

Lesson Exemplars for Effective Communication

CORE SUBJECT

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Development Team	
Writers:	Laiza S. Gayramara, Leo I. Tan III, Melvin L. Viaña, Joy Antonette O. Nodesca, Jenelle M. De Vera, Irene Maricar O. de los Reyes, Renette C. Martinez, Divilyn M. Rodriguez, Annabel B. Culajara, Jennielyn C. Mendoza, Evica Ria P. Serrano, Madel C. Catabay
Validators:	Jessie-Marie M. Morcoso, Diona A. Palayen, Lovely Jane L. Durante, James T. Tulipa Jr., Smilee Joy A. Sonza, Mary Rose P. Gonzales, Robert S. dela Cruz, Maria Celeste L. Vincoy
Consultant:	Marla C. Papango Philippine Normal University - Manila Campus
Learning Area Specialist:	Darren Rey C. Javier Senior Education Program Specialist
Bureau of Learning Delivery Bureau of Curriculum Development Bureau of Learning Resources	

Every care has been taken to ensure the accuracy of the information provided in this material. For queries or clarifications, you may contact the Bureau of Learning Resources – Office of the Director at blr.od@deped.gov.ph or via telephone at (02) 8634-1072. If you have feedback on the LE, please accomplish this form, which may be accessed through the following link: <https://bit.ly/sshsfeedbackform>.

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Learning Area	EFFECTIVE COMMUNICATION	Lesson Exemplar No	1
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I. OBJECTIVES			
A. Content Standard	The learners demonstrate effective communication in academic and training contexts through spoken, written, and multimodal forms; they understand that interaction patterns in academic and training contexts are formal, structured, and discipline-specific, and that intellectual integrity, honest and respectful critique, and inclusive language foster meaningful academic and training engagement.		
B. Performance Standard	The learners produce spoken, written, and multimodal academic and technical texts for specific purposes and audiences, such as, but not limited to, articles, research reports, public speaking presentations, reviews, and podcasts; prepare note cards and reference lists in support of these texts; convert these texts into presentation formats aided by non-verbal signals and multimedia tools or resources; and give and use feedback on the content, structure and language of communication to improve performance.		
C. Learning Competencies	<ul style="list-style-type: none"> • Identify how content, structure, and language of spoken, written, and multimodal academic and technical texts are shaped by audience, purpose, and context. • Use language, tone, and structure appropriately for audience, purpose, and context in discussing a variety of academic and technical topics. • Compose well-structured academic and technical texts, showing awareness of audience and purpose (e.g., presentations with visual aids, essays, research and analysis reports). • Describe processes of interpretation, engagement, and expression used for communication in academic and training contexts, demonstrating awareness of their purposes. 		
D. Communicative Event	Participating in structured classroom discussions		
II. REFERENCES and MATERIALS	<p>REFERENCES</p> <p>ANC 24/7. "Education System in Crisis: EDCOM 2's Plan to Address Learning Gaps in PH ANC." YouTube video, February 11, 2026. https://www.youtube.com/watch?v=ZxCJocYx1Vo</p> <p>Barrot, Jessie S., and Precious M. Sipacio. <i>Communicate Today: English for Academic and Professional Purposes for Senior High School</i>. Quezon City: C & E Publishing, Inc., 2016.</p> <p>Boor, Claire H., Dorothy Conner, Kacy McAllister, and Brandi Quesenberry. "1.3 Purpose, Audience, Tone, and Content." <i>Say It Well: Writing for Real-World Communication</i>. Virginia Tech Libraries, 2025. Accessed July 5, 2026. https://pressbooks.lib.vt.edu/commskillshandbook1/chapter/1-3-purpose-audience-tone-and-content/</p> <p>Catholic Education Office Brisbane. <i>A-Z Learning Strategies</i>. n.d. Accessed June 6, 2026. https://kimberleyrec.weebly.com/uploads/2/0/0/3/20032421/A_to_Z_learning_strategies_content.pdf.</p>		

