



JIA'S LONG JOURNEY - SESSION 1. | . 135 MINUTES

- Overall Learning Outcome:
Participants can better protect themselves from misinformation and media manipulation by using the most effective methods.
- Time: 135 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 mould the discussion to suit your audience.

1. Topic Introduction			
Time	Steps	Guiding Questions	Learning Outcomes
15 min	<ol style="list-style-type: none"> 1. Introduce a MIL topic, Give a broad and brief outline of its scope and impact <i>*or let participants choose a topic from a variety of MIL topics.</i> 2. Pair the participants, and ask them to share a personal experience related to the topic. 3. Let them write the key words and experience on sticky notes or cards. 4. Stick all the cards on a flip chart, leave the central space open. 5. Write the word Villain in the middle 	<ul style="list-style-type: none"> • What interests you about this topic? • What is your personal experience with this topic? • What is your question around this topic? 	<p>The participant will be able to</p> <ul style="list-style-type: none"> • reflect on problematic issues in his/her personal media and social media environment. • share a story around this issue with others.

2. A Story with the problem statement			
Time	Steps	Guiding Questions	Learning Outcomes
15 min	<p>A story is introduced about the topic</p> <p><i>It's a pre-designed story that captures the heart of the MIL topic through a protagonists' experience. It illustrates the negative impact on an individual and on society. (see prepared problem statements in ANNEX 4. Adjust them if/where needed)</i></p>	<ul style="list-style-type: none"> • What do you feel about the main character? • How does this topic affect individuals and society? What is the impact? 	<p>The participant will be able to:</p> <ul style="list-style-type: none"> • relate to the topic and its impact.

3. Exploring Villains - Guided Discussion

Time	Steps	Guiding Questions	Learning Outcomes
15 min	<ol style="list-style-type: none"> Line up the <i>Villains</i>, Discuss their core traits briefly and identify the relevant one(s) that relate to the topic. Now the <i>main Villain</i> is identified, put it in the middle of the flipchart. Lead a brainstorming session on the Villains' traits and agenda. Then add them to the flipchart. 	<ul style="list-style-type: none"> What negative aspects or agendas are associated with this topic? How does it differ from other bad (social) media issues? What drives these malicious acts? Who exploits them? 	<p>The participant will be able to</p> <ul style="list-style-type: none"> analyse the mechanisms at play behind the topic. differentiate between different media and social media threats and issues.

4. Furthering the Story - Groupwork and Presentations

Time	Steps	Guiding Questions	Learning Outcomes
45 min	<ol style="list-style-type: none"> Divide participants into groups with a minimum of three. Let each group continue the story from the problem statement, by plotting for 'change'. The story's outcome should be positive and victorious for the protagonist of the story. Let the group visualise the story on a flipchart. They should detail the journey of the 	<ul style="list-style-type: none"> How can we combat the negatives of this topic? What are positive scenarios to counter bad influences in our news and social media environment? What is needed to make this happen? What will make matters worse? On an individual level? On a societal level? 	<p>The participant will be able to</p> <ul style="list-style-type: none"> consider active measures to combat the MIL problem discussed.

<p>protagonist and highlight the key moments for change.</p> <p>5. For this, also take societal change and societal responsibility into account and explore how they interact with the individual.</p> <p>6. All groups present their flipchart, and tell their story of the protagonist.</p> <p>7. Summarise the measures, tools and competencies needed to counter the Villain. Then list them on the metaplan cards or notes.</p> <p>8. Cluster the measures and tools needed to counter the actions of the <i>Villain</i> and add them to a flipchart with the Villain in the middle.</p>	<ul style="list-style-type: none"> • How do the individual and societal levels affect each other?
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5. Us Heroes - Interactive Discussion			
Tiime	Steps	Guiding Questions	Learning Outcomes
30 min	<ol style="list-style-type: none"> 1. Divide the participants into five groups. 2. Introduce the AACRA <i>Heroes briefly</i>. 	<ul style="list-style-type: none"> • What skills are essential for media and information literacy? 	<p>The participant will be able to</p> <ul style="list-style-type: none"> • differentiate between the different competencies, building towards

3. Give each group a Hero with their backstory description.
4. Ask them to prepare a brief introduction to their Hero.
5. Let the group also explore what role their Hero can play in countering the Villain in the story. How does the AACRA competency help the protagonist to be victorious?
6. All groups present their Hero and competency. They explain how it can assist and support the protagonist.
7. Discuss how the MIL Heroes are stronger as a team and how Heroes need to support each other in their fight.

media and
information
literacy.

6. Concluding and Prioritizing Action			
Time	Steps	Guiding Questions	Learning Outcomes
15 min	<ol style="list-style-type: none"> Let participants individually and silently write down their main take-away from the session. How would they prioritise their action? What Hero appeals or resonates most to them and why? 	<ul style="list-style-type: none"> What stood out for you from today? What would you do differently in the future when it comes to handling your social media and, your media and news consumption? How can you strengthen the MIL Heroes in yourself? What challenges are you facing in real life that make it difficult to work on your MIL competencies? 	<p>The participant will be able to</p> <ul style="list-style-type: none"> reflect on the learning; deepen the learning