

	School:	Dalaguete National High School	Grade Level	Grade 12
	Teacher:	Mr. George P. Lumayag	Teaching Area:	Media & Information Literacy
Daily Lesson Plan	Teaching Dates & Time:	November , 2022 7:45-11:00 noon 1:00-4:00 P.M.	Quarter:	2
	WEEK 9, Day 3			
I. OBJECTIVES		NOTE: Be sure that the lesson for a particular day is discussed. (non-negotiable)		
A. Content Standard		The learner demonstrates an understanding of media and information literacy (MIL) and MIL-related concepts.		
B. Performance Standard		The learner organizes a creative and interactive symposium for the community focusing on being a media and information-literate individual.		
C. Learning Competencies/Objectives		The learner cites an example of an issue showing the power of media and information to affect change.		
II. CONTENT		Opportunities, Challenges, and Power of Media and Information		
III. LEARNING RESOURCES				
A. References				
1. Teacher's Guide pages		https://docs.google.com/presentation/d/1sk3spYDL5hUfeK_d0HMfdvchIBbuyCmO/edit#slide=id.p1		
2. Learner's Materials pages				
3. Test Book pages				
4. Learning Resources (LR) portal				
B. Other Learning References Self Learning Home Task (SLHT)		https://drive.google.com/drive/folders/1WQtDp9dYbE2hBt6YUs4NouZQMIOEvRH Y Pages 1-9		
IV. PROCEDURES				
		A. Questions: B. Prayer: C. Checking of Attendance: D. Cleaning the Area: E. Other:		
		Using your cellphone, search on the internet the meanings of unfamiliar words. Vocabulary:		
DRILLS: Use game as an activity to engage, correct, and assess learner's prior knowledge to determine their readiness to the present lesson. Give analysis right after performing the said activity.		Prediction. It is an act of predicting. Newsroom. It is a room in the offices of a newspaper, news service, or broadcasting organization in which the news is processed. Journalism. It is the occupation of reporting, writing, editing, photographing, or broadcasting news or of conducting any news organization as a business. Disruption. In Business, it is a radical change in an industry, business strategy, etc., especially involving the introduction of a new product or service that creates a new market. Relevant. It is bearing upon or connected with the matter in hand; pertinent. Constituent. It is serving to compose or make up a thing; component. Transparent. It refers to manifest; obvious Wartime. It is a time or period of war. Atrocity. It refers to an atrocious act, thing, or circumstance.		



REVIEW: The Teacher will ask 3 to 5 relevant questions leading to the topics to be discussed.

Forensic. It is pertaining to, connected with, or used in courts of law or public discussion and debate.

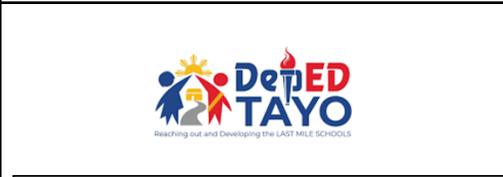
The teacher may ask the students to recall the previous lesson and share it before the class.

PART I. THE INTELLECTUAL PROPERTY OFFICE

Sec. 1. Title. - This Act shall be known as the “Intellectual Property Code of the Philippines”.

Sec. 2. Declaration of State Policy. - The State recognizes that an effective intellectual and industrial property system is vital to the development of domestic and creative activity, facilitates transfer of technology, attracts foreign investments, and ensures market access for our products. It shall protect and secure the exclusive rights of scientists, inventors, artists and other gifted citizens to their intellectual property and creations, particularly when beneficial to the people, for such periods as provided in this Act.

