

T-ACT

Images of Masculinity and Leadership Typologies

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.
- S5 - The learner understands how the amount of information items in circulation that make a specific claim is not a measure of credibility.
- 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.

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.

- 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.

Media literacy aspect:

- M2 - The learner can explain the meaning of 'media bias'.
- 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.

Topics

1. **Masculinity as a Political Strategy** – How the image of a strong leader is created.
2. **Leadership Typologies** – Charismatic, autocratic, democratic, and other leadership models.
3. **Media Content Analysis** – How to recognize manipulation in political discourse.

Method

- Group work
- Media and political speech analysis
- Discussions and brainstorming
- Interactive presentation (PPT)
- Critical reflection using worksheets

Materials

- Presentation: *Images of Masculinity* (PPT)
- Presentation: *Leadership Typologies* (PPT)
- Worksheets
- Articles and media video analyses

Lesson Plan

Lesson 1: Introduction to the Topic (90 min)

1. **Motivational Activity:** Searching for the Ideal Leader (15 min)
 - Students define characteristics of the “ideal leader.”
2. **Presentation:** Leadership Typologies (20 min)
 - Charismatic, autocratic, democratic, transformational leadership.
3. **Discussion:** Examples of Current and Past Leaders (20 min)
 - Analysis of well-known political figures.
4. **Reflection:** How have voter preferences changed throughout history? (15 min)
5. **Final Activity:** Students categorize leaders into different leadership typologies (20 min).

Lesson 2: Media and Manipulation (90 min)

1. **Discussion:** What is Masculinity in Politics? (15 min)
 - How do stereotypes influence the perception of masculinity?
2. **Media Analysis:** Manipulative Language in Political Marketing (20 min)
 - Identifying biased messages and their purpose.
3. **Group Activity:** How Would the Media Portray an Ideal Political Leader? (20 min)
4. **Critical Analysis:** How to Recognize Bias in Articles and Videos? (15 min)
5. **Final Reflection:** Each student describes what kind of leader they would be (20 min).

Assessment

- Worksheets analyzing political discourse.
- Discussion conclusions from individual groups.
- Individual student reflections based on acquired knowledge.



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