worked 12
Who took part 13
Main findings 14
Additional findings 17
What this means for schools and families 19
Limitations and next steps 20
Conclusion 21
References 22

Foreword

The Diocese of Westminster Academy Trust (DoWAT) has been the UK's top performing mid-size Multi Academy Trust for the past 4 years. We are delighted to work in partnership with the University of Cambridge on a project that supports the critical thinking development of our young people as we are keen to understand what more we, as educators, can do to enhance these skills through the curriculum we offer. We continually strive to adapt our educational offer in response to an ever-changing world so that our pupils have the skills, abilities and levels of independence they need to succeed in their next stages of life. We seek to protect a relational culture in a digital age and aim for our pupils to be the agents of change in building a better world.



Ciara Nicholson
Executive Director of Primary, Diocese of Westminster Academy Trust

Acknowledgements

The authors would like to thank the pupils of St Bernadette Catholic Primary School who took part in this study, their parents and carers, and the school's staff for their support.

The authors are also grateful to Lauren Kelly, Antonia Mueller, Cecilia Mueller and Riya Rajgopal for valuable research assistance, and to a number of pupils at Francis Holland Preparatory School who helped pilot an earlier version of the programme.

Project team

University of Cambridge

Professor Sander van der Linden, Professor of Social Psychology in Society, Department of Psychology

Professor Jenny Chu, Professor of Financial Accounting and Deputy Director, Centre for Financial Reporting and Accountability, Cambridge Judge Business School

Eilis Egan, Visiting Associate, Centre for Financial Reporting and Accountability, Cambridge Judge Business School

Anastasija Lončarević, PhD Candidate, Cambridge Judge Business School

St Bernadette Catholic Primary School and the Diocese of Westminster Academy Trust

Colette Acres, Head Teacher, St Bernadette Catholic Primary School

Vicky Rennie, Assistant Head (UKS2 Phase Leader, ITT and ECT Induction Tutor), St Bernadette Catholic Primary School

Ciara Nicholson, Executive Director of Primary, Diocese of Westminster Academy Trust

Advisory board

Professor Alan Jagolinzer, Co-Director of CFRA and Professor of Financial Accounting, Cambridge Judge Business School

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Dr Hanne Duindam, Assistant Professor of Forensic Child Care, Utrecht University, the Netherlands

Professor Thomas Nygren, Professor of History and Civics Education, Uppsala University, Sweden

Dr Ili Ma, Assistant Professor, Developmental Psychology, Leiden University, the Netherlands

Dr Jon Roozenbeek, Associate Professor, VU University Amsterdam, and Director, Technology and Influence Lab, University of Cambridge

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Professor Sander van der Linden

Professor of Social Psychology in Society, Department of Psychology; Director, Cambridge Social Decision-Making Lab

Sander van der Linden FPsyS FBPsS FAcSS is Professor of Social Psychology in Society in the Department of Psychology at the University of Cambridge and Director of the Cambridge Social Decision-Making Lab. Before coming to Cambridge, he held posts at Princeton and Yale University.

His research interests centre around the psychology of human judgment and decision-making and human-technology and human-environment interaction. In particular, he is interested in the social influence and persuasion process and how adults (and adolescents) are influenced by (mis)information and gain resistance to persuasion and manipulation through psychological inoculation. He also researches the psychology of conspiracy theories, extremism, genAI, deepfakes, social networks, reasoning about evidence, and the public understanding of risk and uncertainty, particularly in the context of global challenges such as climate change and public health.

He has published over 200 papers and is ranked among the top 1% of all social scientists worldwide (Clarivate ISI Highly Cited Researcher), the top 0.05% of all scientists according to impact (ScholarGPS) and among the top 2% across all scientific fields by Stanford University (Ioannidis, Boyack, & Baas, 2020, 2025). He is an elected Fellow of the Academy of Social Sciences and the British Psychological Society.

Professor van der Linden received the 2024 Cambridge Vice-Chancellor's Award for Research Impact and the 2026 British Psychological Society President's Award for Distinguished Contributions to Psychological Knowledge.



