

	School:	Dalaguete National High School	Grade Level	Grade 12
	Teacher:	Mr. George P. Lumayag	Teaching Area:	Media & Information Literacy
Lesson Plan	Teaching Dates & Time:	October 10-11, 2022 7:45-11:00 noon 1:00-3:00 P.M. 4:00 -5:00 P.M.	Quarter:	1
I. OBJECTIVES		WEEK 6		
		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 contrasts indigenous media to the more common sources of information		
II. CONTENT		Indigenous media, common sources of information		
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 1-8		
IV. PROCEDURES				
		A. Questions: B. Prayer: C. Checking of Attendance: D. Cleaning the Area: E. Other:		
 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.		Using your cellphone, search on the internet the more common sources of information. Vocabulary: Cinema. It is a popular source of entertainment comprising audiences from all classes and socio-economic groups of society. Films. These are watched by a significant number of people everyday. These involve the use of cinema halls and video tapes to deliver the ad message. Indigenous Media. These are the forms of media expression conceptualized, produced, and circulated by indigenous peoples around the globe as vehicles for communication. Internet. It is a worldwide medium that provides means of exchanging information through a series of interconnected computers. Libraries. These are buildings, rooms, or organizations that have a collection, especially of books, for people to read or borrow. Magazines. The magazines are the specialized advertising media that serve educational, informational, entertainment and other specialized needs of consumers, business, and industries.		

	Media. The term refers to a vehicle or means of message delivery system to carry information to a targeted audience. Newspaper. It is a major source of information for a large number of readers. It may be National or local, daily or weekly newspaper. Radio. It is a premier mass medium for users and advertisers. TV. It is a principal source of information and entertainment for people exposed to mass media.
 REVIEW: The Teacher will ask 3 to 5 relevant questions leading to the topics to be discussed.	The teacher may ask the students to recall the previous lesson and share it before the class. Issue or news is presented through the different types of media Based on the article published at www.bbamantra.com “Media can be classified into four types, such as: Print, Broadcast, Outdoor, and Online” Print media would cover newspapers and magazines. Newspapers are the major sources of information for a large number of readers. Broadcast media would refer to TV and radio broadcasts. Outdoor media would cover billboards, neon signs, etc. Online media would refer to the credible websites.
 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: Have you identified the indigenous media? Have you compared the indigenous media to the more common sources of information?
 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. Indigenous Media By Pamela Wilson, Joanna Hearne, Amalia Córdova, Sabra Thorner Indigenous media may be defined as forms of media expression conceptualized, produced, and circulated by indigenous peoples around the globe as vehicles for communication, including cultural preservation, cultural and artistic expression, political self-determination, and cultural sovereignty. Indigenous media overlap with, and are on a spectrum with, other types of minority-produced media, and quite often they share a kinship regarding many philosophical and political motivations. Indigenous media studies allow us access to the micro-processes of what Roland Robertson has famously called “glocalization”—in this case, the interpenetration of global media technologies with hyperlocal needs, creatively adapted to work within and sustain the local culture rather than to replace it or homogenize it, as some globalization theorists have long feared. The scope of indigenous media studies, a growing field of interdisciplinary scholarship, is quite broad and extensive. Indigenous Media would have its core literature in the

emerging field of indigenous media studies on works dealing with some specific media genres: film and video production, radio and television broadcasting, and the emerging field of indigenous digital media.

INDIGENOUS MEDIA

Douglas Schuler

Public Sphere Project (CPSR)

Miguel Angel Pérez Alvarez

Colegio de Pedagogía, UNAM

Other sources:

Library

A library is a curated collection of sources of information and similar resources, selected by experts and made accessible to a defined community for reference or borrowing, often in a quiet environment conducive to study. It provides physical or digital access to material, and may be a physical location or a virtual space, or both. A library's collection can include books, periodicals, newspapers, manuscripts, films, maps, prints, documents, microform, CDs, cassettes, videotapes, DVDs, Blu-ray Discs, e-books, audiobooks, databases, table games, video games and other formats.

Internet

The Internet (or internet) is the global system of interconnected computer networks that uses the Internet protocol suite (TCP/IP) to communicate between networks and devices. It is a network of networks that consists of private, public, academic, business, and government networks of local to global scope, linked by a broad array of electronic, wireless, and optical networking technologies. The Internet carries a vast range of information resources and services, such as the inter-linked hypertext documents and applications of the World Wide Web (WWW), electronic mail, telephony, and file sharing.



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.

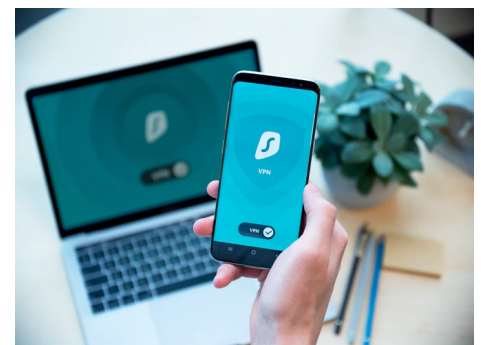
Activity:

1. Can you write down the more common sources of information?
2. Have you compared the indigenous media?

Analysis:

1. Based on the presented article, why do students contrast indigenous media to more common sources of information?

Note: The students shall individually answer the question.





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.

Abstraction:

Directions. Utilize a one whole sheet of paper and use the concept map in summarizing the topic: Contrast indigenous media to the more common sources of information.



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:

Exercise

Essay. Directions. In your own opinion, contrast indigenous media to the more common sources of information. And include the citations of the different sources of information.



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

Assessment:

Please answer the 1-10 item assessment



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

GUIDE QUESTIONS FOR REFLECTIONS

How many students didn't find difficulties in answering their lesson?



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

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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Checked by:

ALOHA Z. BENGCOLITA

Master Teacher I