	<p>Department of Economy, Planning, and Development. "Photo post." Facebook, May 28, 2026. https://www.facebook.com/photo/?fbid=1136193825202911&set=a.230584582430511.</p> <p>Department of Education. Senior High School Core: Effective Communication Quarter 3 Learning Exemplar 1 (SHS_Core_EC_Q3_LE1-FINAL_R1). Accessed May 28, 2026. https://www.deped.gov.ph/wp-content/uploads/SHS_Core_EC_Q3_LE1-FINAL_R1.pdf.</p> <p>Fleming, William. 2023. *Technical and Professional Writing*. Open Oregon Educational Resources. https://openoregon.pressbooks.pub/technicalwriting/.</p> <p>GenText. 2026. "Academic Writing Guide: Everything You Need to Know." https://gentext.ai/guides/en/academic-writing-guide/.</p> <p>Learn Health with Teacher K. "Proper Waste Management How Waste Reduction and Recycling Help Our Environment." YouTube video, 4:30. January 11, 2011. https://www.youtube.com/watch?v=Qyu-fZ8BOnI</p> <p>Lumen Learning. "Academic Writing Versus Technical Writing." <i>Technical Writing Strategies</i>. Accessed July 5, 2026. https://courses.lumenlearning.com/suny-technicalwriting/chapter/information-instructions-for-module-1_lecture-2/.</p> <p>Pressbooks. "Features of Academic Writing." https://pressbooks.pub/dunicklm/chapter/features-of-academic-writing/.</p> <p>Pressbooks. "Audience, Purpose, & Context." https://pressbooks.howardcc.edu/engl087/chapter/audience-purpose-context/.</p> <p>Smart Academic Writing. 2026. "Referencing and Citation in Academic Writing." https://smartacademicwriting.com/referencing-and-citation-in-academic-writing/..</p> <p>news.com.au. "Melania Trump Brings AI-Powered Robot to the White House." YouTube video, 3:25. March 25, 2026. https://www.youtube.com/watch?v=ucGld2SKcp8. https://www.deped.gov.ph/wp-content/uploads/2015/04/DO_s2015_08.pdf.</p> <p>Stančić, Milan. 2020. "Peer Assessment as a Learning and Self-Assessment Tool: A Look Inside the Black Box." <i>Assessment & Evaluation in Higher Education</i> 46, no. 6: 852–864. https://doi.org/10.1080/02602938.2020.1828267.</p> <p>Wiggins, Grant, and Jay McTighe. 2005. <i>Understanding by Design</i>. 2nd ed. Alexandria, VA: Association for Supervision and Curriculum Development (ASCD). E-book edition</p> <p>MATERIALS</p> <ul style="list-style-type: none"> • All appendices can be accessed through the Google Drive link: https://bit.ly/EffectiveCommunicationAppendices
III. CONTENT	Interpreting Meaning in Academic and Technical Texts Through Audience, Purpose, and Context

IV. OBJECTIVES	<p>At the end of the lesson, the learners are expected to:</p> <ol style="list-style-type: none"> 1. identify the differences between academic and technical texts in oral, written, and multimodal forms based on basic features such as content, structure, and language, 2. identify how content, structure, and language of spoken, written, and multimodal texts are shaped by audience, purpose, and context, 3. explain how audience and purpose influence the structure, language, and content of academic and technical texts, 4. apply appropriate language, tone, and structure appropriately for audience, purpose, and context in discussing a variety of academic and technical topics; 5. create well-structured academic and technical texts, showing awareness of audience and purpose; and 6. describe processes of interpretation, engagement, and expression used for communication in academic and training contexts. 	
IV. PROCEDURES		ANNOTATIONS
A. Activating Prior Knowledge	A.1. Activating Prior Knowledge	
	Option 1: Is It Academic or Technical?	
	<p>Time Allotment: 6 minutes Target Objective: see Objective 1 Teachers' Instructions:</p> <ol style="list-style-type: none"> 1. Ask students to take out their phones and prepare for a quick Kahoot poll. 2. Share the Kahoot game pin or link on the board. 3. Ask students to respond to the following questions: <ol style="list-style-type: none"> a. Question 1: What word or phrase comes to your mind when you hear the term academic text? b. Question 2: What do you know or understand about technical text? Write one word or phrase that best describes it. 4. Allow students time to submit their responses. 5. Display the results and briefly discuss the most common words or phrases given by the class. 6. Ask a few volunteers to explain why they chose their answers. <p>NOTE FOR OFFLINE CLASSES</p> <ul style="list-style-type: none"> • If internet access is unavailable, use a PowerPoint presentation instead of Kahoot. and discuss their answers using the processing questions below. 	<p>This activity uses a learner-centered pedagogical approach through interactive participation, collaboration, and critical thinking. The use of Kahoot and mobile phones strengthens educational technology integration by promoting digital engagement, instant feedback, and interactive learning in a technology-supported environment.</p> <p>This activity aligns with the SHS IDF principle of relevance because it connects learning to the digital tools and online environments that students commonly use today. By using Kahoot and social media-inspired content, the activity makes learning engaging, meaningful, and applicable to real-life situations. It also helps students develop digital literacy, communication, and critical thinking skills needed in the 21st century.</p>

