

	<p><i>sustained effort to smoothly and adaptively carry out complex activities or.. the ability, coming from one's knowledge, practice, aptitude, etc., to do something</i></p>		<p><i>familiar situations or in a way: execute, implement, demonstrate, dramatize, interpret, solve, use, illustrate, convert, discover</i></p>	<p>workplace assignment in proper keyboarding</p>
		<p>Analyzing</p>	<p><i>The learner can distinguish between parts and determine how they relate to one another, and the overall structure and purpose: differentiate, distinguish, compare, contrast, organize, outline, attribute, deconstruct</i></p>	
		<p>Evaluating</p>	<p><i>The learner can make judgments and justify decisions: coordinate, measure, detect, defend, judge, argue, debate, describe, critique, appraise, evaluate</i></p>	<p>Evaluate the performance of operation in proper keyboarding</p>
		<p>Creating</p>	<p><i>The learner can put elements together to form a functional whole, create a new product or point of view: generate, hypothesize, plan, design, develop, produce, construct, formulate,</i></p>	

			assemble, devise	
	Attitude	<i>A settled way of thinking or feeling about someone or something, typically one that is reflected in a person's behavior:</i>		Impart ideas on how to check received materials against workplace standards.
	Values	[RA 849]		
	<ul style="list-style-type: none"> · A learner principles or standards of behavior; one's judgment of what is important in life. · Go beyond learner's life on earth, include more than wealth and fame and would affect the eternal destiny of millions 	Maka-Diyos		
		Maka-tao		
		Makakalikasan		
		Makabansa		
Resources Needed	<i>Listing of all resources needed</i>	Book, computer system unit, projector, laptop, internet, photocopy etc.		
METHODOLOGY				
Introductory Activity <i>This part introduces the lesson content. Although at times optional, it is usually included to serve as a warm-up activity to give the learners zest for the incoming lesson and an idea about what it to follow. One principle in learning is that learning occurs when it is conducted in a pleasurable and comfortable atmosphere.</i>		Group of Students' Learning Action Circle. Introduce how GSLAC session is implemented to the student's activity of the day. 1. There should be a facilitator, document, and reporter; 2. The activity pertains to problem-posing education (Paolo Freire) in relation to the assigned topic of the day; 3. Reporter should report before the class. Forms should be submitted. Browse online GSLAC Forms below: For Grade 9@7:30 to 8:30 A.M. G1 , G2 , G3 , G4 ; For Grade 9@8:45 to 9:45 A.M. G1 , G2 , G3 , G4 ; For Grade 10@2:00 to 3:00 P.M. G1 , G2 , G3 , G4 ; For Grade 10@3:00 to 4:00 P.M. G1 , G2 , G3 , G4 ;		
Activity <i>This is an interactive strategy to elicit learner's prior learning experience. It serves as springboard for new learning. It illustrates the principle that learning starts where the learners are. Carefully structured activities such as individual or group assessment, dyadic or triadic interactions, puzzles, simulations or role-play, cybernetics exercise, gallery walk and the like may be created. Clear instructions should be considered in this part of the lesson.</i>		Group Activity. Topics of Information Sheet A. Discussions about Proper Keyboarding B. Performance of Task Sheet C. Implementation of the Performance Criteria Checklist D. Evaluation Form using MS Excel pertaining to the Proper Keyboarding. E. Collaboration of group members' application of Proper Keyboarding through Group Discussions.		
Analysis <i>Essential questions are included to serve as a guide for the teacher in clarifying key understandings about the topic at hand. Critical points are organized to structure the</i>		Group Activity. Group of Students' Learning Action Circle performs Group Analysis <ul style="list-style-type: none"> · Facilitator facilitates the discussions; 		

<p><i>discussion allowing the learners to maximize instructions and sharing of ideas and opinions about expected issues. Affective questions are included to elicit the feelings of the learners about the activity or the topic. The last questions or points taken should lead the learners to understand the new concepts or skills that are to be presented in the next part of the lesson.</i></p>	<ul style="list-style-type: none"> · Discussions emphasize problem-posing education/learning (Paolo Freire) · Problems about Proper Keyboarding applications shall be taken up by the group; · Possible solutions shall be suggested by the group members; · The documenter should write down/encode individual member's discussion, problem, and possible solutions of the stated problems. (Pedagogy of the Oppressed by Paolo Freire) 	
<p>Abstraction <i>This outlines the key concepts, important skills that should be enhanced, and the proper attitude that should be emphasized. This is organized as a lecturette that summarizes the learning emphasized from the activity, analysis and new inputs in this part of the lesson.</i></p>	<p>Sum-up Discussion. Apply quality standard in CSS</p> <p>The learners and group reporters demonstrate an understanding of concepts and underlying principles in applying quality standard in computer systems servicing especially in Proper Keyboarding. They emphasize the problem-posing for learning in relation to Proper Keyboarding application.</p>	
<p>Application <i>This part is structured to ensure the commitment of the learners to do something to apply their new learning in their own environment.</i></p>	<p>Group Demonstration.</p> <p>Group members explore the value of Proper Keyboarding using the computer.</p> <p>Group reporters shall present to the class their group performance using MS Excel document.</p>	
<p>Assessment <i>For the Teacher to:</i></p> <ol style="list-style-type: none"> 1. <i>Assesses whether learning objectives have been met for a specified duration</i> 2. <i>Remediate and/or enrich with appropriate strategies as needed</i> 3. <i>Evaluate whether learning intentions and success criteria have been met</i> <p>[Reminder: Formative Assessment may be given before, during or after the lesson.]</p>	<p>Online Typing Test. Please perform online typing test in this link below: http://www.typingtest.com/test.html?minutes=1&textfile=aesop.txt</p> <p>Please take note your score in the Typing Speed Test and its corresponding percentage and submit them to your group documenter for consolidation.</p> <p>Blindfolded Activity. Every group member shall type: The quick brown fox jumps over the lazy dog. The activity is good for three (3)minutes.</p>	
<p>Assignment <i>Note: Fill-in any of the four purposes</i></p>	<p>Reinforcing/ strengthening the day's lesson</p>	
	<p>Enhancing/ inspiring the day' lesson</p>	
	<p>Preparing for the new lesson</p>	<p>Make a research on Computer Operations using Proper Keyboarding and other MS Office applications.</p>
<p>Concluding Activity</p>	<p>Closing Quote: The teacher reads this quote. "Writing:</p>	

This is usually a brief but effective closing activity such as a strong quotation, a short song, an anecdote, parable or a letter that inspires the learners to do something to practice their new learning.

It starts at the keyboard,
and it ends at the far corners of the universe. --[Paako](#)”

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Appendices: [attach all materials that will be used]

1. Activity Sheet... Group of Students' Learning Action Circle (GSLAC)_downloadable @ www.georgelumayag.com
2. Formative Assessment... Online Typing Test @ <http://www.typingtest.com/>
3. Answer key... Google Spreadsheet @ george.lumayag@deped.gov.ph or just email me your deped or gmail or yahoo mail account so that you can view the answer key and scores of my students
4. Handouts... [Learning Module of CSS @ www.georgelumayag.com](http://www.georgelumayag.com)
5. PowerPoint Presentation... Online Slides or [Webpage published @ www.georgelumayag.com](http://www.georgelumayag.com)
6. Others... Online Score Sheets @ www.georgelumayag.com

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