Professor Jenny Chu

Professor of Financial Accounting; Deputy Director, Centre for Financial Reporting and Accountability

Jenny Chu is Professor of Financial Accounting at Cambridge Judge Business School and Deputy Director of the Centre for Financial Reporting and Accountability (CFRA). She is a Fellow of the Wo+Men's Leadership Centre and the Cambridge Endowment for Research in Finance (CERF), and JM Keynes Fellow in Financial Economics at the University of Cambridge.

Her research interests include corporate and sovereign disclosure, corporate governance, management incentives and compensation, and gender diversity. Her research has been published in leading academic journals such as Management Science and reported by the popular press such as the Financial Times, the New York Times, and the Wall Street Journal. Her research has won awards at the European Accounting Association and the Financial Management Association. Jenny's research background in strategic disclosure incentives and having a child in primary school combined to spark her interest in devising effective interventions to "inoculate" children against misinformation. She combines teaching and research with a background in investment banking at Credit Suisse in Silicon Valley and portfolio management at the market neutral hedge fund division of BlackRock. Jenny is the recipient of multiple teaching awards at Cambridge Judge.



Eilis Egan

Visiting Associate, Centre for Financial Reporting and Accountability

Eilis Egan is a Visiting Associate at the Centre for Financial Reporting and Accountability, Cambridge Judge Business School. Eilis holds a BA from the School of Oriental and African Studies (SOAS) and an MA from King's College London.

Eilis's research at Cambridge Judge Business School focuses on the Critical Thinking Skills Project, which aims to equip children with the tools to navigate misinformation and disinformation online. She designs and tests age-appropriate learning resources. By exploring participatory methods, she examines how children can learn to question information, assess evidence, and build resilience against fake news, supporting safer and more critical digital engagement.



Anastasija Lončarević

PhD Candidate, Cambridge Judge Business School

Anastasija Lončarević is a PhD student in Management Studies (Accounting) at Cambridge Judge Business School, where she also completed her MPhil in Finance as a recipient of the Pembroke Scholarship. She holds a dual BSc in Economics and Finance degree, graduating with First Class Honours from the University of London and the Faculty of Economics and Business, University of Belgrade.

Before her PhD studies, Anastasija worked as an Analyst in Corporate Finance at KPMG Serbia, where she focused on valuation modelling and advisory projects for clients across the Western Balkans. She passed CFA Level 1, having been awarded a full scholarship by CFA Society Serbia.

Passionate about education and community building, Anastasija has been deeply involved in mentoring and leadership initiatives. She has delivered lectures on financial analysis and strategy and secured corporate partnerships for student competitions for the Case Study Club at the Faculty of Economics and Business in Belgrade. At Cambridge Judge she has been a teaching assistant for core and elective MBA courses and won the MBA Teaching Award for her work. Her research interests lie in the intersection of labour economics, disclosure, regulation and innovation.

Outside of academia, she enjoys exploring psychology through reading.

St Bernadette Catholic Primary School and the Diocese of Westminster Academy Trust



Colette Acres

Head Teacher, St Bernadette Catholic Primary School

Colette Acres has been a leader in education for over twenty years and joined St Bernadette's Catholic Primary School in 2018 as Headteacher. She is committed to ensuring that all pupils receive a high-quality education that enables them to flourish academically, spiritually and personally. Colette has a strong commitment to Catholic education and a particular interest in developing leaders within primary schools, supporting a range of schools in a variety of roles, including that of Executive Headteacher.



Vicky Rennie

Assistant Head (UKS2 Phase Leader, ITT and ECT Induction Tutor), St Bernadette Catholic Primary School

Vicky has worked in education for over 18 years, teaching across a range of primary year groups from Year 2 to Year 6. She has extensive experience in curriculum leadership and has led mathematics for many years. For the past three years, Vicky has served as Assistant Headteacher at St Bernadette Catholic Primary School, with responsibility for Teaching and Learning and Curriculum Design. She is passionate about developing high-quality classroom practice, supporting colleagues and creating engaging curricula that enable all pupils to succeed. Vicky holds the National Professional Qualification for Headship (NPQH).



