

T-ACT

Who controls the powerful?

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 control institutions in governance.
- Developing critical thinking skills regarding transparency and accountability.
- Analyzing media representations of oversight institutions.

Topics

1. The necessity of control in governance
2. Institutions responsible for government oversight
3. Citizens' role in ensuring accountability
4. Transparency in political finance
5. The function of ombudsman and its impact

Method

- Interactive discussion
- Group work and role-playing
- Video analysis and fact-checking
- Case study analysis

Materials

- PPT presentation
- Printed worksheets
- Access to online fact-checking tools
- Case studies and model scenarios
- Video resources

Lesson Plan

Lesson 1: Introduction to the Concept of Control

- Open discussion: Why do we have rules, and who enforces them?
- Activity: Students write down a situation where control has played a positive role.
- Group discussion: The necessity of rules in governance and society.

Lesson 2: Institutions That Control the Government

- Overview of institutions: Supreme Audit Office, Ombudsman, Political Finance Oversight Office.
- Group activity: Research and presentation on how these institutions operate.
- Video: Understanding the functions of oversight institutions.

Lesson 3: Political Finance Transparency

- Students analyze different political party financing methods.
- Role-playing game: Accept or reject political donations based on ethical considerations.
- Discussion on the implications of transparency in political financing.

Lesson 4: Citizen Oversight & The Role of the Ombudsman

- Case study activity: Students examine real-life situations where an ombudsman intervened.

- Group discussion: What can citizens do if they experience injustice?
- Digital activity: Fact-checking case studies on government transparency.

Assessment

- Group presentations on different oversight institutions.
- Reflection essay: Why is transparency crucial in governance?
- Online fact-checking exercise: Verifying media claims about government control institutions.
- Class debate: Are current oversight mechanisms sufficient?



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