	<p>Processing Questions:</p> <ol style="list-style-type: none"> 1. What clues helped you think of those words when you heard academic text and technical text? 2. Can a text be both academic and technical at the same time? Why or why not? 3. Why is it important to know whether a text is academic or technical before reading or writing? 	<p>Teachers may allow students to use mobile phones for this activity for educational purposes, in accordance with DepEd Order No. 006, s. 2026, and subject to proper supervision and school policies.</p>
	<p>Option 2: Place It Right</p> <p>Time Allotment: 6 minutes Target Objective: see Objective 1</p> <ol style="list-style-type: none"> 1. Draw or prepare a Venn Diagram graphic organizer on the board with the labels: <ul style="list-style-type: none"> • Academic Texts • Technical Texts • Both (<i>Optional overlap</i>) 2. Place the Venn Diagram at the center of the board where all students can clearly see it. 3. Prepare paper strips containing words, phrases, or examples commonly found in academic and technical texts. 3. Call for student volunteers. 4. Give each volunteer a paper strip and ask them to place it in the section of the Venn Diagram where they think it belongs. 5. Continue until all strips have been placed and discussed. 6. See LAS labeled as “Place It Right” <p>Processing Questions:</p> <ol style="list-style-type: none"> 1. What made you decide where each word or phrase belongs in the Venn Diagram? 2. Were there any items that were confusing or could fit in both sections? Why? 3. How does knowing the type of text help you understand the information better? 	<p>This activity uses a constructivist and interactive approach, where students actively classify texts and reflect on their thinking. It aligns with the SHS IDF as it is relevant (connected to real-life reading), responsive (allows flexibility through overlap), and engaging (involves participation, movement, and discussion).</p>

	Sample Paper Strips for Venn Diagram Activity			
	Academic Texts Hypothesis Literature Review Research Question Data Analysis Theoretical Framework	Technical Texts Install Software User Manual Troubleshooting Guide Operating Instructions Technical Specifications	Both (Optional Overlap) Report Data Collection Findings Graph Interpretation Research Report	
A.2. Establishing the Purpose of the Lesson				
Option 1: Grab a Bag				
Time Allotment: 10 minutes Target Objective: see Objective 1 Teachers' Instructions: 1. Prepare the Grab Bag <ul style="list-style-type: none">Write audiences (e.g., children, friends, professionals), purposes (inform, persuade, entertain), and contexts (social media, classroom, formal meeting) on separate slips of paper.Place all slips in a bag and mix well. 2. Divide students into groups of 3–5 members. 3. Draw the Challenge <ul style="list-style-type: none">Each group draws one slip from each category: audience, purpose, and context.They read and understand their assigned combination. 4. Create the Message (4 minutes) <ul style="list-style-type: none">Groups create a short text (spoken, written, or multimodal) based on their assigned slips.The message must match the given audience, purpose, and context. 5. Focus Reminders <ul style="list-style-type: none">Content: What is the message?Structure: How is it organized?			This activity, adapted from the A–Z Strategies Book, promotes collaborative and learner-centered learning through group interaction and creative text creation. Students develop literacy skills by analyzing audience, purpose, and context while focusing on content, structure, tone, and language use. Educational technology integration may be applied through digital or multimedia presentations. The activity also enhances critical thinking, communication, and teamwork skills. This activity highlights the SHS IDF principle of Relevance by enabling students to apply communication concepts in meaningful tasks. It also reflects Responsiveness through collaboration and active learner participation.	

