**MEDIA AND
INFORMATION
LITERACY**

ELENA'S SHORT JOURNEY . |. 45 MINUTES

- Overall Learning Outcome:
  **Participants are able to differentiate between trustworthy and
  sensationalized information, thus discovering and mechanisms how media functions in
  either good or bad ways, and the good and bad actors behind these mechanisms.**

- Time: 45 min

In general:

This template serves as a starting point. You've got to make it yours by adding your own style
and local touch to make the session resonate with your participants.

1. General tips for contextualisation:
- Utilize local examples to illustrate key points.
- Inspire participants to create local versions of Heroes with personalized details.
  (eg renaming Heroes with local names will enhance relatability)
- Refer to the Guidebook and its appendices for tips and hints on contextualizing the
  template.

2. Guiding Questions:
Remember, the guiding questions are merely suggestions.
Feel free to adapt and mold the discussion to suit your audience.

1. Introduction and Team Formation

Time	Steps	Guiding Questions	Learning Outcomes
5 Min	1. Welcome the students and introduce the concept of MIL Heroes and Villains. 2. Divide the students into teams and give each team a creative name related to MIL.	• What are *MIL Heroes and Villains*?	• The participant will be able to understand the concept of *MIL Heroes and Villains.*

2. MIL Hero Showcase

Time	Steps	Guiding Questions	Learning Outcomes
5 min	1. Display visuals of *MIL Heroes* and briefly describe their positive contributions to the media world. 2. Ask teams to choose one *MIL Hero* as their team mascot. Ensure all the Heroes are represented.	• What admirable qualities do *MIL heroes* possess? Which *MIL hero* resonates with your team, and why?	• The participant will be able to identify the positive contributions of *MIL heroes*.

3. MIL Villain Showcase

Time	Steps	Guiding Questions	Learning Outcomes
10 min	1. Present visuals of *MIL Villains* and describe their negative impact on the media and information landscape. 2. Tell each team to choose one *MIL Villain* as their nemesis.	• How have *MIL Villains* negatively affected media and information? • Why did your team choose that particular *MIL Villain* as your nemesis?	The participant will be able to • recognize the negative impact of *MIL Villains*. • develop a sense of opposition to a *MIL Villain*.

4. Interactive Competition: Hero or Villain?

Time	Steps	Guiding Questions	Learning Outcomes
10 min	1. Show a series of news headlines or social media posts on the screen. 2. Teams must decide if each example represents trustworthy or sensationalized information by placing sticky notes with "*Hero*" or "*Villain*" on the visuals. 3. Assign points for correct answers and keep score on the scoreboard.	• What criteria do you use to determine if information is trustworthy or sensationalized? • How can you defend your choice of labelling an example as a *Hero* or *Villain?*	The participant will be able to • apply critical thinking skills to identify trustworthy and sensationalized information.

5. Group Discussion

Time	Steps	Guiding Questions	Learning Outcomes
5 min	1. Facilitate a brief discussion on each example to explain why it was labelled as a *Hero* or *Villain.* 2. Encourage teams to debate and provide reasoning for their choices.	• What factors influenced your team's decision regarding each example? • How did your team engage in debates, and what were the key points of contention?	The participant will be able to • analyze and discuss the rationale behind labelling information as heroic or villainous. • promote critical thinking through debates.

6. Reflection and Strategy Planning

Time	Steps	Guiding Questions	Learning Outcomes
3 min	1. Ask teams to reflect on what they've learned about distinguishing trustworthy information. 2. Teams devise a brief strategy for spotting trustworthy information.	• What insights have you gained about distinguishing trustworthy information? • What strategies can your team use to identify trustworthy information in the future?	The participant will be able to • encourage self-reflection on MIL knowledge. • foster practical skill development in spotting trustworthy information.

7. Competition Conclusion

Time	Steps	Guiding Questions	Learning Outcomes
3 min	1. Announce the winning team based on the highest score. 2. Celebrate their MIL expertise and award a small prize if possible.	• How does winning this competition make your team feel about its MIL skills? • What lessons have you learned from participating?	• Acknowledge and celebrate the winning team's MIL expertise.

8. Conclusion and Pledge

Time	Steps	Guiding Questions	Learning Outcomes
2 min	1. Summarize the importance of critically evaluating information sources. 2. Ask all students to pledge to be *MIL Heroes* by promoting media literacy and responsible information sharing.	• Why is it essential to critically evaluate information sources? • How can you actively contribute to media literacy and responsible information sharing as an *MIL Hero*?	The participant will be able to • Emphasize the significance of media literacy and responsible information sharing.

9. Feedback

Time	Steps	Guiding Questions	Learning Outcomes
3 min	1. Invite students to provide feedback on the session and discuss any insights or questions they may have.	• What are your key takeaways from today's session? • Do you have any questions or suggestions for improving future sessions?	• Encourage students to share their thoughts and insights from the session.