



YOUSSEF'S MEDIUM JOURNEY - SESSION 1. |. 45 MINUTES

This session can serve as an opening session for an existing MIL curriculum around a specific topic.

A specific Villain introduces the MIL topic related to misinformation. The session involves constructive debates among participants.

- Overall Learning Outcome:
Participants can better protect themselves from misinformation and media manipulation by using the most effective methods.
- 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

Time	Steps	Guiding Questions	Learning Outcomes
10 min	<ol style="list-style-type: none"> 1. Welcome participants and briefly explain the purpose of the session. 2. Mention the importance of being media literate and critical consumers of information. 	<ul style="list-style-type: none"> • How does media impact our daily lives? • Why is it important to be media literate in today's society? • What do you hope to gain from this session on media literacy? 	<p>Participants will: understand the purpose of the session.</p> <ul style="list-style-type: none"> • recognize the importance of being media literate and critical consumers of information.

2. Villain Gallery

Time	Steps	Guiding Questions	Learning Outcomes
10 min	<ol style="list-style-type: none"> 1. Display images or brief descriptions of MIL Villains around the room. 2. Assign each participant a card or sticky note with the name of a Villain (ensure even distribution). 3. Ask participants to silently move around the room, looking at the Villains, and write down what they know or think about their assigned Villain on their cards/sticky notes. 	<ul style="list-style-type: none"> • What are your initial impressions of the MIL Villains displayed around the room? • How might these MIL Villains influence public opinion or spread misinformation? • What are some common misconceptions or stereotypes associated with these Villains? 	<p>Participants will be able to :</p> <ul style="list-style-type: none"> • identify and describe MIL Villains associated with misinformation and other topics. • reflect on their preconceptions and knowledge of these Villains.

3. Group Discussion

Time	Steps	Guiding Questions	Learning Outcomes
10 min	<ol style="list-style-type: none"> 1. Gather participants and invite them to share what they know about their assigned Villains. 2. Facilitate a discussion on common tactics used by these Villains to manipulate media and spread misinformation. 3. Discuss the potential impact of media manipulation on society. 	<ul style="list-style-type: none"> • Share what you know about your assigned MIL Villain. What information or stories have you heard? • What tactics do you think these MIL Villains use to manipulate media and spread misinformation? • How do these tactics impact our perception of reality and society as a whole? 	<p>Participants will:</p> <ul style="list-style-type: none"> • share and discuss what they know about their assigned Villains. • identify common tactics used by these Villains to manipulate media and spread misinformation. • discuss the potential impact of media manipulation on society.

4. Unmasking the Villains

Time	Steps	Guiding Questions	Learning Outcomes
10 min	<ol style="list-style-type: none"> 1. Reveal the true nature and actions of each MIL Villain. 2. Discuss the importance of critical thinking and fact-checking to uncover misinformation. 3. Reflect and Connect (5 minutes): 4. Ask participants to reflect on what they've learned about media manipulation and how it can impact them. 	<ul style="list-style-type: none"> • Were there any surprises or misconceptions you had about the Villains" that were dispelled during this activity? • How can critical thinking and fact-checking help us uncover misinformation spread by these Villains"? • What are some practical steps we 	<p>Participants will:</p> <ul style="list-style-type: none"> • learn the true nature and actions of each media Villain. • recognize the importance of critical thinking and fact-checking to uncover misinformation.

5. Encourage participants to think about the role they can play in countering misinformation.
- can take to verify information before accepting it as true?

5. Reflect and Connect

Time	Steps	Guiding Questions	Learning Outcomes
5 min	<ol style="list-style-type: none"> Facilitate and guide a discussion around the guiding questions. Make sure that all get an opportunity to voice thoughts. Put keywords on metacards and compile a flipchart. 	<ul style="list-style-type: none"> How has your understanding of media manipulation evolved throughout this session? What role can you play in countering misinformation and promoting media literacy in your personal and professional life? Can you share any specific actions or strategies you plan to implement to become a more critical consumer of information? 	<p>Participants will be able to :</p> <ul style="list-style-type: none"> reflect on how to protect themselves personally better from misinformation and media manipulation, by using the most effective methods.