	<ul style="list-style-type: none"> • Language: What tone and word choice are appropriate? <p>6. Presentation</p> <ul style="list-style-type: none"> • Randomly call groups to present. • Each group explains how they adjusted their message based on their audience, purpose, and context. <p>7. See LAS labeled as “Grab a Bag”</p>	
	Option 2: What If...	
	<p>Time Allotment: 5-7 minutes Target Objective: see Objectives 1, 2</p> <p>Teachers’ Instructions:</p> <ol style="list-style-type: none"> 1. Divide students into small groups. 2. Give each group three blank cards labeled: <ol style="list-style-type: none"> a. Audience (e.g., children, experts, the public, parents) b. Purpose (e.g., to inform, to persuade, to entertain, to warn) c. Context (e.g., social media, formal speech, classroom discussion, news report) 3. Have each group randomly draw one card from each category to create a unique communication situation (e.g., Audience: parents, Purpose: to warn, Context: social media). 4. Show and let them answer the prompt below: <ul style="list-style-type: none"> • “What if you had to communicate any message in this situation? What would you need to consider about content, structure, and language?” 5. Ask groups to discuss and answer the question below: <ul style="list-style-type: none"> • What content would be most relevant or important? 	<p>The <i>What If</i> strategy enables students to reflect on problems and situations by imagining alternative outcomes and visualizing a better time and place. As described in the from A–Z Strategies Book, it encourages learners to explore possibilities, think critically, and develop deeper understanding by considering how different choices and contexts influence real-life communication and decision-making.</p>
B. Instituting New Knowledge	B.1. Presenting Examples	
	Option 1: Read, Understand, Interpret Messages	
	<p>Time Allotment: 10 minutes Target Objective/s: see Objectives 1, 2</p> <p>Teachers’ Instructions:</p> <ol style="list-style-type: none"> 1. Prepare sample materials representing: <ol style="list-style-type: none"> a. Written text sample (see Appendix A) 	<p>This activity is grounded in a constructivist and collaborative learning approach, where learners actively build understanding through analyzing varied text types (written, spoken, and multimodal). It promotes inquiry-based learning, as students examine real examples and determine</p>

