

	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 1			
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_d0HMfdvchlBbuyCmO/edit#slide=id.p1		
2. Learner's Materials pages				
3. Test Book pages				
4. Learning Resources (LR) portal				
B. Other Learning References		https://drive.google.com/drive/folders/1WQtDp9dYbE2hBt6YUs4NouZQMIOEvRH		
Self Learning Home Task (SLHT)		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. Read more...
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. Read the selections below. 6 ways social media is changing the world 07 Apr 2016 Alejandra Guzman Senior Manager and Global Leadership Fellow, Farida Vis Around the world, billions of us use social media every day, and that number just keeps growing. In fact, it’s estimated that by 2018, 2.44 billion people will be using social networks, up from 970,000 in 2010. We use it for every part of our lives – in our personal relationships, for entertainment, at work and, in our studies. To put it into some context, every minute we collectively send more than 30 million messages on Facebook and almost 350,000 tweets. Our growing love of social media is not just changing the way we communicate – it’s changing the way we do business, the way we are governed, and the way we live in society. And it’s doing so at breakneck speed. Here are six observations and predictions for the way social media is changing the world from experts from the Global Agenda Council. 1. Across industries, social media is going from a “nice to have” to an essential component of any business strategy. It starred in the newsroom, as Claire Wardle of the Tow Center for Digital Journalism explains: “In just seven years, newsrooms have been completely disrupted by social media. Social media skills are no longer

	considered niche, and solely the responsibility of a small team in the newsroom. Instead social media affects the way the whole organization runs.” It’s a trend that is already spreading to businesses beyond the newsroom, whether it be because of digital marketing or new customer service communication channels. Other industries should look to the lessons learned – or not – by the newsroom and ensure that they’re one step ahead of this social media-enabled disruption. 2. Social media platforms may be the banks of the future. Imagine being able to pay your rent or make an investment through your favourite social network. That might not be too far off, says Richard Eldridge of Lenddo. “Social media is transforming banking relationships in very significant ways, from improving customer service to allowing users to send money to others via online platforms. New financial technology companies are using social media to help people simply open a bank account. Social media can even impact your ability to get a loan.” But it won’t be without its problems: “The biggest challenge is maintaining security standards and ensuring customers knowingly provide personal information. Banks will also have to implement sophisticated social media policies.” 3. Social media is shaking up healthcare and public health. The health industry is already using social media to change how it works, whether through public health campaigns or virtual doctor’s visits on Skype. It’s also helped groups of people, such as patients suffering from the same condition, stay in touch, say Shannon Dosemagen of Public Laboratory for Open Technology and Science and Lee Aase of Mayo Clinic Center for Social Media and its Social Media Health Network: “Social media has been responsible for relevant changes in both personal and community health, especially by making it easier for large numbers of people to rapidly share information.” That’s not always a good thing: while social media does help official agencies and experts share important information fast – such as during a disease outbreak – it has a downside. “Social media is a two-way street, and allows non-experts to share information just as rapidly as health agencies, if not more so.” It’s this future that the health industry will need to plan for: “Health agencies need to have plans in place ahead of time to be able to respond to and counter misinformation or support accurate information shared via social media.” To be continued in Day 2
 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: Based on the article, identify an issue showing the power of media and information to affect change. 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. Source:

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.	
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.	Applications: Essay. Directions. Cite an example of an issue 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.	Assessment: Evaluate honestly the issues showing the power of media and information to affect change. Source:
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.	Assignment is optional
REFLECTION: The teacher needs to	GUIDE QUESTIONS FOR REFLECTIONS 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.)

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Master Teacher I