Ciara Nicholson

Executive Director of Primary, Diocese of Westminster Academy Trust

Ciara Nicholson has worked in Catholic education within the Diocese of Westminster for over 22 years. She joined The Diocese of Westminster Academy Trust in 2016 as a Headteacher of a DoWAT primary. Since 2021, Ciara has worked on the central team and oversees Primary, Safeguarding, SEND and a number of operational areas across the Trust. In collaboration with CEFEL, Ciara leads on the Trust NPQ programmes and she works closely with the CES on key areas of development within the Education Sector. Ciara has completed NPQH, NPQEL, GMCA with the Judge Business School Cambridge, and is a Director of the Lux Mundi Catholic Multi Academy Board.

St Bernadette Catholic Primary School

St Bernadette Catholic Primary School is a Catholic primary school in Hillingdon, Middlesex. It describes itself as a busy and caring school at the very centre of the parish community of St Bernadette, in the Diocese of Westminster, and it strives for excellence for all its children. The school teaches children from Nursery and Reception through to Year 6 and is led by Head Teacher Colette Acres.

The school's mission is "Learning with Christ as our guide". It sees each child as made in God's image, with unique gifts and a right to respect, care and opportunity, and it celebrates the diverse cultures, languages and traditions of its community. Its curriculum draws on Catholic Social Teaching and British values, and the school works in partnership with parents, as children's first educators, and with the parish and wider community.

Its six values were chosen by pupils, staff and governors and are inspired by St Bernadette:

Compassion Choosing kindness over judgement	**Honesty** Building trust through truthfulness	**Respect** Treating everyone with dignity, even when opinions differ
Inclusion Welcoming people from all backgrounds and treating everyone fairly	**Supportiveness** Helping others through difficulties	**Thankfulness** Appreciating what we have and showing gratitude

The school aims for every pupil to embrace their individuality, live out their faith, aim high, enjoy learning, communicate skilfully, and stay healthy and safe.

www.stbernadetteschool.co.uk

The Diocese of Westminster Academy Trust (DoWAT)

2012	15	9,460	1,283
Year established	Schools	Pupils	Staff

The Diocese of Westminster Academy Trust is a Catholic multi-academy trust within the Diocese of Westminster. It was established in 2012 with 11 academies and has since grown into a family of 15 schools, including St Bernadette and eight other primary schools. The trust is led by its Chief Executive Officer, Patrick Murden.

DoWAT's mission is "achieving excellence in the Service of the Gospel to build a better world". Its schools are centred on Christ and help pupils grow in excellence and use their gifts for the common good, especially for the poor and marginalised. The trust's Gospel values are humility, compassion, kindness, justice, forgiveness, integrity, peace and courage.

Its vision sets out five priorities: working collaboratively and transparently; pupils flourishing and being ready to serve the common good; pupils feeling loved and valued; leadership modelled on Jesus Christ; and care for creation alongside active citizenship and peacemaking.

www.dowat.co.uk

In October 2026, 94 pupils in Years 5 and 6 at St Bernadette Catholic Primary School took part in a study testing whether Bad News Junior, a short online game, can help primary school children spot misinformation online. The study is part of the Critical Thinking Skills Project, a collaboration between Cambridge Judge Business School and the Department of Psychology at the University of Cambridge.

Why this matters

Most UK children aged 10 to 12 already have their own phone and a social media profile (Ofcom, 2025). At St Bernadette, around four in five pupils said they use social media. Games that "prebunk" manipulation, by showing people the tricks used to mislead them before they meet them, have helped adults and teenagers. This study tested whether the same approach can help primary school pupils.

What pupils did

In a single school session of up to one hour, pupils played Bad News Junior, a ten-minute game in which they take on the role of a fake news creator in a simulated social media feed. The game covers three common manipulation techniques: impersonation, emotional manipulation and polarisation. Before and after the game, pupils rated how much they trusted a set of real and fake social media posts and whether each post was trying to trick them.

Things to keep in mind

The study involved one school and compared the same pupils before and after the game, without a separate comparison group, and it measured results straight after playing. Pupils were already cautious about fake posts before the game, which may have limited how much improvement the quiz could show.

Next steps

The team is running further trials of Bad News Junior in primary and secondary schools in the UK.

