

	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:	September 19-20, 2022 7:40-12:00 noon 1:00-5:00 P.M.	Quarter:	1												
	I. OBJECTIVES <p style="text-align: center;">WEEK 3-DAY 1 for Set A, and Set B</p> <p>NOTE: Be sure that the lesson for a particular topic is discussed. (non-negotiable)</p>															
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 editorializes the value of being a media and information literate individual.															
II. CONTENT		Media Literacy, Information Literacy, Technology Literacy														
III. LEARNING RESOURCES																
A. References																
1. Teacher's Guide pages																
2. Learner's Materials pages																
3. Test Book pages																
4. Learning Resources (LR) portal																
B. Other Learning References																
Self-Learning Home Task (SLHT)		Pages 1-6														
IV. PROCEDURES																
		A. Questions: B. Prayer: C. Checking of Attendance: D. Cleaning the Area: E. Other: Online Slides Presentation														
		Directions. Identify these social media platforms. What are these image icons all about? Have you utilized them?														
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.		<table border="1" style="width: 100%; text-align: center;"> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </table>														
																
		The teacher may ask the students to recall the previous lesson and share it before the class.														



Based on the previous lesson, orally discuss the topic.

Similarities and differences of Media and Information

We can compare the two fields in terms of six aspects. The first aspect is their similar patterns of development. The second aspect is their different academic roots. The third aspect is the difference of constituting members and institutions. The fourth aspect is their overlapping scopes and subject matters. The fifth aspect is their divergent analytical approaches. And the sixth aspect is their objectives.

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



The teacher shall ask the following questions:

What is an [editorial article](#)? To know the answer, [just click ME](#).

Have you editorialized the value and responsible use of the following?

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.

1. Facebook is an American online social media and social networking service based in Menlo Park, California and a flagship service of the namesake company Facebook, Inc.
2. Instagram is an American photo and video-sharing social networking service owned by Facebook, Inc. Snapchat is a multimedia messaging app developed by Snap Inc., originally Snapchat Inc.
3. Twitter is an American microblogging and social networking service on which users post and interact with messages known as "tweets".
4. Youtube is an American online video-sharing platform headquartered in San Bruno, California.
5. Tumblr is an American microblogging and social networking website founded by David Karp in 2007 and currently owned by Automatic.



Directions. Read the reading material.

Social Media/Media Literacy: Responsible Use

Over 70% of youth report use of social media such as Facebook, Instagram, Snapchat, Twitter, YouTube, Tumblr, and the list of possible platforms continues to expand. The majority of youth report using more than one social media platform. Social media use, and internet use more generally, is a typical part of most youths' daily lives. Supporting them in responsible use and navigation of various platforms is important for any supportive adults in their lives.

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.

What to do

Here are some ways you can support the youth in your life to engage in responsible social media use:

- Help youth to build up empathy and perspective-taking skills both offline and online. This can empower them to practice good decision-making online, for example taking time to consider how something they post online might be hurtful, respectfully sharing a difference of opinion in a comment, etc.

Talk about safety and privacy online, and ways that youth can protect themselves

- Privacy, including their social media account settings, as well as their process for who gets access to their page/who doesn't. Have conversations about what their process is for accepting/not accepting friend requests, etc. These explicit conversations can increase awareness about the importance of privacy, and also support/strengthen good decision-making.
- They can always block/unfriend, and also report, individuals who make you uncomfortable. For example, individuals who make inappropriate sexual comments, are aggressive, or bullying them.
- Be mindful of what they share in terms of personal information (e.g., sensitive information that if on a piece of paper you lost offline you would be concerned about someone else finding). Also, excessively sharing things like location tags, especially for places like your house, places you frequent often, etc.)
- The permanence of a social media/internet record. While things can be deleted, once posted, there are ways for comments, images, etc. that we post to follow us in the long-term. Once posted, we have no control over where they may end up. For example, sexually explicit images/videos, harassing comments, compromising information about yourself or another person, etc., have consequences socially, legally, etc.
- Taking online relationships with individuals that they don't know offline. While most youth are not interacting with individuals they don't know offline (e.g., research suggests that most youth use social media to keep up with friendships/relationships that exist offline), sometimes, youth connect with peers on social media who share similar interests (e.g., gaming community, etc.). An adult needs to be involved if these relationships are taken offline to ensure safety.

