

LESSON PLAN TEMPLATE

Lesson Title	Enhancing Communication Quality through Non-Verbal Strategies and Cultural Sensitivity
Learning Area/s	Effective Communication
Name of Teacher/s	Richard Raqueno
Grade Level and Section	Grade 11-Tambayan
No. of Sessions	2 Sessions
References	Lesson Exemplar (LE), Learning Activity Sheets (LAS)
Declaration of AI use	This lesson plan was co-created using Gemini AI to assist with unpacking competencies into a 2-session learning design, structuring activities, and assessment formulation.

Intentions.

Meaningful learning experiences are anchored in how we frame them. Start by deciding what you want learners to master by the end of the lesson – keep it clear and simple.

Learning Competency and Curriculum Standards:

Learning Competency:

- Use appropriate non-verbal strategies to enhance the quality of personal, interpersonal, social, and cultural conversation.
- Use culturally appropriate verbal and non-verbal strategies to communicate effectively in navigating diverse social and cultural settings.
- Demonstrate sensitivity to social roles, group dynamics, and cultural identities in face-to-face and online interactions.

Content Standards:

The learners demonstrate effective communication in personal, interpersonal, social, and cultural contexts through spoken, written, and multimodal forms; they understand that interaction patterns are adaptive, collaborative, and reflective of social roles, group norms, and cultural diversity; and that trust-building, emotional reciprocity, contextual understanding, openness, intercultural sensitivity, inclusive language, and ethical considerations foster meaningful relationships and respectful engagement with diverse communities in both physical and digital spaces.

Performance Standards:

The learners are able to perform specific roles in controlled and uncontrolled personal, interpersonal, social, and cultural communication

	events; engage in intrapersonal communication, including goal-setting, reflection, and journaling; participate in extended conversations and discussions on a variety of personal, interpersonal, social, and cultural topics; provide short and extended responses to questions pertaining to the content and intent of conversations and correspondences; produce short and extended personal and interpersonal correspondence in formats such as letters, email, texting and messaging, and social media posts; participate in communicative events involving diverse social and cultural groups with sensitivity to cultural norms and social practices; and produce spoken, written, and multimodal texts such as public service announcements, opinion pieces, cultural narratives, community blog posts, and reflective commentaries that promote inclusive and ethical social communication.	
	Session 1	Session 2
Learning Objectives:	At the end of the session, learners are expected to: • Identify the components of non-verbal communication including gestures, eye contact, and paralanguage. • Demonstrate appropriate non-verbal cues in simulated social roles to enhance interpersonal interactions. • Analyze how non-verbal strategies influence the interpretation of messages in face-to-face conversations.	At the end of the session, learners are expected to: • Use culturally appropriate verbal and non-verbal strategies to communicate effectively in diverse settings. • Demonstrate sensitivity to social roles and group dynamics in simulated online forums. • Compose an advocacy post or digital reflection that promotes inclusive and ethical discourse.
Learner Context:	Grade 11-Tambayan learners demonstrate high engagement in kinesthetic and collaborative tasks, often excelling in group role-plays. However, observations indicate that many students struggle with interpreting subtle non-verbal cues, leading to occasional misunderstandings during peer interactions. While they are enthusiastic about visual media, some learners with specific learning accommodations require scaffolded instructions and visual aids to grasp abstract social concepts. A notable interest in social justice and peer-to-peer connection serves as a strength, though formal communication remains a barrier for less confident speakers.	Learners in Grade 11-Tambayan are digitally native and show significant interest in social media platforms, yet they often overlook cultural nuances and netiquette in online spaces. Observations show that while they are expressive in digital formats, they sometimes struggle with turn-taking and maintaining politeness in public exchanges. Strengths include their ability to quickly adapt to new technology and their passion for community issues. Barriers include a lack of exposure to formal intercultural settings, which can lead to social anxiety during diverse group interactions.
Learning Experience. A learning experience is like a thoughtfully designed journey. Each activity and interaction builds towards meaningful understanding and growth. Identify activities and interactions to help learners gain knowledge, skills, or understanding in a purposeful way.		
Pre-Lesson:	Activity: Say it Like You Mean It Students are divided into small groups and given a set of simple phrases such as "I am glad you are here." Each group must perform the line twice: first with mismatched non-verbal cues (e.g., frowning while saying it) and second with matching, intentional non-verbal cues. This activates prior knowledge on how body language affects meaning.	Activity: Anticipation Guide Students are given a list of intercultural communication situations (e.g., James greets a guest with a thumbs-up). They must mark 'Agree' or 'Disagree' based on whether they believe the gesture is appropriate across all cultures, stimulating curiosity about cultural diversity.