Key findings at a glance

−12% Trust in fake posts	+10% Telling real from fake	+11% Spotting the trick
+13% Confidence in spotting misinformation	5.97 / 7 Average enjoyment	60% Would recommend the game to friends

Key findings

- **Less trust in fake posts.** Trust in fake posts fell by 12%, from 1.56 to 1.38 on a 5-point scale ($p < 0.01$).[1]
- **No loss of trust in real posts.** Trust in real posts did not fall (3.93 before and 3.98 after), so the game did not make pupils distrust everything.
- **Better at telling real from fake.** Pupils' ability to tell real posts from fake ones, the key test of the game, improved by 10% ($p < 0.01$).
- **Better at spotting tricks.** Pupils became 11% better at recognising whether a post contained a manipulation trick ($p < 0.01$).
- **More confident.** Pupils' self-reported motivation and ability to identify misinformation rose by 13% ($p < 0.001$).
- **Comparable to adults.** These improvements are similar in size to those this type of game usually achieves with adults.
- **Pupils enjoyed it.** The average enjoyment rating was 5.97 out of 7, the most common rating was 7, and around 60% would recommend the game to their friends.

What pupils think about social media

Asked about the government's plan to ban social media for teenagers under 16, half of pupils (51%) said they oppose it, 28% support it and 21% are unsure.

[1] p-values show how likely it is that a change this large would happen by chance alone. $p < 0.1$ means the change is somewhat unlikely to have happened by chance, $p < 0.01$ means it is unlikely to have happened by chance, and $p < 0.001$ means it is very unlikely to have happened by chance.

Why this matters

Most children aged 10 to 12 in the UK already have their own phone and a social media profile. Games that teach people to spot manipulation techniques have helped adults and teenagers; this project tests whether they can help primary school pupils too.

Children receive information from many sources, both online and offline, and some of it may be inaccurate or misleading. Critical thinking helps children decide what is accurate and trustworthy. Early lessons may help them pause before they trust or share a claim.

Figure 1: Children's online lives in numbers

82%	86%
of UK children aged 10 to 12 had their own mobile phone	of UK children aged 10 to 12 had their own social media profile

Source: Ofcom (2025).

Prebunking: building resistance before exposure

One promising approach is "prebunking", which draws on psychological inoculation theory. Just as a vaccine exposes the body to a weakened form of a virus, inoculation exposes people to a weakened dose of manipulation so that they become better at recognising and resisting it. Rather than correcting false claims after they spread, prebunking teaches the general techniques used to mislead people, which may offer broader protection (Roozenbeek & van der Linden, 2019).

What the evidence shows

The original Bad News game puts players in the role of a fake news creator who tries to gain followers and credibility. In a study of around 14,000 players who rated the reliability of social media posts before and after playing, posts that used manipulation techniques were rated as less reliable after the game, while ratings of real news items barely changed. The largest improvements came from the players who were most susceptible to misinformation at the start (Roozenbeek & van der Linden, 2019).

The game has also been tested in classrooms. In a study of 516 upper secondary school students in Sweden, playing Bad News in lessons improved students' ability to identify manipulation techniques in social media posts and to distinguish reliable from misleading news. The game worked whether students played individually, in pairs or as a whole class (Axelsson et al., 2024).

Most of this evidence comes from adults and teenagers. This project tests whether the same approach can help primary school pupils, using Bad News Junior, a version of the game for children aged 9 and over.

Bad News Junior

A ten-minute online game in which children play a fake news creator in a safe, simulated social media feed, and learn the tricks people use to mislead others online.

What is Bad News Junior?

Bad News Junior is a short online game for players aged 9 and over. Players create an online profile, learn about posting sensational and manipulative content, and try to build an audience of thousands of followers.

The game takes place in a simulated, fictional social media environment that helps young people identify the basic strategies of disinformation and fake news. It follows the vaccination analogy: after exposure to a weakened dose of manipulation, players become better at recognising and resisting such content.

How does the game work?

Players play individually and follow a story in which they decide what content to post, how to frame situations and where to promote their online profile. At the end, they receive a final score of up to 10,000 followers. There is no way to lose the game, and it takes about 10 minutes to play.