Encourage balanced use of social media: The pressure of being constantly connected, which has become more of a challenge with the constant access to social media that smartphones provide, can become stressful. A lot of youth report feeling the need to stay constantly connected for fear of missing out (also known as FOMO), which can be associated with depression and anxiety. In addition, being constantly connected or feeling the need to be connected can affect sleep, for example if youth are sleeping with their phones.

Getting social media notifications/alerts throughout the night can be disruptive to quality sleep.

- Support practices of "unplugging", "digital detox", or taking time away from social media where you don't access any social media. For example evening hours/bedtime, as well as periodic "unplugging" for longer durations (e.g., weekends or a certain number of days).
- Help youth to have greater awareness and control of their social media consumption. For example, removing social media apps from your smartphone and only accessing them from a computer can help with regulating access because it's often not as easily accessible as refreshing on your smartphone. There are also apps available that help with managing time limits regarding social media access.

Encourage youth to maintain offline relationships. Online and offline exchanges provide different types of social connection. In person time is important for support and emotional wellbeing. Encourage youth to have a balance rather than to neglect face-to-face time spent with important people in their lives, in lieu of online interactions. Support self-esteem nurtured through offline activities and interests.

Be on the lookout for potential online injuries to youths' self-esteem. There is an element of social media that involves posing and curating, even among adults. People often present ideal versions of their lives. Youth may feel pressure to present a false self online or keep up a certain image. Similarly, they may also make comparisons to their peers that leave them feeling negatively about self.

Be aware of cyberbullying and some of the potential signs of who might be bullying or getting bullied online including sudden changes in their use of social media.

Encourage positive aspects of social media such as connecting with like-minded peers around a special/niche interest.

Open up conversations about challenges with use, cyberbullying, etc. that may be coming. Offer support to empower youth to talk to parents and other adults, or seek out help if they are struggling or in distress. If connected/friends with youth online, notice cryptic posts/images that may be indicative of struggle.

Disclaimer: The statements stated above are borrowed from the online sources. The Department of Education does not claim or own the presented statements. Links for the sources are found in the reference part of the Self-Learning Home Task (SLHT).



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.

Activity:

1. Can you identify the media and information literate individual?
2. Can you discuss the editorial article of the writer of the media industry?

Analysis:

1. Based on the presented article @ <https://sites.google.com/deped.gov.ph/mil/slhts/q1-week-3>, how can you value an editorial article?

Note: The students shall answer the question.



Abstraction:

Directions. Reread the reading material @ <https://sites.google.com/deped.gov.ph/mil/slhts/q1-week-3>, Then, share the summary of the lesson before the class.

Guide Questions:

- What are the responsible uses of media and information literacy?

<p>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.</p>	<ul style="list-style-type: none"> Summarize the content on Social Media/Media Literacy: Responsible Use.
 <p>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.</p>	<p>Applications: Exercise 1: Day 1 Directions. Write your answer on a one half crosswise intermediate paper. Write an editorial article that expresses the responsible use of media and information.</p>
 <p>QUIZ: The teacher will give a pen paper test to verify and ensure students' mastery of the lesson.</p>	<p>Assessment: Directions. Please answer the 1-10 item assessment @ https://sites.google.com/depd.gov.ph/mil/slhts/q1-week-3</p>
 <p>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.</p>	<p>Assignment is optional</p>
 <p>REFLECTION: The teacher needs to</p>	<p style="text-align: center;">GUIDE QUESTIONS FOR REFLECTIONS</p> <p>How many students didn't find difficulties in answering their lesson?</p> <p>How many students find the lesson interesting, engaging, and enjoyable?</p> <p>What is lacking in the lesson? (Prior knowledge, skills needed, or interest to listen and pay attention).</p>

	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 shall be discussed. Then, this is 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 fit my students and sustain my energy to execute another lesson.)

Prepared by:

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Master Teacher I