📘 MEDIA MASTERS ROCK – 5th Grade Study Guide

Digital Citizenship for Kids: How to THINK FIRST Online

Designed for: Alabama Library Media Specialists
Grade Level: 5th Grade
Focus: Critical Thinking, Misinformation Awareness, Source Credibility, Digital Responsibility
Estimated Time: 35–40 minutes

🎓 Alabama DLCS Standards Alignment (5th Grade)

5.DL.1 – Demonstrate safe, responsible, and ethical behavior in digital environments.

Students evaluate before clicking, sharing, or reacting.

5.DL.2 – Distinguish between reliable and unreliable digital information.

Students identify red flags for misinformation, AI alterations, emotional manipulation, and half-truths.

5.DL.3 – Explain how digital content creators use design, emotion, and persuasion.

Students analyze WHY posts are made and HOW they influence viewers.

5.CC.1 – Apply critical thinking skills to evaluate digital media for accuracy, quality, and evidence.

Students use the 3 Media Master Questions to evaluate online content.

5.CC.2 – Verify digital information using multiple trustworthy sources.

Students check claims using reputable sites, compare sources, and identify misleading content.

🎬 BEFORE WATCHING THE VIDEO

Librarian Says:
"Today we'll explore one of the most important digital citizenship skills — **Critical Thinking**. The internet is full of things that look real but aren't. A Media Master doesn't fall for tricks, AI illusions, or emotional posts. They THINK FIRST."

Warm-Up Discussion:

- "What's the most convincing fake video or image you've ever seen?"

- "What made it look real?"

- "What made you finally realize it was fake or misleading?"

Show optional warm-up images:

- AI dinosaur on a beach

- Pizza tree

- A house made of pudding
  Ask: "Real, fake, or needs checking? What clues do you see?"

🎥 WATCH THE VIDEO: "How to THINK FIRST Online"

Tell students to pay attention to the **3 Core Questions of Critical Thinking:**

1. **Who made it — and why?**

2. **Is there solid proof it's real?**

3. **Why do I feel this way when I watch it?**

💬 AFTER VIEWING — DEEPER DIGITAL ANALYSIS (5th Grade Level)

1. Identify the Misinformation Techniques

"What tricks did the video examples use to make you believe them at first?"
(Emotion, surprise, humor, shock, visual realism, AI editing.)

2. Purpose & Motive

"Why might someone want people to believe a flying hamster or pizza tree?"
Discuss motives such as:

- attention

- money

- clicks

- humor

- manipulation

- going viral

3. Evaluate Evidence

"What counts as **real evidence**? What does *not* count?"
Make a class list:
✔️ Multiple trusted sources
✔️ Real video from credible places (news, science, schools)
✔️ Verified reports
❌ Screenshots
❌ Random accounts
❌ Comments from strangers
❌ AI visuals with no source

4. Emotion Literacy

"How do strong emotions (anger, shock, excitement) affect decision-making online?"

5th graders should learn:
Strong emotion = slow down.

🎯 ACTIVITY 1 – The Real/Fake/Manipulated Challenge

COS Alignment: 5.CC.1, 5.DL.2

Give students digital or printed examples:

- Real news headline

- Edited image (e.g., cat with wings)

- AI-generated video screenshot

- Clickbait headline

- Meme with questionable facts

- Real event (school news, weather alerts)

Student Task:
For each example, students complete a short analysis sheet:

THE 3 THINK FIRST QUESTIONS

1. Who made it — and why?

2. What evidence supports it?

3. How does it make me feel?

Students label each item:

- **REAL**

- **FAKE**

- **AI/TRICKY**

- **NEEDS MORE INFO**

Groups share findings and justify their decisions.

🧩 ACTIVITY 2 – "Reverse Engineering a Fake"

COS Alignment: 5.DL.3, 5.CC.2

Students work in small groups to design a *fake but convincing* post idea (NO graphic creation required).

They must answer:

- What would it show?

- What emotion would it try to trigger?

- Why would someone want to post it?

- How could a Media Master detect it's fake?

This activity helps students recognize **persuasion techniques** and how fakes are constructed.

✏️ EXTENSION – Fact-Checking Relay (Library Edition)

COS Alignment: 5.CC.2, 5.CC.1

Students perform a simple fact-check race using library-approved sources such as:

- Britannica School

- Alabama Virtual Library

- Credible .gov or .edu sources

Each team chooses one claim from the video (e.g., "pizza trees," "flying hamster," "pudding house").
They document:

- Which sources they checked

- What they found

- The final verdict

Teams present in 60 seconds.

🧠 CLOSING / LIBRARIAN SCRIPT

"Media Masters know the internet is full of real things, fake things, edited things, and half-true things. The only way to stay safe and smart is to **Think First**.

Ask the three key questions:
Who made it?
Where's the proof?
Why do I feel this way?

Critical Thinking is YOUR superpower — and it helps you make the internet a smarter, safer, kinder place."

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