

Media Masters Rock! - Who Is Getting the Candy Study Guide

Grade Level: 5th Grade

Duration: 20-30 minutes

Objective: Students will learn to evaluate the motivation behind social media posts by asking, “Who’s getting the candy?” and understand how truth improves the internet.

Before Watching the Video

Discussion Starter:

- Ask the students:
 - What do you think motivates people to post things online?
 - Have you ever wondered why some posts get so much attention?
- Introduce the idea of social media “candy”:
 - Candy = Money, Fame, or Popularity. It’s a reward someone gets from their post.
 - Explain that asking “Who’s getting the candy?” helps us uncover the motivation behind posts and figure out if they’re truthful.

Key Vocabulary:

- **Media Master:** Someone who uses the internet responsibly and thoughtfully.
- **Candy:** A reward someone gets from their online post (e.g., money, fame, popularity).
- **Motivation:** The reason why someone does something.

During the Video

Focus Questions:

1. What does it mean to ask, “Who’s getting the candy?”
2. What are some examples of social media candy?
3. Why is it important to figure out the WHY behind a post?

4. How can asking “Who’s getting the candy?” help us uncover the truth?

Encourage students to jot down examples or key ideas as they watch.

After Watching the Video

Class Discussion:

- **Question 1:** What kinds of candy might someone get from posting online?
- **Question 2:** How can lies make the internet worse, and how does truth make it better?
- **Question 3:** Have you ever shared something online? Who got the candy?

Activity:

- **Candy Detective Game:**
 1. Write sample social media posts on the board (e.g., “Buy this product!”, “Check out this funny video”, “This celebrity did something shocking”).
 2. As a class, discuss:
 - Who’s getting the candy?
 - What kind of candy are they getting (money, fame, or popularity)?
 - Is the post truthful or misleading?

Group Activity:

Candy Analysis:

- Divide the class into small groups and give each group a scenario to analyze. For example:
 - A friend shares a viral video.
 - A company posts an ad for a new product.
 - Someone posts a funny picture with no context.
- Have each group:
 - Identify who is getting the candy.

- Discuss what the candy is (money, fame, or popularity).
- Decide if the post’s motivation seems truthful or misleading.

Extension Activity:

Role-Play Scenarios:

- Students act out a social media situation (e.g., creating a post, commenting, or sharing something).
- The rest of the class asks, “Who’s getting the candy?” and discusses the motivation behind the post.

Creative Task:

- Have students create their own fictional social media post with a “why” behind it. They can share it with the class, and others will guess the candy and motivation.

Reflection:

- **Journal Prompt:** Write about a time you shared or liked something online. Why did you do it? Who got the candy? How can you be more mindful in the future?

Wrap-Up:

- Recap the key message:
 - Always ask, “Who’s getting the candy?” to understand the motivation behind a post.
 - Remember: Lies make the internet worse, and truth makes it better.
- Challenge students to use this skill at home and share what they’ve learned with family or friends.

Teacher Tip: Use this guide to spark critical thinking about online content and encourage students to be thoughtful digital citizens.

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