



## Session Elena / Short Journey (45 Minutes)

### Introduction and Team Formation (5 minutes)

Session Activity	Steps	Guiding Questions	Learning Outcomes
<b>Introduction and Team Formation</b>	<ol style="list-style-type: none"> <li>1. Welcome the students and introduce the concept of MIL Heroes and Villains.</li> <li>2. Divide the students into teams and give each team a creative name related to MIL.</li> </ol>	What are <i>MIL Heroes and Villains</i> ?	The participant will be able to understand the concept of <i>MIL Heroes and Villains</i>
Material			



## MIL Hero Showcase (5 Minutes)

Session Activity	Steps	Guiding Questions	Learning Outcomes
<b>MIL Hero Showcase</b>	<ol style="list-style-type: none"> <li>1. Display visuals of <i>MIL heroes</i> and briefly describe their positive contributions to the media world. - Ask teams to choose one <i>MIL hero</i> as their team mascot.</li> <li>2. <i>*( Ensuring all the heroes are represented)</i></li> </ol>	<ul style="list-style-type: none"> <li>• What admirable qualities do <i>MIL heroes</i> possess? - Which <i>MIL hero</i> resonates with your team, and why?</li> </ul>	<ul style="list-style-type: none"> <li>• The participant will be able to identify the positive contributions of <i>MIL heroes</i>.</li> </ul>
<b>Materials</b>			



## MIL Villain Showcase (10 minutes)

Session Activity	Steps	Guiding Questions	Learning Outcomes
<b>MIL Villain Showcase</b>	<ol style="list-style-type: none"> <li>1. Present visuals of <i>MIL villains</i> and describe their negative impact on the media and information landscape.</li> <li>2. Teams choose one <i>MIL villain</i> as their nemesis.</li> </ol> <p><i>*( Ensuring all the villains are represented if you want to use them all)</i></p>	<ul style="list-style-type: none"> <li>• How have <i>MIL villains</i> negatively affected media and information?</li> <li>• Why did your team choose a particular <i>MIL villain</i> as your nemesis?</li> </ul>	The participant will be able to <ul style="list-style-type: none"> <li>• recognize the negative impact of <i>MIL villains</i>.</li> <li>• develop a sense of opposition to a <i>MIL villain</i>.</li> </ul>
Material			



## Interactive Competition: Hero or Villain? (10 minutes)

Session Activity	Steps	Guiding Questions	Learning Outcomes
<b>Interactive Competition: Hero or Villain?</b>	<ol style="list-style-type: none"> <li>Show a series of news headlines or social media posts on the screen.</li> <li>Teams must decide if each example represents trustworthy or sensationalized information by placing sticky notes with "Hero" or "Villain" on the visuals</li> <li>Assign points for correct answers and keep score on the scoreboard.</li> </ol>	<ul style="list-style-type: none"> <li>What criteria do you use to determine if information is trustworthy or sensationalized?</li> <li>How can you defend your choice of labeling an example as a <i>Hero</i> or <i>Villain</i>?</li> </ul>	The participant will be able to <ul style="list-style-type: none"> <li>apply critical thinking skills to identify trustworthy and sensationalized information.</li> </ul>
<b>Material</b>			



## Group Discussion (5 minutes)

Session Activity	Steps	Guiding Questions	Learning Outcomes
<b>Group Discussion</b>	<ol style="list-style-type: none"> <li>Facilitate a brief discussion on each example to explain why it was labelled as a <i>Hero</i> or <i>Villain</i>.</li> <li>Encourage teams to debate and provide reasoning for their choices.</li> </ol>	<ul style="list-style-type: none"> <li>What factors influenced your team's decision regarding each example?</li> <li>How did your team engage in debates, and what were the key points of contention?</li> </ul>	The participant will be able to <ul style="list-style-type: none"> <li>analyze and discuss the rationale behind labeling information as heroic or villainous.</li> <li>promote critical thinking through debates.</li> </ul>
<b>Materials</b>			



## Reflection and Strategy Planning (3 minutes)

Session Activity	Steps	Guiding Questions	Learning Outcomes
<b>Reflection and Strategy Planning</b>	<ol style="list-style-type: none"> <li>1. Ask teams to reflect on what they've learned about distinguishing trustworthy information.</li> <li>2. Teams devise a brief strategy for spotting trustworthy information.</li> </ol>	<ul style="list-style-type: none"> <li>• What insights have you gained about distinguishing trustworthy information?</li> <li>• What strategies can your team use to identify trustworthy information in the future?</li> </ul>	The participant will be able to <ul style="list-style-type: none"> <li>• encourage self-reflection on MIL knowledge.</li> <li>• foster practical skill development in spotting trustworthy information.</li> </ul>
<b>Materials</b>			



## Competition Conclusion (2 minutes)

Session Activity	Steps	Guiding Questions	Learning Outcomes
<b>Competition Conclusion</b>	<ol style="list-style-type: none"> <li>1. Announce the winning team based on the highest score.</li> <li>2. Celebrate their MIL expertise and award a small prize if possible.</li> </ol>	<ul style="list-style-type: none"> <li>• How does winning this competition make your team feel about its MIL knowledge and skills?</li> <li>• What lessons have you learned from participating?</li> </ul>	Acknowledge and celebrate the winning team's MIL expertise.
<b>Materials</b>          			



## Conclusion and Pledge (2 minutes)

Session Activity	Steps	Guiding Questions	Learning Outcomes
<b>Conclusion and Pledge</b>	<ol style="list-style-type: none"> <li>Summarize the importance of critically evaluating information sources.</li> <li>Ask all students to pledge to be <i>MIL heroes</i> by promoting media literacy and responsible information sharing.</li> </ol>	<ul style="list-style-type: none"> <li>Why is it essential to critically evaluate information sources?</li> <li>How can you actively contribute to media literacy and responsible information sharing as an <i>MIL hero</i>?</li> </ul>	The participant will be able to <ul style="list-style-type: none"> <li>Emphasize the significance of media literacy and responsible information sharing.</li> </ul>
<b>Materials</b>			





## Feedback (3 minutes)

Session Activity	Steps	Guiding Questions	Learning Outcomes
<b>Feedback</b>	1. Invite students to provide feedback on the session and discuss any insights or questions they may have.	<ul style="list-style-type: none"> <li>• What are your key takeaways from today's session?</li> <li>• Do you have any questions or suggestions for improving future sessions?</li> </ul>	Encourage students to share their thoughts and insights from the session.
<b>Materials</b>           			