

# Media Masters Rock – BONUS LESSON Study Guide

**Critical Thinking Characters: Think First Before You Click!**

**Grade Level:** 6th Grade

**Length:** 30–40 minutes

## Alabama DLCS Alignment (Grade 6)

- **6.DL.1** – Model safe, ethical, responsible digital behaviors in complex online spaces
- **6.DL.2** – Evaluate the credibility of online information using evidence, sources, and context
- **6.CC.1** – Apply critical thinking to identify bias, misinformation, and persuasive techniques
- **6.CC.2** – Analyze motivations behind posts (money, fame, popularity, influence, emotion)
- **6.RA.1** – Demonstrate self-regulation in digital communication and decision-making

### Before Watching the Video

#### **Teacher/Librarian Says:**

“Today we’re going to examine the Critical Thinking Characters — each represents a real online thinking mistake. By identifying what they did wrong and why, you’ll learn how to avoid the same traps. Sixth graders are ready to look deeper: not just what happened, but what motivated it, what harm it caused, and how to fix it.”

#### **Ask:**

- “Why do people fall for digital tricks or misleading information?”
- “Which type of thinking mistake do you see most often among kids your age?”
- “Why is it important to understand *why* someone posted something online?”

Encourage evidence-based responses and connections to real experiences.

### Watch the Video

**Title:** BONUS LESSON — *Critical Thinking Characters: Think First Before You Click*

**Run Time:** 2–4 minutes

**Listening Focus for Grade 6:**

“Listen for the thinking mistake AND the motive behind it. Also pay attention to how each character’s mistake could affect other people.”

## **After Watching – Discussion Questions**

1. “Which character’s mistake causes the most damage when repeated online? Why?”
2. “How might Captain Knee-Jerk be fooled by emotional posts?”
3. “What kinds of things would Overconfident Ollie be most likely to get wrong?”
4. “Why does Echo Chamber Chad’s mistake reduce real learning?”
5. “Which mistake do YOU think is hardest to avoid in real life?”
6. “How can Media Master Moves protect you from misinformation or manipulation?”

Encourage students to connect mistakes to real online trends:

- Out-of-context videos
- Misleading memes
- Screenshot “proof”
- Influencer persuasion
- Rumors

## **\*\* Activity:**

Critical Thinking Case Files – Grade 6 Digital Analysis\*\*

**Objective:**

Analyze thinking errors, motivations, digital consequences, and appropriate Media Master solutions.

**Materials:**

Notebook, worksheet, or digital document (Google Docs/Slides)

## **PART 1 — Identify the Mistake + Motivation + Impact**

Choose **four** characters and complete the following:

**1. Thinking Mistake:**

What did the character do wrong?

**2. Motivation:**

Why did they do it?

(Examples: attention, speed, emotion, wanting likes, trying to be funny, not wanting to think deeply)

**3. Impact:**

How does this mistake harm others or spread misinformation?

**Example:**

- *Meme Believer Cassy* — Mistake: Believes every meme.
- Motivation: It's quick and entertaining.
- Impact: Spreads false information to friends who trust her.

## **PART 2 — Match to the Correct Media Master Move**

Media Master Moves:

- Pause and analyze before reacting
- Identify motives behind posts
- Verify using multiple reliable sources
- Choose kindness when posting or commenting
- Ask questions before believing
- Look past headlines and read full content
- Consider opposing viewpoints
- Control screen time intentionally

**Student Task:**

Explain which Media Master Move fixes each character and *why it works*.

Example:

“Re-Post Robot needs to verify with multiple sources because sharing without checking spreads misinformation.”

## **PART 3 — Apply to Real Life (Short Written Reflection)**

Students answer in 4–6 sentences:

**“Describe a time you saw one of these thinking mistakes online or in real life. Which character does it match, and what Media Master Move could fix it?”**

Encourage examples like:

- A rumor in a group chat
- A misleading headline
- A meme labeled as “fact”
- A viral challenge
- A surprising AI video

## **\*\* Extension Activity (Optional):**

Analyze a Real or Sample Post\*\*

Provide students with a **mock social media post**, such as:

- A surprising “news” claim
- A dramatic reaction post
- A meme pretending to be factual
- A screenshot with no source

### **Student Task:**

Analyze it using a short rubric:

- 1. What thinking mistake might someone make?**
- 2. What is the poster’s motivation (money, fame, popularity, influence)?**
- 3. What evidence is missing?**
- 4. Which Media Master Move should be used here?**

This mirrors real digital literacy tasks for older students.

## **Wrap-Up**

**Teacher/Librarian Says:**

“You can spot thinking mistakes, understand why they happen, and fix them using Media Master Moves. That’s your Critical Thinking Superpower. When you **THINK FIRST**, **CHECK FOR TRUTH**, and choose kindness online, you make the internet a better place for everyone.”

**Call-and-Response:**

Teacher: “When you see something online...”

Students: “**THINK FIRST!**”

Teacher: “Before you share...”

Students: “**CHECK FOR TRUTH!**”

Teacher: “And when you post...”

Students: “**CHOOSE KINDNESS!**”

“You’re becoming strong critical thinkers — and that makes the whole internet safer.”

###