	<p>b. multimodal text (e.g. infographics; see Appendix B) c. Video material (see Appendix C)</p> <ol style="list-style-type: none"> 2. Print or photocopy Sample 1 and Sample 2 in sufficient copies for group work. 3. Present the video material to the class before grouping. 4. Divide the class into three groups: <ol style="list-style-type: none"> a. Group 1 – assigned to a written text sample b. Group 2 – assigned to an infographic (multimodal text) c. Group 3 – assigned to a video/spoken material 5. Instruct each group to analyze their assigned material. 6. Each group will identify the following: <ol style="list-style-type: none"> a. Type of text (academic or technical; spoken, written, or multimodal) b. Intended audience (students, professionals, general public, etc.) c. Tone (formal, informal, instructional, persuasive, etc.) d. Structure (how the information is organized or presented) 7. Provide each group with a graphic organizer for recording their responses. (see Appendix D) 8. Allow 8–10 minutes for group discussion and completion of the task. 9. Ask each group to briefly present and explain their answers. <p>Processing Questions:</p> <ol style="list-style-type: none"> 1. What basis did your group use in identifying whether the material is academic or technical? 2. How do audience, tone, and structure help you understand the purpose of the text or material you were assigned? 3. What similarities and differences did you notice between the written, spoken, and multimodal texts in terms of how information is presented and communicated to the audience? 	<p>key features such as text type, audience, tone, and structure. Group work supports social learning, allowing learners to share interpretations and co-construct meaning using a guided graphic organizer.</p> <p>This activity is aligned with the SHS Instructional Design Framework (Relevance) as it uses authentic written, spoken, and multimodal texts such as videos, infographics, and written samples. Learners analyze these real-world materials by identifying their type, audience, tone, and structure, helping them connect classroom learning to practical communication situations they encounter in daily life.</p>
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	<p>Option 2: Data In Focus</p> <p>Time Allotment: 10 minutes Target Objective/s: see Objectives 1, 2</p> <p>a. Teachers' Instructions:</p> <ol style="list-style-type: none"> 1. Present an infographic related to a renewable energy issue in the Philippines (or similar academic/technical topic). <ul style="list-style-type: none"> • Poster's Link: https://bit.ly/4fWYXwE. (see Appendix E) 2. Students will work in groups and analyze the infographic using the assigned focus area. 3. Each group will use discussion prompts and sentence starters to guide their responses. 4. Encourage students to use academic vocabulary, respectful tone, and logically organized ideas when discussing and sharing answers. 5. After group work, each group will present their responses. 6. Students use academic language when presenting. 7. Allow the groups 5 minutes to discuss and write their responses. 8. Have each group select a spokesperson to present their analysis. 9. See LAS labeled as "Data In Focus" <p>Group Tasks</p> <p>A. Language Group</p> <ol style="list-style-type: none"> 1. Identify 1–2 examples of figurative or descriptive language found in the infographic (e.g., catchy phrases, comparisons, or imagery). 2. Use the following prompts to guide your discussion: <ul style="list-style-type: none"> • "One phrase that stands out is..." • "This phrase means..." 3. Write 2–3 sentences explaining what these words or phrases mean and how they make the information clearer or more memorable for the reader.
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It integrates literacy skills as students interpret informational and visual text, analyze language use, and explain meaning and tone. It also integrates numeracy skills as students interpret statistics and numerical data in the infographic. The activity aligns with the SHS Instructional Design Framework (IDF) by being responsive to learners through guided analysis of multimodal texts, relevant to real-world issues on renewable energy, and reflective as students explain and evaluate the information presented. The teacher may also use localized infographics for contextualization, such as data on the community's population or local renewable energy sources, to make the lesson more meaningful and relatable.

	<p>B. Tone Group</p> <ol style="list-style-type: none"> 1. Identify a phrase or section in the infographic that best shows its overall tone (e.g., optimistic, urgent, encouraging, informative). 2. Guide your discussion using: <ul style="list-style-type: none"> • “The tone of this section is...” • “This tone is created through...” 3. Write 2–3 sentences explaining how the tone is created (word choice, visuals, statistics, colors) and what message or feeling it gives the reader. <p>C. Data Group</p> <ol style="list-style-type: none"> 1. Identify 1–2 key statistics or numbers from the infographic that are important. 2. Use discussion prompts such as: <ul style="list-style-type: none"> • “This statistic shows that...” • “This is important because...” 3. Write 2–3 sentences explaining what the data means and why it matters in the context of renewable energy in the Philippines. 	
B.2. Discussing New Concept		
Option 1: Lens of Learning (Discussion of lesson)		
	<p>Time Allotment: 20 minutes Target Objectives: see Objectives 1, 4</p> <p>Teachers’ Instructions:</p> <ol style="list-style-type: none"> 1. Prepare a PowerPoint presentation based on the content found in the appendices 2. Use the slides as a guide for discussing the lesson in a structured and interactive manner. 3. Present sample academic and technical texts. Facilitate an interactive activity (Mentimeter, Kahoot, or questioning) to elicit students’ prior knowledge and guide them in identifying the meaning of both text types. 4. Use the previous activity, where students identified differences between academic and technical texts, as a 	<p>The lesson follows a constructivist and scaffolded approach, where learners activate prior knowledge and develop understanding through classification, analysis, comparison, and synthesis of concepts.</p> <p>It is encouraged that the teacher may use the ESRU Model (Engaging, Structured, Responsive, and Understanding-focused instruction) in facilitating the lesson on academic and technical texts. The PowerPoint presentation serves as a structured instructional scaffold to support an interactive, inquiry-based, and learner-centered discussion rather than a traditional lecture.</p>

