

****Correlation of “Lesson 3 – Who’s Getting the Candy?”**

to Alabama Course of Study Standards (K–8)**

This lesson teaches students to analyze **motivation behind posts** — “the candy” meaning *money, fame, or popularity*.

Students learn to ask:

- Who benefits from this post?
- Why did they make it?
- What do they want me to do?

This aligns precisely with Alabama DLCS standards for **media literacy, evaluating purpose, recognizing persuasion, analyzing bias, and responsible online behavior**.

PRIMARY GRADES (K–5)

1. Digital Literacy & Computer Science (DLCS)

Kindergarten

- **DL.K.1 – Safe & Responsible Use of Technology**
Students begin identifying that online posts have *intentions* — someone always wants something.

Grade 1

- **DL.1.4 – Recognize Responsible Digital Behavior**
“Candy”—attention, likes, popularity—helps children identify **why someone posted something** before reacting.

Grade 2

- **DL.2.3 – Explain Positive Digital Citizenship**
Students learn that posts may be trying to:
 - Sell something

- Get attention
 - Gain popularity
 - Influence emotions
- These insights help them make safe digital choices.

Grade 3

- **DL.3.12 – Assess Purpose & Validity of Online Content**
Students practice asking:
 - “Why did they post this?”
 - “Who benefits?”
 - “Is there another motive?”
- **DL.3.6 – Explain How Digital Actions Impact Self & Others**
The script’s examples (funny cat pic, mean post, helpful share) demonstrate different *outcomes* of posting.

Grade 4

- **DL.4.7 – Evaluate Online Information for Accuracy, Bias & Purpose**
Students identify:
 - Hidden motives
 - Emotional manipulation
 - Popularity-driven posting
 - Marketing or persuasive intent

Grade 5

- **DL.5.7 – Describe Long-term Consequences of Digital Actions**
Students understand that *popularity candy* from a mean post still has consequences.
- **DL.5.8 – Identify How Emotions Influence Online Choices**
The “candy” concept helps students see how people manipulate emotions for clicks.

2. English Language Arts (ELA), K–5

Grades 3–5 – Informational & Media Literacy Standards

- **Identify author's purpose**
Students examine WHY the post was created.
- **Distinguish fact, opinion, and persuasion**
Candy = persuasion
- **Explain how images and media influence feelings & actions**
Motivations = influence
- **Ask “What does the creator want me to do?”**
A foundational media literacy skill.

MIDDLE GRADES (6–8)

1. Digital Literacy & Computer Science (DLCS)

Grade 6

- **DL.6.4 – Evaluate Online Content for Purpose, Bias & Persuasion**
Students identify:
 - Commercial motives (money candy)
 - Popularity motives
 - Influencer motives
 - Emotional persuasion tactics
- **DL.6.8 – Explain How Digital Tools Shape Perception**
Asking “Who’s getting the candy?” helps examine algorithm-driven popularity.

Grade 7

- **DL.7.4 – Identify Ethical & Societal Impacts of Digital Content**
Mean posts...
Shaming posts...

Clickbait posts...

The lesson explores how motives can be harmful or helpful.

- **DL.7.6 – Demonstrate Thoughtful Online Decision-Making**
Students practice:
 - Not spreading harmful content
 - Not rewarding bad motives
 - Choosing to post with *good motives* (kindness/helpfulness)

Grade 8

- **DL.8.8 – Evaluate Validity of Online Sources & Messages**
Students learn to identify:
 - Marketing
 - Manipulation
 - Engagement bait
 - Clickbait
 - Emotional triggers
 - Popularity bias
- **DL.8.14 – Compare Human Reasoning With Online Influence Tactics**
“Candy” = influence
Students learn how persuasive techniques hijack human thinking.

2. English Language Arts (ELA), 6–8

Media Literacy, Persuasion & Argumentation Standards

- **Analyze author’s purpose, motive, and point of view**
This entire lesson is about motive.
- **Evaluate how digital media influences beliefs & behaviors**
Candy teaches students how creators try to influence them.
- **Distinguish between informative, persuasive & manipulative content**
Students compare:

- Helpful posts
- Mean posts
- Popularity-seeking posts
- Money-seeking posts
- **Evaluate credibility & reasoning**
Students ask whether posts are shared to:
 - Help
 - Harm
 - Persuade
 - Profit

Specific Script Connections to COS Standards

“Candy is money, fame, or popularity.”

→ Teaches students to identify **incentives** and **motives** behind posts.

“Every post gives candy to someone.”

→ Relates to DLCS requirements to analyze **who benefits** from online content.

“Are they trying to persuade us to think like them?”

→ Directly supports ELA & DLCS persuasion-analysis standards.

“Sometimes people aren’t telling the whole truth.”

→ Connects to standards focused on **bias, incomplete information, and credibility.**

“Your candy might be popularity, or a good feeling from helping others.”

→ Reinforces ethical digital behavior and understanding self-motivation.

“Lots of likes don’t make it right.”

→ Ties directly into standards on **popularity vs. truth**, a core media literacy concept.

Conclusion

“Lesson 3 – Who’s Getting the Candy?” brilliantly aligns with Alabama’s K–8 DLCS expectations for understanding online motivations, persuasion, bias, and the consequences of digital actions.

Students learn to analyze *why* posts exist, *who benefits*, and *how motives influence truthfulness*, making this lesson an essential media literacy foundation.

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