Lesson Plan	School:	Dalaguete National High School	Grade Level	Grade 12
	Teacher:	Mr. George P. Lumayag	Teaching Area:	Media & Information Literacy
	Teaching Dates & Time:	September 2022 7:45-12:00 noon 1:00-5:00 P.M.	Quarter:	1

I. OBJECTIVES	WEEK 2-DAY 1 for Set A, and Set B NOTE: Be sure that the lesson for a particular topic 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 identifies the similarities and differences of media literacy, information literacy, and technology literacy.
II. CONTENT	Media Literacy and Information 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 1-8
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.	Directions. Identify the statements below. Options are the following: media literacy, information literacy, and technology literacy.. 1. I joined the FB Group Chat in our Grade 12 section. 2. I downloaded the published articles which are related to my thesis. 3. I used my cell phone to browse the internet. Note: This activity is purely voluntary.
	The teacher may ask the students to recall the previous lesson and share it before the class.

	Communication is giving or gaining information by speaking or reading and writing. In this we need to supply facts whenever we communicate with others. In simple matters like telling your friends what happened to you, we converse with others by communicating. It serves as our connection with each other. Communication isn't just by talking, it can be in other different terms also, like sign language or writing. Read More…
	The teacher shall ask the following questions: Have you used your cell phone with Android OS? Have you browsed the university website?
	Directions. Read the reading material. **Media Literacy and Information Literacy: Similarities and Differences** Alice Lee and Clement So In knowledge society, there is currently a call for cultivating a combination of media literacy and information literacy. This, however, requires cooperation from these two separate fields of study, and uncertainty regarding their boundaries hinders a smooth merger. It is unclear whether they are subsets of each other or separate entities. In this study, we have explored the relationship between these two fields by empirically mapping out their territories and discussing their similarities and differences. We have made use of the Web of Science database to delineate the content and boundary of these two fields. Our findings from 1956 to 2012 show that the two fields have different authors, university affiliations, and journals; they also differ in terms of academic origin, scope, and social concern. Information literacy has a closer tie to library science, while media literacy is more related to media content, media industry, and social effects. Due to their different academic orientations, the two fields adopt different analytical approaches. We have found that media literacy is not a subset of information literacy as some scholars have suggested, although the two fields have similarities. They share the same goal, and their publications overlap in terms of subject areas, countries of origin, and titles. The two fields could find common ground by cooperating together to contribute to the promotion of new literacy in knowledge societies. However, Technology Literacy helps one to communicate, solve problems, and enhance life-long learning skills for future progress. Technology Skills: Technology skills are gadgets and computer skills that one must possess to utilize technology effectively in any academic or non-academic setting.

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 media literacy, information literacy, and technology literacy? 2. Provide one (1) example of each three (3) above-mentioned literacies. **Analysis:** 1. Based on the presented article @ https://sites.google.com/deped.gov.ph/mil/slhts/q1-week2, how do you identify the similarities and differences of media literacy, information literacy, and technology literacy? 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. Reread the reading material @ https://sites.google.com/deped.gov.ph/mil/slhts/q1-week2. Then, orally share the summary of the lesson before the class. Guide Questions: ● What are the similarities of media, information, and technology literacies? ● What are the differences between media, information, and technology literacies?
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 Writing Sentences. Directions. Write down 2 statements to identify the similarities and 3 sentences to identify the differences between and among media literacy, information literacy, and technology literacy. Write down your answers on the 1/4 size intermediate paper. Guide Questions: ● What are the similarities of media, information, and technology literacies? ● What are the differences between media, information, and technology literacies?
	Assessment: Directions. Please answer the 1-10 item assessment @ https://sites.google.com/deped.gov.ph/mil/slhts/q1-week2

QUIZ: The teacher will give a pen paper test to verify and ensure students' mastery of the lesson.	
 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 reflect what went well and what went wrong to improve teacher's and students' performance.	**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 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: Checked by:

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