	<p>scaffold and springboard for the discussion of the new concept.</p> <ol style="list-style-type: none"> 5. Show a comparison table or Venn diagram of academic and technical texts. 6. Ask students to classify given features and confirm correct answers through discussion. 7. Present examples of oral, written, and multimodal texts using visuals or multimedia. 8. Ask students to identify the correct classification for each example. 9. Provide scenario-based examples highlighting audience, purpose, and context. 10. Ask students to analyze each scenario by identifying these three elements. 11. Present how audience and purpose influence structure, language, and content. 12. Guide students in explaining how texts change depending on these factors and synthesize their responses. 13. Show the five features of effective writing. Ask students to identify or explain each feature and reinforce correct understanding through brief discussion. 14. Present paired examples of academic and technical writing. 15. Ask students to distinguish differences in language, tone, and structure, then confirm correct responses. 16. Present the structure of academic and technical texts. Ask students to arrange or identify the correct sequence of parts and verify responses. 17. Present the communication process diagram. Ask students to explain interpretation, engagement, and expression, then clarify and confirm understanding. 18. Summarize the lesson by emphasizing key concepts on academic and technical texts and how audience, purpose, and context shape communication. Transition to the next activity. 	<p>If Edutech tools such as Kahoot or Mentimeter are used, the teacher may coordinate with the school administration to allow learners to use mobile phones strictly for instructional purposes, in compliance with DepEd Order No. 006, s. 2026, p. 11, Provision G, which supports the regulated use of digital tools under proper supervision and school policy.</p> <p>Engagement is promoted through interactive tools, questioning, and multimedia examples, while the lesson is structured through sequenced presentations and guided activities. The teacher remains responsive by facilitating discussion and addressing misconceptions based on learner input. Understanding is strengthened as learners analyze how audience, purpose, and context shape communication.</p> <p>Aligned with SHS IDF principles, the lesson demonstrates relevance through real-world texts, responsiveness through guided interaction, and reflective learning through learner analysis of communication in context.</p>
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	<p>Option 2: Jigsaw Puzzle Muscle</p> <p>Time Allotment: 30 minutes Target Objectives: see Objectives 1, 4</p> <p>a. Teachers’ Instructions:</p> <ol style="list-style-type: none"> 1. The teacher prepares the lesson content found in the appendices and divides it into 6 equal and manageable parts, depending on the number of groups (e.g., 6 groups = Topics 1–6). Each topic is labeled clearly for student understanding. 2. The teacher forms student groups using a simple strategy such as counting off, drawing lots, or based on pre-arranged seating arrangements. 3. Each student is assigned an expert number (Expert 1–6). For classes with fewer members per group, the teacher adjusts by merging roles or assigning duplicate expert numbers as needed. 4. Students are then regrouped according to expert roles, forming “expert groups” where all Expert 1s, Expert 2s, and so on are clustered together. 5. In expert groups, students collaboratively study and discuss their assigned topic. They clarify key ideas, ask questions, and prepare how to effectively teach the concept to their original group. (Approx. 5 minutes) 6. Students return to their original groups. Each expert takes turns explaining their assigned topic in a clear and organized manner while other members listen actively and take notes. (Approx. 15 minutes) 7. The teacher acts as a facilitator throughout the activity, moving between groups to guide discussions, clarify misconceptions, and ensure active participation rather than direct instruction. 8. Throughout the activity, the teacher poses guiding and checking questions to assess understanding and reinforce key concepts. <p>The Jigsaw Puzzle cooperative learning approach makes classroom discussion more engaging as students actively participate rather than only listen to the teacher. Learners become “experts” on assigned parts of the lesson, allowing them to share ideas, collaborate, and contribute to the collective understanding of the topic.</p> <p>This activity integrates literacy skills as students read and comprehend assigned lesson materials, organize ideas, and explain concepts to their group members. It promotes a learner-centered approach where the teacher acts as a facilitator, monitoring group work and guiding the discussion to ensure understanding and participation.</p> <p>The Jigsaw Puzzle cooperative learning approach supports the SHS Instructional Development Framework (SHS IDF) by promoting relevance through real engagement with lesson content, reflection through peer explanation and idea-sharing, and responsiveness through collaborative, learner-centered interaction guided by the teacher.</p>
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	<p>9. The activity concludes with a brief teacher-led synthesis or recap that integrates all topics, reinforces key learning points, and scaffolds previous activities as a springboard for discussion.</p> <p>10. For the assigned topics of each expert group, please refer to the Google Drive appendices labeled Appendix F.</p>	
B.3. Developing Mastery		
Option 1: From Academic to Technical		
	<p>Time Allotment: 15 minutes</p> <p>Target Objectives: see Objectives 3, 4</p> <p>Teachers' Instructions:</p> <ol style="list-style-type: none"> 1. Prepare Topics <ul style="list-style-type: none"> • Prepare strips of paper containing topics for each group. • The number of topics should correspond to the number of groups (e.g., 5 groups = 5 topics). (See Appendix G) 2. Distribute one topic to each group. 3. Instruct learners to convert the given topic into a technical text. 4. Before writing, ask each group to identify their target audience. The audience may include: young children, teenagers, beginners, professionals, general public 5. Remind students that the language, tone, and instructions should match the intended audience. 6. Give learners 10 minutes to prepare their technical text. 7. Encourage them to organize their output using clear steps, instructions, or procedures. 8. Monitor groups and provide guidance when necessary. 9. If time permits, call for volunteers to present or read their outputs. 10. After each presentation, ask: <ol style="list-style-type: none"> a. Who is the intended audience? b. How did the group adjust the language for that audience? c. Is the text written in a technical format? 	<p>This activity uses a learner-centered, collaborative approach where students transform a given topic into a technical text based on a specified audience. It develops their ability to adjust language, tone, and structure according to the needs of different readers, such as beginners, professionals, or the general public. The task promotes clear organization of ideas through step-by-step or procedural writing while strengthening audience awareness in communication. It is facilitated through guided instruction, group collaboration, and teacher feedback to support understanding and improve output quality.</p>

