

**T-ACT**

## The system of “Our man”

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.
- 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:

- M3 - The learner can elaborate on the role of media in a democratic society and how this role changes in repressive states.
- M5 - The learner can trace the source of information in a media article to confirm it reports correctly on facts.

## National learning objectives

- Understanding the role of journalism in democracy.
- Analyzing media bias and government influence on information.
- Evaluating the impact of investigative journalism on political accountability.

## Topics

1. Investigative journalism and its role in exposing corruption

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2. The case of Ján Kuciak and its political impact

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3. The influence of media in shaping public opinion about corruption

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4. Methods of fact-checking and source verification

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5. The role of independent journalism in democratic societies

## Method

- Interactive discussions
- Media analysis and fact-checking exercises
- Case study evaluations
- Role-playing simulations

## Materials

- Video interviews with investigative journalists
- Case study worksheets
- Access to online fact-checking tools
- Articles and media reports on the Kuciak case
- Documentary excerpts (e.g., *Mečiar*)

## Lesson Plan

### Description of activities – teaching situation:

#### Lesson 1: Introduction to Investigative Journalism and Corruption

- Classroom experiment on favoritism and power abuse to demonstrate corruption in practice.
- Video analysis: Extract from a documentary or news segment on political corruption.
- Group discussion: Defining corruption and its impact on society.

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#### Lesson 2. The Case of Ján Kuciak

- Overview of Kuciak's work and investigative reports.
- Small group research: How was the case covered in different media?
- Video: Interview with Kuciak's former editor Peter Bárdy.

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#### Lesson 3. Media Bias and Government Influence:

- Students analyze different media portrayals of the Kuciak case.
  - Discussion on media bias and the challenges faced by investigative journalists.
  - Digital exercise: Fact-checking media claims about government oversight.
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## Lesson 4: The Role of Citizens and Journalism in Fighting Corruption

- Students analyze real-life investigative reports.
- Group debate: How can citizens hold their governments accountable?
- Reflection writing: Why is independent journalism vital for democracy?

### Assessment

- Group presentations on media bias in covering corruption.
- Individual reflection: How does investigative journalism protect democracy?
- Online fact-checking exercise using real news articles.
- Class debate: Should journalists be granted stronger legal protections?



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