

T-ACT

Big Eyes

The Defense Capacity of the Czech Republic and the Role of NATO

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.
- S4 - The learner can differentiate between official and unofficial sources of information.
- 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.
- 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:

- 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.
- M7 - When deciding on a particular action, the learner can critically evaluate a range of information sources.

National learning objectives

- Learners understand the role and function of NATO, the Czech Republic's position within it, and the broader European security framework.
- Learners can analyze Article 5 and other key points of the Washington Treaty.
- Learners evaluate potential consequences of a U.S. departure from NATO.
- Learners become aware of Czech defense specialization (e.g., CBRN defense).

Topics

1. Washington Treaty and NATO principles
2. Czech and European defense capacities
3. NATO member specialization and interdependence

4. Public perception and fear in security topics

5. Critical analysis of media coverage on defense issues

Method

- Independent reading (Washington Treaty).
- Guided questions and worksheets.
- Listening to podcast: Vojtěch Bahenský on CZ/EU defense.
- Group discussion and critical reflection.
- Digital research and verification of sources.

Materials

- Worksheet: NATO treaty questions & country specialization (translated from the original PDF).
- Internet access.
- Presentation slides (teacher-provided).
- Podcast: “5:59” episode with Vojtěch Bahenský – [link](#)
- Washington Treaty (official English version)

Lesson Plan

Duration: 45 min lesson + 30 min podcast (can be homework)

1. Introduction (5 min)

- Brief intro to NATO, Czech Republic’s defense role.

2. Activity 1 (15 min)

- Students read and answer worksheet questions using the Washington Treaty.
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3. Activity 2 (10 min)

- Analyze how EU/NATO countries specialize and depend on each other.
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4. Activity 3 (Homework or class – 30 min)

- Listen to Bahenský's podcast and answer reflection questions.
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5. Discussion (15 min)

- Students share insights, raise concerns, critically reflect on fears and facts.

Assessment

- Completed worksheet (factual accuracy, critical thinking).
- Participation in group discussion.
- Written reflection or group presentation on: "What if the U.S. left NATO?"
- Informal evaluation of ability to distinguish factual treaty content from emotionally charged interpretations.



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