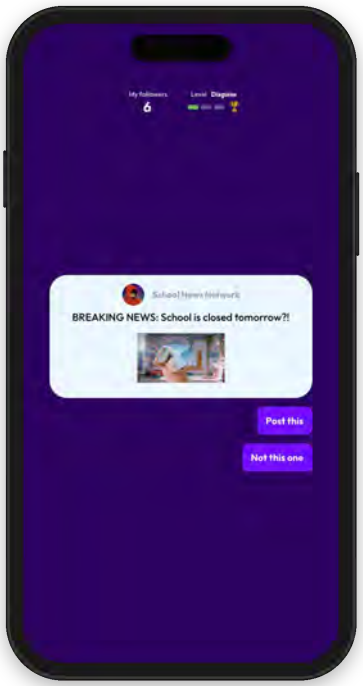


Figure 2: A post from the game's simulated social media feed

Three levels, three techniques

Level 1	Level 2	Level 3
Impersonation	**Emotional manipulation**	**Polarisation**
Pretending to be a trusted person or organisation to make content seem believable	Using content designed to stir up strong feelings, such as fear or anger	Driving people apart by setting groups against each other

Who made the game?

Bad News Junior is a joint project by Professors Sander van der Linden and Jon Roozenbeek (University of Cambridge) and the design studio Gusmanson. It is based on the original Bad News game.

One session, one game, two short quizzes

Pupils in Years 5 and 6 played Bad News Junior in a single school session and answered a short quiz before and after the game, so researchers could see whether the game made a difference.

What did the pupils do?

1. Pupils took part in one school session lasting up to one hour.
2. They played Bad News Junior on a tablet or computer. The game uses a simulated social media feed.
3. Within the game, a narrator explains common ways that people try to mislead others online.
4. Before and after the game, pupils answered a short quiz asking them to spot false or misleading social media posts. They also answered a few questions about their use of social media.
5. Researchers compared the answers to see whether the game made a difference.

Who could take part?

The study was open to children aged 9 to 11 in Years 5 and 6.

Taking part was voluntary. A parent or carer gave written consent, and each child also agreed before the session started.

A child could skip a question, take a break or stop at any time.

Research ethics and privacy

The study was reviewed by the University of Cambridge Research Ethics Committee (reference PRE.2026.058).

Information collected was kept confidential and stored securely, and each child was identified by a code.

Names do not appear in papers, presentations or shared research data. Parents and carers received full information before giving consent.

Who took part

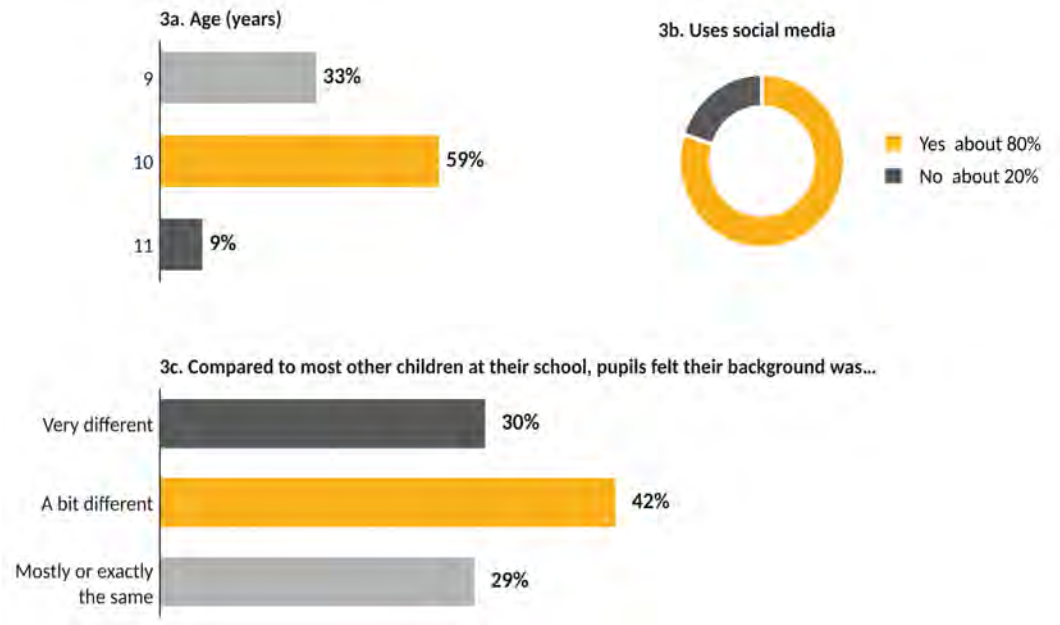
Ninety-four pupils aged 9 to 11 in Years 5 and 6 at St Bernadette Catholic Primary School took part, with parental consent. Around four in five said they use social media.

