



# MEDIA MASTERS ROCK – 6th Grade

## Study Guide

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

**Designed for:** Alabama Library Media Specialists

**Grade Level:** 6th Grade

**Estimated Time:** 40–45 minutes

**Focus:** Critical Thinking, Misinformation, Emotional Manipulation, AI Awareness, Source Evaluation

### **Alabama DLCS Standards Alignment (6th Grade)**

#### **6.DL.1 – Demonstrate safe, ethical, and responsible behavior in digital spaces.**

Students recognize how misinformation spreads and practice caution before reacting or posting.

#### **6.DL.2 – Analyze the reliability of digital information and identify bias, misinformation, and altered media.**

Students evaluate posts for evidence, motive, accuracy, and AI manipulation.

#### **6.DL.3 – Examine why digital content is created and how it influences audiences.**

Students explore persuasion, emotional triggers, clickbait strategies, and digital incentives.

#### **6.CC.1 – Apply critical thinking skills to evaluate digital content for clarity, accuracy, relevance, and quality.**

Students use the 3 Core Critical Thinking Questions in deeper analysis.

## 6.CC.2 – Use reliable sources to verify information and recognize misleading or false content.

Students check claims against trustworthy, verifiable sources.



## BEFORE WATCHING THE VIDEO

### Librarian Says:

“Today, you’ll learn one of the most important online skills: **Critical Thinking**. Tools like AI can create videos that look totally real — even when nothing in them ever happened. Media Masters don’t get fooled. They slow down, think, and check the facts.”

### Warm-Up Discussion:

- “Have you seen an AI-generated video or photo that looked real?”
- “How did you know it wasn’t?”
- “Why might someone *want* you to believe something unbelievable?”

Ask students to identify early “red flags” of misinformation:

- Too amazing or shocking
- No source listed
- Appeals to fear or excitement
- Only one account posting it
- “Everyone’s saying...”



## WATCH THE VIDEO

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

Students should listen for the **3 Critical Thinking Questions**:

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 DISCUSSION

Go deeper with reasoning:

### 1. Evidence Analysis

Ask:

“What counts as actual evidence? Which examples in the video had ZERO real evidence?”

Discuss:

- AI images
- Fake claims
- Emotional rumors
- Unverified videos

### 2. Source Analysis

“Why is it important to know *who* made a video?”

“Which sources online tend to be more trustworthy—and why?”

### 3. Emotion Manipulation

“How do strong emotions help fake posts spread?”

Students should identify how anger, fear, or excitement hijacks judgment.

### 4. AI + Misinformation

“How could AI make misinformation more convincing?”

Discuss:

- Realistic visuals
- Cloned voices
- Fabricated locations
- Manipulated context



# ACTIVITY 1 – Credible or Questionable? (Advanced Sorting Task)

**COS Alignment:** 6.DL.2, 6.CC.1

Give students 8–10 mixed digital items:

- Real news screenshot
- Satire post
- AI-generated image
- Viral prank video
- Clickbait headline
- Real scientific fact
- Screenshot with zero source
- Meme presenting incorrect “facts”

**Student Instructions:**

Sort each into:

- ✓ **Credible**
- ! **Questionable — needs verification**
- ✗ **Not credible / misleading**

For each item, students must answer:

1. Who made this?
2. Why was it made?
3. What evidence supports (or doesn’t support) it?
4. What emotion does it use?

Students explain *how* they reached their decision.

## **ACTIVITY 2 – “Check the Claim”** **Verification Challenge**

**COS Alignment:** 6.CC.2, 6.DL.3

Students select one wild claim from the video (e.g., pizza trees, flying hamster, pudding house).

In teams, they:

1. Identify keywords.
2. Attempt to verify the claim using:
  - Alabama Virtual Library
  - Britannica School
  - Credible .gov / .edu sources
  - Local news sites
3. Document:
  - What sources they checked
  - What evidence they did/did not find
  - The final verdict

Teams present results to the class in a 45-second summary.

## **ACTIVITY 3 – “Break the Manipulation” (Media Analysis)**

**COS Alignment:** 6.DL.3, 6.CC.1

Students analyze how a fake or misleading post is *designed* to influence people.

Provide several examples:

- Emotional rumor
- Outrage headline
- Too-good-to-be-true AI image
- “Share this NOW!” posts
- Toxic gossip screenshot

Students identify:

- **Technique used** (fear, humor, outrage, curiosity, sympathy)
- **Intended effect** (shares, clicks, persuasion, division, attention)
- **Media Master strategy to resist**



## CRITICAL THINKING MINI-TOOLKIT

Students create a personal “Think First” bookmark with:

- The 3 Media Master Questions
- Their own warning sign (ex: “If it feels unreal — check the real!”)
- A symbol of their “Critical Thinking Superpower”



## CLOSING / LIBRARIAN WRAP-UP SCRIPT

“Sixth graders are online more than ever, and the internet is full of real things, fake things, AI-generated things, and things designed to control your emotions. But you have a superpower — **Critical Thinking**.

Before you believe, react, post, or share, always ask:

**Who made it? Where's the proof? Why do I feel this way?**

Think first, and you'll be a true Media Master —  
making the internet a smarter, safer, kinder place.”

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