



# MEDIA MASTERS ROCK – 3rd Grade

## Study Guide

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

**Designed for:** Alabama Library Media Specialists

**Grade Level:** 3rd Grade

**Focus:** Critical Thinking, Evaluating Online Information, Digital Responsibility

**Estimated Time:** 30–35 minutes

### **Alabama Digital Literacy & Computer Science Standards (DLCS) Alignment – 3rd Grade**

This lesson supports:

**3.DL.1 – Practice safe, responsible, and ethical behavior when using technology.**

Students evaluate what to believe, what to ignore, and what not to share.

**3.DL.2 – Identify accurate vs. inaccurate online information and explain why.**

Students learn to question outrageous posts, misleading images, or emotional claims.

**3.DL.3 – Describe why people create digital content and how it can influence others.**

Students examine purpose: entertainment, attention, profit, manipulation.

**3.CC.1 – Apply critical thinking to digital information by analyzing sources and evidence.**

Students use the three core questions of Media Master Critical Thinking.

### 3.CC.2 – Demonstrate beginning skills in evaluating digital media based on evidence.

Students practice simple fact-checking and source awareness.



## BEFORE WATCHING THE VIDEO

#### **Say:**

“Sometimes what we see online looks *real*, but isn’t. Today we’re learning how Media Masters use **critical thinking** to figure out whether something online is real, fake, or missing information.”

#### **Ask:**

- “Have you ever believed something online that turned out to be wrong?”
- “How did you figure out the truth?”

Optional warm-up: Show a silly image (pizza tree, dinosaur on a beach) and ask, “Real, or fake... and why?”



## WATCH THE VIDEO

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

Encourage students to listen for the **3 Media Master Questions**:

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

They should also watch for the examples of *fake* or *misleading* content.



## AFTER-VIEWING DISCUSSION

Use higher-level thinking questions:

#### **1. Identification**

“What were some of the videos or posts Steve saw that were clearly not real?”

(Answers: dinosaurs on the beach, pizza trees, flying hamster, pudding house.)

## **2. Reasoning**

“What clues helped Steve figure out each one was fake or tricky?”

## **3. Emotion Awareness**

“Why is it important to notice how a post makes you feel before responding?”

## **4. Source Analysis**

“What does ‘Who made it — and why?’ help us understand?”

## **5. Evidence**

“What counts as good proof online?”

Students should identify:

- trusted sources
- multiple confirmations
- real photos/videos
- not just “everyone says so”

# **ACTIVITY 1 – “Truth Detective Challenge”**

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

### **Materials:**

A set of 6–9 printed cards with:

- **Real claims** (kid wins spelling bee, new playground opens)
- **Fake claims** (hamster flies, pizza trees)
- **Misleading claims** (clickbait headline, half-story posts)

**Student Task:**

Working in pairs, students sort each card into:

- ✓ REAL
- ✗ FAKE
- ? NEEDS MORE INFO

For each card, pairs must answer the **3 Media Master Questions** aloud and justify their sorting choice.

**Teacher prompts:**

- “What evidence did you find?”
- “What made you doubt it?”
- “Where could you look to check?”



## **ACTIVITY 2 – “Break the Trick!” (Small Group Analysis)**

**COS Alignment:** 3.DL.3, 3.CC.2

Students examine why someone might create a fake or tricky post.

Each group receives one example:

- Pizza tree image
- Viral fake video clip
- Clickbait headline
- Outrage-driven meme

They answer:

1. “Why would someone make this?”  
(Attention, money, humor, manipulation, tricking others, etc.)
2. “Who might believe it — and why?”

3. “How can we check the truth?”

Groups share findings with the class.



## **EXTENSION – Create a Mini PSA: “Think First!”**

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

Students design a small poster (or half-sheet printable) that teaches younger kids how to THINK FIRST online.

Poster must include:

- One example of a “wild” or “tricky” video
- The three questions
- A simple slogan like:
  - “Stop. Think. Check.”
  - “Ask Before You Believe.”
  - “Media Masters Think First!”

Display the posters in the library.



## **CLOSING / LIBRARIAN SCRIPT**

“Media Masters know that not everything online is real. Some things are real, some things are fake, and some things need checking. When you stop, think, and check before believing — you use your **Critical Thinking Superpower**, and you make the internet a smarter, kinder place.”

“Remember: Stop. Think. Check. That’s how YOU become a Media Master!”