

ELA STUDY GUIDE

Grade Level: 5th Grade

Video Title: *How Full Is It?*

Media Literacy Focus: Evaluating digital content for helpfulness, hurtfulness, and truthfulness before interacting online.

Essential Question

How can asking “How FULL is it?” help us make better choices about what we share online?

Learning Targets

Students will:

Evaluate digital content for truthfulness, helpfulness, and hurtfulness

Support their evaluations with evidence

Understand the impact of online behavior

Make responsible and ethical decisions when using technology

Vocabulary

- **Helpful** – Something that adds kindness, support, or useful information
- **Hurtful** – Something that causes harm, embarrassment, or emotional pain
- **Truthful** – Based on facts or supported by evidence
- **Post** – A message, picture, or video shared online
- **Media Master** – Someone who thinks carefully before acting or reacting online
- **Evidence** – Facts or details that support whether something is true
- **Digital Responsibility** – Choosing to be respectful, safe, and honest online

Whole Group Discussion

Pose the following questions for open class dialogue:

- What does it mean to be a responsible digital citizen?




- Why should we think before we repost or comment?
- How can words or posts hurt someone, even if we didn't write them?
- Why is truth so important on the internet?

Encourage students to provide examples or scenarios they've encountered (no names).

Activity Ideas

1. "How Full Is It?" Sorting Game

Create 12 mock social media posts on cards. In small groups, students sort them into three categories:

-  Helpful
-  Not Truthful
-  Hurtful

Then discuss:

- What makes a post fall into each category?
- How should a Media Master respond?

2. Media Master Role-Play

In partners or groups of 3, students act out scenes where one character sees a post and is unsure what to do.

Others guide them through asking:

- Is it helpful?
- Is it hurtful?
- Is it truthful?
- What should a Media Master do?

Encourage students to show different outcomes and consequences.

3. Digital Decision Journaling

Prompt:

“Describe a time when you saw or heard something unkind, untrue, or confusing online. What did you do? What could a Media Master have done differently?”

Let students share in pairs or small groups. Offer an anonymous “share jar” for those who prefer privacy.

Writing Prompt

Prompt:

Imagine you see a post online that looks funny but makes fun of someone else. Write a narrative about what you would do next.

Include dialogue, internal thoughts, and a clear beginning, middle, and end.

Challenge students to show character growth and ethical decision-making.

Creative Extension

Poster Creation – “How FULL Is It?”

Students design a poster that teaches the 3 questions:

- Is it HELPFUL?
- Is it HURTFUL?
- Is it TRUTHFUL?

Display around the school to help younger students remember the rule.

Final Reflection

What makes YOU a Media Master?

Ask students to write or share one digital rule they promise to follow — and explain why it matters.

Alabama Digital Literacy and Computer Science (DLCS) Course of Study Correlation – 5th Grade

Strand: Digital Literacy

- **DLCS.5.1** – Practice responsible, respectful behavior using technology.
Students make ethical choices when responding to online content.
- **DLCS.5.2** – Distinguish between true, misleading, and false digital content.
“How Full Is It?” gives a framework for identifying truthfulness.
- **DLCS.5.3** – Evaluate digital content using evidence.
Students support their decisions with clues from posts.
- **DLCS.5.4** – Describe potential consequences of online actions.
Discussion and writing explore how hurtful or false content impacts others.
- **DLCS.5.6** – Demonstrate how to be a positive digital citizen.
Activities encourage kindness, accuracy, and digital leadership.

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