



MEDIA MASTERS ROCK – 1st Grade Study Guide

Digital Citizenship for Kids: How to THINK FIRST Online

Designed for: Alabama Media Specialists (Library / Media Center)

Grade Level: 1st Grade

Lesson Focus: Critical Thinking + Responsible Online Behavior

Estimated Time: 25–30 minutes



Alabama Digital Literacy & Computer Science Standards (DLCS) Alignment – 1st Grade

This lesson supports:

1.DL.1 – Responsible Use of Technology

Students learn to pause, think, and make safe, responsible choices when using digital devices.

1.DL.2 – Recognize Online Information Can Be True or Untrue

Students practice identifying when something online looks real or when it might be “tricky.”

1.DL.3 – Practice Safe and Kind Online Behaviors

Students learn to wait, think, and choose kind actions before posting or responding.

1.CC.1 – Use Critical Thinking When Exploring Digital Content

Students learn the three core questions of digital critical thinking:

- Who made this?

- Where's the proof?
- Why do I feel this way?

1.CC.2 – Understand That People Create Online Content for Different Reasons

Students begin noticing that people online may want attention, money, or reactions.



BEFORE THE VIDEO

Say to Students:

“Sometimes the internet shows us things that look REAL... but aren’t! Today, we’re going to learn how to THINK FIRST before we believe something we see online.”

Ask:

- “Have you ever seen a picture or video that seemed unbelievable?”
- “Did it make you feel excited, scared, or amazed?”



WATCH THE VIDEO

Title: *Digital Citizenship for Kids: How to THINK FIRST Online*
(6 minutes)

Encourage students to listen for Steve’s three big questions:

1. **Who made it?**
2. **Is there proof it’s real?**
3. **Why do I feel this way?**



AFTER-VIEWING DISCUSSION (Whole Group)

Use simple, open questions:

1. **“What did Steve see online that was silly or fake?”**
(Dinosaurs on the beach, pizza trees, flying hamster, pudding house.)
2. **“Why do we need to think before we believe?”**
(Because some things are not real, or they’re meant to trick us.)
3. **“What does a Media Master do before clicking?”**
(Stop. Think. Check.)
4. **“How do we know if a video is real?”**
(Look for proof, think about who made it, check trusted sources.)

ACTIVITY 1 – “Stop. Think. Check.”

Picture Sort

COS Alignment: 1.DL.2, 1.CC.1

Materials:

- Printed picture cards (Real vs. Tricky)
Examples:
- A kid reading a book (Real)
- A shark flying in the sky (Tricky)
- A dog wearing pajamas (Real but silly)
- A dinosaur on the beach (Tricky)
- A hamster flying (Tricky)

Instructions:

1. Spread cards on a table or floor.
2. Students work in small groups.
3. For each card, students decide:
“REAL or TRICKY?”
4. Before sorting, they must say out loud:
“Stop. Think. Check.”

5. After sorting, ask:
“How do you know this one is real?”
“Why is this one tricky?”

ACTIVITY 2 – “Ask the 3 Questions!” **Mini Detective Game**

COS Alignment: 1.CC.1, 1.CC.2

Materials:

- Paper magnifying glasses
- Three question posters (“Who made it?” “Where’s the proof?” “Why do I feel this way?”)

Instructions:

1. Show students one short silly image (pizza tree, pudding house).
2. Students hold up a magnifying glass and pretend to be detectives.
3. As a group, answer:
 - “Who made this picture?”
 - “Is there proof it’s real?”
 - “Does it make me feel something strong on purpose?”

This helps students learn skepticism in a gentle, playful way.

Optional Extension – Media Master **Badge Coloring Page**

COS Alignment: 1.DL.1, 1.DL.3

Students color a “Media Master Badge” that says:

STOP. THINK. CHECK.

“I am a Media Master!”

This reinforces responsible digital habits.



CLOSING / LIBRARIAN SCRIPT

“Media Masters always THINK FIRST before they click.

If something online looks wild, weird, or tricky —

Stop. Think. Check.

Ask who made it, look for proof, and notice how it makes you feel.

When you do that... you make the internet a safer, kinder place!”

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