

T-ACT

Democracy decoded: election toolkit

Follow the guidelines below
to implement this learning
activity in your classroom



Cluster competences

- Media literacy aspect: The learner can cope with several sources of media.
- Digital literacy aspect: The learner develops digital and technological knowledge, skills and attitudes to act in society.
- Information aspect: The learner develops knowledge, skills and attitudes to cope with (dis)information.

Learning objectives

Information aspect:

- S1 – The learner can demonstrate an understanding of how the structure, content and wording of a piece of information can be designed to influence opinions or to trigger actions.
- S2 - The learner is aware of the practice of fact-checking and the main fact-checking outlets
- S3 - The learner can explain the concept of 'conspiracy theories' and provide a few examples.
- S4 - The learner can differentiate between official and unofficial sources of information.
- S5 - The learner understands how the amount of information items in circulation that make a specific claim is not a measure of credibility.
- S6 - The learner can explain how everyone's ability to create and share information impacts the information ecosystem.

- S7 - The learner can demonstrate that they approach with similar scrutiny information that corresponds to their beliefs/opinions and information that does not.
- S8 - The learner is able to critically discuss the possible intent of the author/s of an information item.
- S9 - The learner is able to critically discuss the possible harm resulting from a suspecting or identified disinformation/misinformation item.

Digital aspect:

- D1 - The learner can demonstrate that they understand various techniques used by media platforms to emphasise, amplify and extend the reach of their content.
- D2 - The learner can explain concepts like 'echo chamber', tunnelvision and information bubble.
- D3 – The learner can explain how search engines adapt their results based on user profiling.
- D4 – The learner can explain how digital tools can be used to manipulate the appearance of websites, images, personal profiles, attributed statements, product/service reviews.
- D5 - The learner can demonstrate awareness of various AI-based tools for creating disinformation, such as deep-fakes video generators, image generators, text generators.

Media literacy aspect:

- M1 - The learner can demonstrate that they are aware of the mix of ownership, funding and editorial policy of a media.
- M2 - The learner can explain the meaning of 'media bias'.
- M3 - The learner can elaborate on the role of media in a democratic society and how this role changes in repressive states.
- M4 - The learner can differentiate between facts, fact interpretation, and opinions.
- M5 - The learner can trace the source of information in a media article to confirm it reports correctly on facts.
- M6 - The learner can verify the veracity of a claim seen online.

- M7 - When deciding on a particular action, the learner can critically evaluate a range of information sources.
- M8 - The learner can demonstrate that they actively seek critical information, including such that challenge their own beliefs and opinions.

Objective(s) on learners level

- I can explain democracy, the political and election system in my own country and in the EU.
- I can qualitatively inform myself about politics.
- I have insight in how politicians and political parties communicate and try to convince in order to get elected.
- I can compare, analyze and research political programs and political resources (votes of parliamentarians, media).
- I can relate my societal views/needs to local, national and European politics.
- I can approach critically voting tests and other resources.
- I can analyze and research the impact of social media in politics.
- I can criticize political programs and political resources.

Age group

- 15 to 18 years old

Topics

1. Political parties

2. Political programs

3. Elections

4. Democracy

5. Voting tests

6. Social media and politics

Didactical suggestion/Method

- Brainstorm, activate pre-knowledge, concept analysis, case discussion, reflection diary (start, finalize lesson 5)
- Complementary groups, summarize and (creative) presentation (poster, role-playing, video, social media-flip, ...)
- Expert/puzzle groups
- Practicum, think-pair-share, guided discussion, ocatavian dialogue
- Bridging, reflection diary (end)
- Socratic dialogue, COI

Materials

- <https://www.mediawijs.be/nl/verkiezingenindeklas>
- <https://youth.europarl.europa.eu/educators/learning-resources.html>
- Case4EU

Lesson Plan

4 lessons minimum, +/- 6 lessons

1. Political system – elections (national and European)

a) How is it organized?

b) How are votes distributed? » could be a recap of previous knowledge

2. Political parties/views

3. Political programs and topics

4. Voting tests, how to elect?

- a) Differences
 - b) Meaning
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5. Social media and politics

6. Discussion

Assessment

Summative assessment: (1-3) test for knowledge of political parties/system, (1-6) paper or essay on politics and social media, presentation (2) (differentiated sets of assessment criteria according the nature of the presentation (poster, powerpoint, video, role-playing, ...): content – formal criteria).

Formative assessment: (5) reflection diary, (4 and 6) rubric (self, peer, teacher) guided discussions.



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