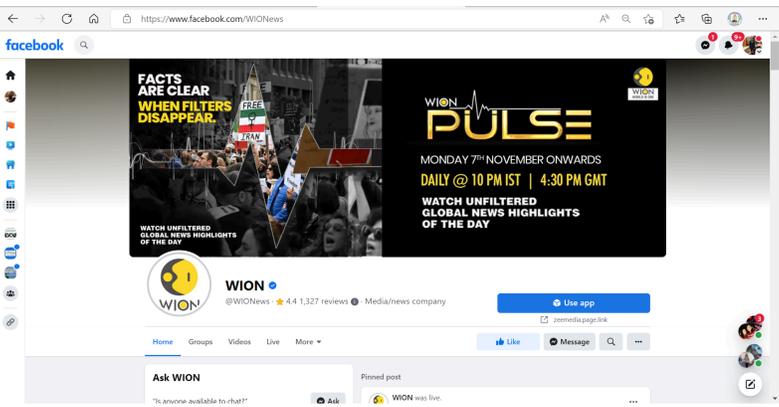
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MOTIVATION: It is the teacher’s priming that will hook engage student’s interest to focus by giving essential and relevant, situations to activate the prior knowledge leading to the presentation of new lesson.

The teacher shall ask the following questions:

Can you identify an issue showing the power of media and information to affect change?



LESSON PROPER: Teacher’s input or abstraction to deliver and present the concepts of the lesson in a systematic manner. Provoke thinking of students by asking relevant questions to gauge student’s understanding of the lesson/s.

Reading. Directions. Continue reading the selections below.

6 ways social media is changing the world

07 Apr 2016

5. Social media is helping us better respond to disasters. From Facebook’s Safety Check – which allows users in disaster zones to mark themselves as safe – to the rise of the CrisisMappers Network, we’ve seen many examples of how social media and digital communications more broadly are helping respond to disasters. That looks set to continue, says Heather Leson of the Qatar Computing Research Institute. In fact, more and more of us will be using social media to contribute to disaster relief from wherever we are: “Digital responders can immediately log on when news breaks about a natural disaster or human-created catastrophe. Individuals and teams are activated based on skill sets of volunteer and technical communities. These digital responders use their time and technical skills, as well as their personal networks in an attempt to help mitigate information overload for formal humanitarian aid in the field.” These digital humanitarians will help close the gap in worldwide disaster response.

To be continued...

Activity:



Based on the article, identify an issue showing the power of media and information to affect change.

PRACTICE EXERCISES: The teacher will provide practice exercises that will be answered by the students in pairs or in group or in individual performance in the new normal.

Source:

Analysis:

Cite examples of issues showing the power of media and information to affect change.

Why do users circulate such issues showing the power of media and information that can affect change?

Note: The students shall individually answer the questions.



Abstraction:

Directions. In your own words, write the summary of the topic. And evaluate honestly the issues showing the power of media and information to affect change.

GENERALIZATION: The teacher will give questions to draw out or elicit from the students what is expected to generalize about concepts and or demonstrate steps in solving problems.

Source:



Applications:

Essay. Directions. Cite an example of an issue showing the power of media and information to affect change.

APPLICATIONS: The teacher will give questions on application to ensure that the lessons were understood and skills were being acquired. Ask real life situations if possible to develop appreciation of students.



Assessment:

Evaluate honestly the issues showing the power of media and information to affect change.

QUIZ: The teacher will give a pen paper test to verify and ensure students' mastery of the lesson.

Source:



Assignment is optional

ASSIGNMENT: The teacher will give 1 or 2 easy, 1 or 2 average, and 1 difficult activities to be done at home to strengthen the students assessment.



GUIDE QUESTIONS FOR REFLECTIONS

REFLECTION: The teacher needs to reflect what went well and what went wrong to improve teacher's and students' performance.

- How many students didn't find difficulties in answering their lesson?
- How many students find the lesson interesting, engaging, and enjoyable?
- What is lacking in the lesson? (Prior knowledge, skills needed, or interest to listen and pay attention).
- How many students were trying to cope up despite the same difficulties encountered in the delivery of the lesson?
- How many students mastered the lesson despite the limited resources facilitated the teaching and learning process?
- How many students finished their work on time, and how many of them did not finish their work on time? Why?
- Number of learners who earned 80% in the evaluation.
- Number of learners who earned 80% above.
- Number of learners who need additional activities and require for remediation.
- What went well?
(Ex. I planned well what strategy fits my students, and the lesson as well to be discussed the reason why 90% of them acquired the skills needed to use and perform.)
- What do I need to improve in my teaching performance and students' performance? (Ex. I have to employ a variety of strategies that fits to my students and sustain my energy to execute another lesson.)

Prepared by:

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Teacher III

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Master Teacher I