



MEDIA MASTERS ROCK – 4th Grade Study Guide

Digital Citizenship for Kids: How to THINK FIRST Online

Designed for: Alabama Library Media Specialists

Grade Level: 4th Grade

Focus: Critical Thinking, Evaluating Online Content, Evidence, Source Credibility

Estimated Time: 30–40 minutes



Alabama Digital Literacy & Computer Science Standards Alignment

4.DL.1 – Apply safe, responsible, and ethical behavior in digital environments.

Students evaluate online information before responding or sharing.

4.DL.2 – Explain why some online information is inaccurate and how to identify it.

Students learn indicators of misinformation, emotional manipulation, and AI-generated content.

4.DL.3 – Describe the purpose behind digital content and how it influences viewers.

Students explore motivations like money, popularity, persuasion, and entertainment.

4.CC.1 – Use critical thinking to examine and evaluate digital content.

Students apply the 3 Critical Thinking Questions (Who made it? Proof? Emotion?).

4.CC.2 – Analyze digital information using evidence and multiple sources.

Students compare claims and look for confirmation from trustworthy places.



BEFORE WATCHING THE VIDEO

Librarian Says:

“Today we’re learning one of the most important Media Master skills — **Critical Thinking**. This means we don’t just believe everything we see online. We THINK FIRST. Because online videos and pictures can be real, fake, edited, or missing key information.”

Warm-Up Questions:

- “What is the wildest thing you’ve ever seen online?”
- “Did you believe it at first? What made you doubt it?”
- “Why do some videos or posts try to make you feel strong emotions?”

Show optional teaser images:

- Dinosaur at the beach
 - Pizza tree
 - Flying hamster
- Let students predict whether each is real or fake — and how they know.



WATCH THE VIDEO

Digital Citizenship for Kids: How to THINK FIRST Online

Tell students to listen for the **3 Media Master Critical Thinking Questions**:

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



AFTER-VIEWING DISCUSSION

Use questions that push higher-level thinking:

1. Analyze the Examples

“What clues showed that pizza trees, flying hamsters, and pudding houses were fake?”

2. Check the Motive

“Why might someone WANT you to believe something unbelievable?”

Examples: clicks, humor, attention, money, tricking others.

3. Emotion Awareness

“How can strong emotions (anger, excitement, fear) make us believe something too fast?”

4. Sources & Evidence

“What counts as real proof? What doesn’t count?”

Discuss:

- Screenshots
- Comments
- “Everyone says so”
vs.
- Trusted websites
- Multiple reliable reports
- Real video, not edited or AI
- Science and school sources

5. AI Awareness

“How can AI videos trick our eyes? What should we check first?”



ACTIVITY 1 – The 3-Question Truth Test

COS Alignment: 4.CC.1, 4.CC.2, 4.DL.2

Give students 6–9 claim cards, such as:

- “I found a video of a unicorn walking across a soccer field.”
- “My cousin’s friend said the school is adding a second recess.”
- “A news site reports new recycling rules for our town.”
- “A talking dog teaches math on TikTok.”

Student Task:

For each card, students must answer the three questions:

1. Who made it — and why? (motive)
2. What proof is there? (evidence)
3. What emotion does it use? (feeling)

They label each claim:

- **REAL**
- **FAKE**
- **UNSURE — needs checking**



ACTIVITY 2 – Emotion Trap Detective

COS Alignment: 4.DL.3, 4.DL.2

Students analyze emotional “hooks” in posts.

Provide examples:

- “BREAKING: The school lunch is canceled forever!!!”
- “SHARE NOW or your pet will be sad!”

- “This video will shock you!”

Students identify:

- The *emotion* being targeted
- Why someone might use that emotion
- How thinking first protects them

Students complete this sentence:

“_____ (emotion) made me want to react fast, but a Media Master _____.”

Example:

“Surprise made me want to react fast, but a Media Master checks the truth first.”



EXTENSION – Make Your Own “Think First” Toolkit Card

COS Alignment: 4.DL.1, 4.CC.1

Students design a small pocket card with:

- The 3 Critical Thinking Questions
- Their own reminder phrase, like:
 - “Don’t trust your eyes — trust the facts.”
 - “Stop. Think. Check.”
 - “If it feels wild, check the evidence!”
- A small illustration of a “Critical Thinking Superpower”

These cards can be kept in student folders or displayed in the library.



CLOSING / LIBRARIAN WRAP-UP

“Critical Thinking is your **Media Master Superpower**.

It helps you figure out what’s real, what’s fake, and what needs checking.

Before you like, share, post, or believe anything online:

Stop. Think. Check.

That's how YOU make the internet a smarter, safer, kinder place.”

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