

Instructional Plan [iPlan]

[With inclusion of the provision of DepEd Order No. 8, s. 2015]

Learning Area: MEDIA AND INFORMATION LITERACY				Grade Level: 12 ABM & TVL B	
iPlan No.: 4	Quarter: 1			Duration: ONE HOUR	
Learning Competency/ies: [Taken from the Curriculum Guide]	● Share to class media habits, lifestyles and preferences OP4				Code: MIL11/12MIL-IIIa-4
Key Concepts/ Understandings to be Developed	● Media habits, lifestyles and preferences				
Learning Objectives	Adapted Cognitive Process Dimensions				
	Knowledge The factor or condition of knowing something with familiarity gained through experience or association	Remembering	The learner can recall information and retrieve relevant knowledge from long-term memory: identify, retrieve, recognize, duplicate, list, memorize, repeat, describe, reproduce	Recognize exposure to media in their daily life.	
		Understanding	The learner can construct meaning from oral, written and graphic messages: interpret, exemplify, classify, summarize, infer, compare, explain, paraphrase, discuss		
	Skills The ability and capacity acquired through deliberate, systematic, and sustained effort to smoothly and adaptively carryout complex activities or.. the ability, coming from one's knowledge, practice, aptitude, etc., to do something	Applying	The learner can use information to undertake a procedure in familiar situations or in a way: execute, implement, demonstrate, dramatize, interpret, solve, use, illustrate, convert, discover		
		Analyzing	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		
		Evaluating	The learner can make judgments and justify decisions: coordinate, measure, detect, defend, judge, argue, debate, describe, critique, appraise, evaluate	Identify media habits, lifestyles and preferences.	
		Creating	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, assemble, devise	Produce artworks based on media habits, lifestyle and preferences.	
	Attitude	A settled way of thinking or feeling about someone or something, typically one that is reflected in HO wa person's behavior:			Demonstrate cooperation in working with a group
	Values	[RA 849]			

• 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	Work well with others in performing the given task
	Makakalikasan	
	Makabansa	
Resources Needed	<i>Listing of all resources needed</i>	Art materials, markers etc.
METHODOLOGY		
Introductory Activity(5 min.) <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>	In this activity, the teacher applies knowledge of content within and across curriculum teaching areas.(1) ❖ Giving of the lesson objectives ❖ Ask students: 1. How many times in a day they use/encounter media? 2. Are you a dependent media user?	
Activity(30 min) <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 WORK. The teacher uses a range of teaching strategies that enhance learner achievement in literacy and or numeracy skills (How will you compute the Net Income of your business? (2) ❖ Divide the class into 5 groups. They are to choose a facilitator to guide the group and then, they're going to share to the group their media habits, lifestyle and preferences. ❖ Based on their sharing, each group is given 20 minutes to make an artwork. ❖ Ask the group to display their work and ask the group reporter to share their work. The teacher applies a range of teaching strategies to develop critical and creative thinking, as well as other higher-order skills.(3)	
Analysis(10 min) <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 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>	CONCEPT SKETCHES. The teacher manages classroom structure to engage learners individually or in groups in meaningful exploration discovery and hands-on activities within a range of physical learning environments.(4) • What are the common media habits, lifestyle and preferences of the students?	
Abstraction(10 min) <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>	The teacher manages learner behavior constructively by applying positive and non-violent discipline to ensure learning-focused environments.(5) • Technology Literacy is the ability to use the appropriate technological tool in responsible manner to communicate, solve problem, analyze data, and acquire new learning.	
Application(5 min) <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>	The teacher plans, manages and implements developmentally sequenced teaching and learning processes to meet curriculum requirements and varied teaching contexts.(7) The students will assess themselves their media exposures in their day-to-day undertakings.	

Assessment(10 min) <i>For the Teacher to:</i> 1. Assesses whether learning objectives have been met for a specified duration 2. Remediate and/or enrich with appropriate strategies as needed 3. Evaluate whether learning intentions and success criteria have been met [Reminder: Formative Assessment may be given before, during or after the lesson.]		The teacher designs, selects, organizes, and uses diagnostic, formative and summative assessment strategies consistent with curriculum requirements. (9) Pen and paper test. Identify media habits, lifestyles and preferences.
Assignment(2 min) <i>Note: Fill-in any of the four purposes</i>	Reinforcing/ strengthening the day's lesson	
	Enhancing/ inspiring the day' lesson	
	Preparing for the new lesson	Research in the internet the evolution of media
Concluding Activity(3 min) <i>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.</i>	It takes discipline not to let social media steal your time.- Alexis Ohanian	
Remarks	<i>Indicate below special cases including but not limited to continuation of lesson plan to the following day in case of re-teaching or lack of time, transfer of lesson to the following day, in cases of class suspension, etc.</i>	
Reflections	Reflect on your teaching and assess yourself as a teacher. Think about your students' progress this week. What do things work? What else needs to be done to help the students learn? Identify what help your instructional supervisors can provide for you so when you meet them, you can ask them relevant questions. Indicate below whichever is/are appropriate.	
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This DLP was adapted from the ePortfolio of Verallo, Lourayvier R. (2017) DepEd Daily Lesson Plan in MIL. Lambusan National High School.

Modified by:

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Bibliography

Appendices: [attach all materials that will be used]

1. Activity Sheet...
2. Formative Assessment...

Rubrics: The students will be assessed based on their artworks presented through the following criteria: • Creativity- 25% • Interactivity- 25%
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3. Answer key...
4. Handouts...
5. PowerPoint Presentation...
6. Others...