94	9 to 11	51% / 49%	80%
Pupils took part	Age range (years)	Girls / boys	Use social media (approx.)

All pupils who took part completed the misinformation quiz before and after playing Bad News Junior, together with a short survey about themselves and their use of social media.

Most pupils were 10 years old, and around four in five said they use social media such as TikTok, Instagram or YouTube. Seven in ten pupils felt their background was at least a bit different from that of most other children at their school.

Figure 3: Who took part



Based on pupils' survey responses. Percentages may not add up to 100 because of rounding.

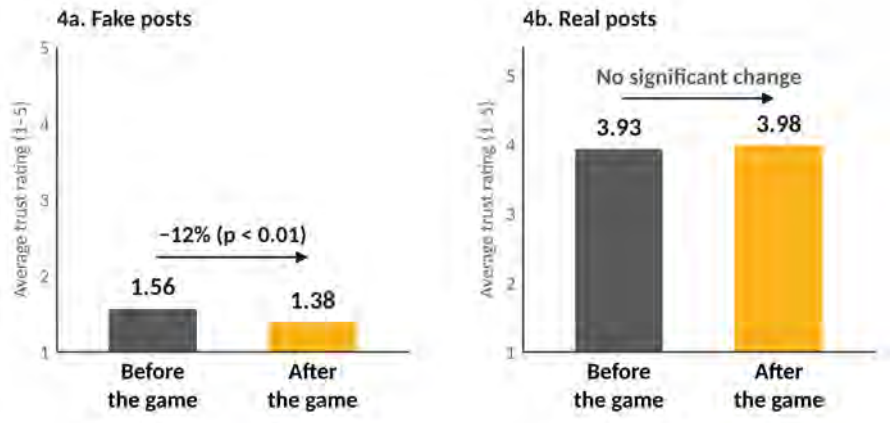
Finding 1: Pupils trusted fake posts less after playing

Pupils already gave fake posts low trust ratings before the game, but trust in fake posts fell by a further 12% after playing. Trust in real posts did not fall, so the game did not simply make pupils distrust everything.

Pupils rated how much they trusted a series of social media posts on a scale from 1 to 5, where 1 means "do not trust at all" and 5 means "totally". Before the game, they gave fake posts an average rating of 1.56, which shows they were already fairly sceptical. After playing, the average rating for fake posts fell to 1.38, a drop of about 12% ($p < 0.01$).[2]

For real, credible posts, the average rating was 3.93 before the game and 3.98 afterwards. This small increase was not statistically significant. This is common, because the game focuses specifically on spotting manipulation tricks.

Figure 4: Average trust in fake and real posts, before and after the game



Percentages show the change in the average score from before to after the game.

[2] p-values show how likely it is that a change this large would happen by chance alone. $p < 0.1$ means the change is somewhat unlikely to have happened by chance, $p < 0.01$ means it is unlikely to have happened by chance, and $p < 0.001$ means it is very unlikely to have happened by chance.

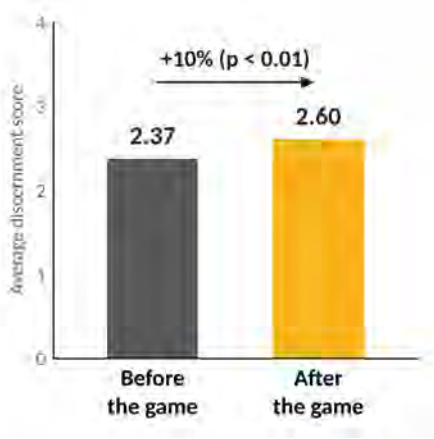
Finding 2: Pupils got better at telling real from fake

The key test of the game is discernment: how much more pupils trust real posts than fake ones. Discernment improved significantly, by 10%.

