



MEDIA MASTERS ROCK – 2nd Grade

Study Guide

Digital Citizenship for Kids: How to THINK FIRST Online

Designed for: Alabama Library Media Specialists

Grade Level: 2nd Grade

Lesson Focus: Early Critical Thinking + Online Truth Checking

Estimated Time: 25–30 minutes

Alabama Digital Literacy & Computer Science Standards (DLCS) Alignment – 2nd Grade

This lesson supports:

2.DL.1 – Demonstrate safe and responsible use of technology.

Students learn to pause and think before sharing online.

2.DL.2 – Identify true, untrue, and misleading online content.

Students practice spotting things that “look real” but are not.

2.DL.3 – Demonstrate respectful and kind digital behavior.

Students learn to avoid reacting emotionally online.

2.CC.1 – Apply critical thinking when exploring digital information.

Students use simple evidence-based strategies to question online posts.

2.CC.2 – Describe how online information is created for different purposes.

Students learn that creators may want attention, likes, or reactions.



BEFORE WATCHING THE VIDEO

Say to Students:

“Sometimes online videos look totally real... but aren’t! Today, we’re learning how Media Masters use *Critical Thinking* to figure out what’s true or tricky online.”

Ask:

- “Have you ever seen something online that didn’t seem quite right?”
- “What made you wonder about it?”

You may show one silly teaser image (pizza tree, dinosaur at the beach, etc.).



WATCH THE VIDEO

Title: *Digital Citizenship for Kids: How to THINK FIRST Online*

Tell students to listen for the **3 big questions Media Masters ask:**

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



AFTER-VIEWING DISCUSSION

Use these prompts:

1. **“Which part of the video felt the silliest or most fake?”**
(Pizza trees, flying hamster, pudding house.)
2. **“How can we tell when something might be fake?”**
(It doesn’t make sense, no evidence, too silly.)
3. **“Why should we check before commenting or sharing?”**
(To avoid spreading untrue things online.)

4. “What does ‘Think First’ mean to you?”
(Slow down, use brain, ask questions.)

ACTIVITY 1 – “Real, Fake, or Needs More Info?”

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

Materials:

- A set of printed images:
 - **Definitely Real:** kid brushing teeth, a real animal, recycling bin
 - **Definitely Fake:** dinosaur on beach, flying hamster, pizza tree
 - **Unclear / Needs More Info:**
 - A “miracle cure” drink
 - A headline like “Everyone’s quitting this game!”
 - A picture of a large fish with no context

Instructions:

1. Students work in pairs.
2. Each card is placed in one of three baskets:
 -  *Real*
 -  *Fake*
 -  *Needs More Info*
3. For each card, students say:
“Stop. Think. Check.”
4. Ask pairs to explain why they chose the category.

Purpose: Teaches early skepticism, evidence checking, and nuanced thinking.

ACTIVITY 2 – “Ask the Three Questions” Detective Cards

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

Materials:

- Three big cards labeled:
1. WHO MADE IT?
2. WHERE'S THE PROOF?
3. WHY DO I FEEL THIS WAY?
- One silly or surprising image (pudding house, pizza tree, etc.)

Instructions:

1. Show the image to the class.
2. Students answer each question aloud.
3. Librarian guides them in simple analysis:
 - If we can't tell who made it → *Be careful.*
 - No proof or sources → *Don't believe it yet.*
 - Strong emotion → *Pause before reacting.*

Purpose: Builds foundational media literacy skills used in all future grades.

EXTENSION – Mini Writing Prompt: “Think First Moment”

COS Alignment: 2.DL.1, 2.DL.3

Students complete this sentence:

“If I saw _____ online, I would Stop, Think, and Check because...”

This helps them transfer the skill into real-life behavior.



CLOSING / LIBRARIAN REINFORCEMENT SCRIPT

“Media Masters always think carefully before they click.
If something online looks wild, weird, or too good to be true —
Stop. Think. Check.
Ask who made it, look for proof, and pay attention to your feelings.
That’s how YOU become a Media Master... and make the internet a kinder, smarter
place!”

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