Flow:	1. Interactive Discussion (Scaffolding): Using a PowerPoint presentation, the teacher introduces the 8 components of non-verbal communication (kinesics, proxemics, paralanguage, etc.), connecting them to the pre-lesson activity. 2. Mirror Motivation (Active Retrieval): Students use hand mirrors or paper cutouts to practice facial expressions that correspond to specific tones such as sarcasm, empathy, and urgency. This promotes self-awareness and metacognitive strategies. 3. Scenework (Social Learning/Inclusion): Learners are assigned social roles (e.g., student-professor, customer-manager) and given scenario slips involving conflict. They must perform a 1-minute skit focusing on using specific non-verbal strategies to resolve the issue. Roles are tiered (performer, interpreter, evaluator) to ensure all learners, including those with accommodations, can participate based on their strengths. 4. Peer Evaluation (Checks for Understanding): Evaluators use a simple checklist to provide real-time feedback on the effectiveness of the performers' non-verbal cues.	1. Video Analysis (Relevant Instruction): The teacher plays a short clip of an intercultural dialogue or a UN speech. Students use a graphic organizer to identify the speaker's perspective, attitude, and the culturally appropriate strategies used (e.g., honorifics, inclusive language). 2. Talk Show Bingo (Social Learning): While watching a simulated forum on social issues, students mark off conversation management signals such as "interrupting politely," "back-channeling," and "summarizing" on their Bingo cards. This promotes active listening. 3. Digital Forum Simulation (Social Learning/Inclusion): Using Padlet or a shared document, students participate in a mock online forum discussing a school issue (e.g., uniforms or mental health). They are required to use specific politeness markers and turn-taking phrases discussed earlier. 4. Pick & Post (Metacognition): Learners post one key element of communication they will start using more consciously in their digital lives to avoid misunderstandings.
Learning Resources:	• Laptop and Projector • PowerPoint Presentation on Non-Verbal Components • Skit Scenario Slips • Hand mirrors or paper cutouts • Observation Checklist	• Smart TV and Internet Connection • Padlet App or Shared Digital Platform • Intercultural Communication Video Clips • Talk Show Bingo Cards • Anticipation Guide Handouts
Opportunities for integration:	Integration with Values Education (Empathy and Respect) and Theater Arts (Performance and Body Expression).	Integration with Media and Information Literacy (Netiquette and Digital Citizenship) and Social Sciences (Cultural Sensitivity and Ethics).
Assessment. Assessments reveal what learners have gained and what they still need help with. These are helpful in providing you with information to guide your future instruction throughout the entire session.		
Formative Assessment:	One-Minute Reflection: Students write one thing they learned about how their non-verbal cues (like nodding or eye contact) changed the outcome of their skit. They must identify one area for growth in their communicative competence.	Inclusive Advocacy Post: Students compose a short social media advocacy post or a reflective commentary (on paper or digitally) that addresses a community issue using culturally sensitive language and promoting social responsibility.
Ways Forward. Meaningful learning can also happen beyond the classroom – for both the learners and the teacher. Pause and reflect on what happened today.		

Extended learning opportunities:	Students are tasked to observe a silent 5-minute interaction in a public space (or a muted movie clip) and list at least five non-verbal strategies they observed and how those strategies affected the interaction.	Students research a common gesture in the Philippines that might be misinterpreted in another country and write a brief "Intercultural Tip" to be shared in the next session.
Reflections:	Prompts: Did the learners successfully distinguish between verbal intent and non-verbal delivery? How did the tiered roles support the inclusion of learners with diverse needs?	Prompts: Were the learners able to apply politeness markers effectively in the digital simulation? How did the advocacy posts reflect an understanding of social roles and cultural identities?