Discernment is calculated by subtracting a pupil's trust in fake posts from their trust in real posts. A higher score means a pupil is better at telling the two apart.

The average discernment score rose from 2.37 before the game to 2.60 afterwards, a statistically significant improvement of about 10% ($p < 0.01$).

Figure 5: Average discernment score



What does "statistically significant" mean?

When scores change between two quizzes, some of that change could simply be down to chance. Researchers use a statistical test to check how likely it is that a change of this size would happen by chance alone, and report the result as a p-value. The smaller the p-value, the less likely it is that the change happened by chance. A result is described as statistically significant when it is unlikely to be due to chance.

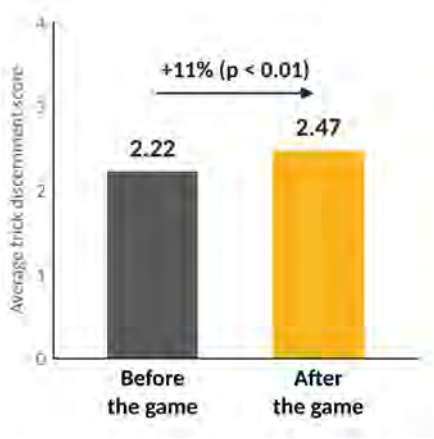
All the main improvements in this study were statistically significant, and they were similar in size to the improvements this type of game usually produces with adults.

Finding 3: Pupils got better at spotting the trick

Pupils became better at recognising whether a post contained a manipulation trick, with an improvement of 11%.

Pupils were also asked whether each post contained a trick. Their ability to tell posts with tricks apart from posts without them increased from 2.22 before the game to 2.47 afterwards, a statistically significant improvement of about 11% ($p < 0.01$).

Figure 6: Average trick discernment score

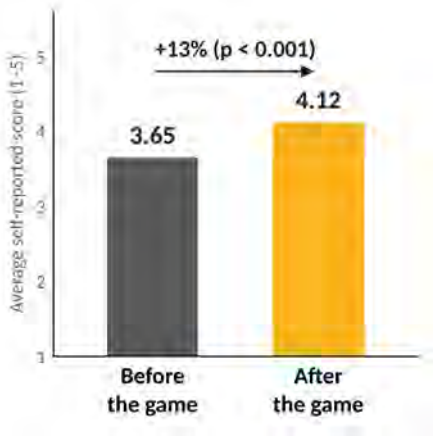


Finding 4: Pupils felt more able to spot misinformation

Pupils' own sense of their motivation and ability to identify misinformation rose by 13%, in line with their measurable improvement.

Pupils' self-reported motivation and ability to identify misinformation increased from 3.65 to 4.12, a statistically significant rise of about 13% ($p < 0.001$). This matches the objective improvement in their discernment.

Figure 7: Average self-reported motivation and ability



Percentages show the change in the average score from before to after the game.

Pupils enjoyed the game

Pupils gave Bad News Junior an average enjoyment rating of 5.97 out of 7, and the most common rating was the top score of 7. Around 60% said they would recommend the game to their friends.

5.97 / 7	7 / 7	60%	27%
Average enjoyment	Most common rating	Would recommend it to friends	Said “maybe”

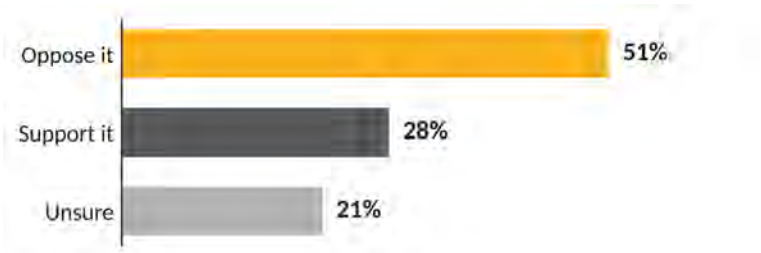
Pupils rated how much they enjoyed the game on a 7-point scale. The average rating of 5.97 was significantly higher than the neutral midpoint of 4 ($p < 0.001$). The most common response was 7 out of 7.

