



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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