

Media Literacy in Early Childhood Framework

These six fundamental actions are described in detail below. It is expected that children will be supported and guided by caregivers and educators as they develop the skills necessary to master each action. Each of these fundamental actions are critical to media literacy. See Implementation Plan for examples of how adults can help support these actions and skills in practice.

1. Children will learn to intentionally **access**, select, and manipulate media. To master this action, children should develop the following skills:
 - a. manipulate the tools effectively and efficiently;
 - b. understand the features of a given piece of media or digital tool, including a sense of how it may make them feel or whether it helps them learn and grow;
 - c. critically think about why they are choosing media and for what purpose; and
 - d. seek help and assistance from caregivers, librarians, and other educators who serve as media mentors, providing access to and use of media, technology, or other digital tools.
2. Children will learn to **engage** and **explore** with media in a way that is supportive of their overall development and learning. To master this action, children should develop the following skills:
 - a. explore and engage with content of media in ways that gives them a sense of agency and control;
 - b. follow curiosities and develop a flexible, growth-mindset while playing with technology through open-ended exploration, embracing opportunities to take risks and fail; and
 - c. engage in social play and exploration to learn from and with others when using media or technology tools;
3. Children will learn to **comprehend** media messages and practices. To master this action, children should develop the following skills:
 - a. interpret content and information gathered while using media;
 - b. transfer information gathered from one media source or technology tool to another context or situation; and
 - c. understand commonly used visual, editorial, and technology design processes to communicate information (e.g., cuts, zooms, weblinks, etc.).
4. Children will learn to **critically inquire** about media and their use of media. To master this action, children should develop the following skills:
 - a. demonstrate knowledge of the inquiry process which includes posing questions, seeking information from a variety of sources, asking for evidence and providing evidence for their own conclusions, interpreting and analyzing information, and documenting;
 - b. decipher the elements that make media accurate, appropriate, reliable, fact/fiction, real and/or pretend;
 - c. consider media's point of view and potential bias and critically question the development of media content; and
 - d. inquire about media's intended audiences and the impact of media on different people.
5. Children will learn to **evaluate** the content and impact of media in a developmentally appropriate way. To master this action, children should develop the following skills:
 - a. identify and compare types of media sources;
 - b. choose media that matches and supports their goal/task;
 - c. understand that a media source that is reliable for one thing is not necessarily reliable for everything; and
 - d. reflect on their experiences with media.
6. Children will learn to **create** and express ideas using media. To master this action, children should develop the following skills:
 - a. see themselves as creators and active influencers of media;
 - b. explore, brainstorm, and convey ideas through creation, hacking, remixing, tinkering, and/or destruction;
 - c. explain intention of decisions throughout the creation process and reflect on process after; and
 - d. connect media content created to the broader world.