When asked whether they would recommend the game to their friends, a majority of around 60% said yes, and a further 27% said “maybe”.

What pupils think about a social media ban

Pupils were also asked for their opinion on the government’s plan to ban social media for teenagers under 16. Half of them (51%) said they oppose the plan, 28% said they support it and 21% were unsure.

Figure 8: Pupils’ views on a social media ban for under-16s



Based on pupils’ survey responses.

In pupils' own words

At the end of the session, pupils were invited to write any feedback about the game. A selection of their comments is shown below, as written by the pupils.

What they enjoyed

> *Great game very fun thank you for sharing the safety of being online it will help very much next time im online*

> *not really i really liked the game and i think it helped me a lot*

> *the game/quiz was really good and it helps us to try to find fake news.*

> *it was very good and also it is good for children because it is important we know*

> *I love this game and I will recomend this to all of my friends!*

> *I loved your game!!!Come back soon!!!*

Their ideas for the game

> *make it last a little longer and more platforms to use in the game like youtube*

> *I think the game was very fun and maybe you should do a version of spotting the fake post! Overall, I really enjoyed the game!*

> *It was veerrrrrryyyyyyyyy fun but next time i want to do this i want to chalenge my freind and see who wins.*

> *I think for the names you should have more options or let us choose our own name. It's the same for the posts.*

What this means

A short, enjoyable game helped pupils at St Bernadette become better at telling real from fake posts, without making them distrust everything they see.

A short session can make a difference

The game takes about ten minutes to play, and the whole session lasted up to one hour. Even this short exposure was followed by measurable improvements in how well pupils told real posts apart from fake ones.

Pupils start from a good place

Before playing, pupils already gave fake posts low trust ratings. The game still helped them improve further, which suggests that even pupils who are already cautious can benefit.

Healthy scepticism, not cynicism

Trust in real posts did not fall after the game. The game helped pupils spot manipulation without making them suspicious of all information.

Learning that pupils enjoy

Pupils rated the game highly and most would recommend it to their friends, which suggests it could be an engaging way to open conversations about misinformation in class and at home.

[Practical suggestions for teachers and families to be added with the school.]

Limitations

These results are promising, but they should be read with some care.

One school. The study involved 94 pupils at a single school, so the results may not apply to all schools.

No comparison group. The study compared the same pupils before and after the game, without a separate group who did not play. Some of the change could therefore reflect other factors, such as taking the quiz a second time.

Short-term results. Pupils were tested straight after the game, so the study does not show how long the effects last.

Already cautious. Pupils gave fake posts low trust ratings before the game, which left less room for improvement on that measure. This could mean that these pupils were not very susceptible to misinformation to begin with, or that the quiz was relatively easy, which would limit how much improvement it can show. Pupils in other schools, for example in more deprived areas, may start from a higher level of susceptibility.

Self-reported measures. Some measures, such as motivation and ability, rely on pupils' own reports.

Next steps

The team is conducting further trials of Bad News Junior in primary and secondary schools in the UK.

Conclusion

This study tested whether Bad News Junior, a short online game based on an approach that works well for adults and teenagers, can also help primary school pupils spot misinformation.

After a single session, pupils at St Bernadette Catholic Primary School trusted fake posts less, got better at telling real from fake posts and at spotting manipulation tricks, and felt more able to identify misinformation. Their trust in real posts did not fall, and they enjoyed the game.

Despite a modest sample, these results are very promising. We thank the pupils, parents, carers and staff of St Bernadette Catholic Primary School for taking part.

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Centre for Financial Reporting and Accountability
Cambridge Judge Business School
University of Cambridge
25 Trumpington Street
Cambridge CB2 1QA
United Kingdom

cfra@jbs.cam.ac.uk
www.jbs.cam.ac.uk/centres/cfra

Schools interested in taking part can contact Eilis Egan at e.egan@jbs.cam.ac.uk.