	<p>11. Provide brief feedback focusing on organization, audience awareness, and successful conversion into technical writing.</p> <p>12. For the rubrics, refer to the appendices.</p>	
	<p>Option 2: Tech Talk, Learning Walk</p> <p>Time Allotment: 15 minutes Target Objectives: see Objectives 3, 4</p> <p>Teachers' Instructions:</p> <ol style="list-style-type: none"> 1. Show a short AI-generated video message (robot voice only) to start the activity. <ul style="list-style-type: none"> • Sample video link below: https://www.youtube.com/watch?v=ucGld2SKcp8 (See Appendix I). 2. Pair students and let them connect the message to a real-world issue (e.g., AI ethics, leadership, misinformation) in a 3-minute discussion. 3. Assign each pair a global issue card (communication, technology, or governance concern). 4. Fact Race (2 minutes): Each pair picks a data card with a global issue, statistic, and source (UNESCO/WHO/World Bank/ITU). First to correctly explain it earns a badge. 5. Each pair presents the data using one option: <ul style="list-style-type: none"> • Simple hand-drawn graph/chart • Canva or Google Slides • One-sentence data insight • Icons/emojis visualization 6. Students choose the most effective way to present their data clearly. 7. Teacher and students collaboratively design and agree on the performance rubric before starting the task to ensure fairness and clarity. 	<p>The activity uses a multimodal and experiential learning approach where students engage with an AI-delivered speech as a stimulus for analyzing communication in real-world contexts. Working in pairs, they identify key messages and meanings, connect these to societal issues, and interpret supporting data from provided materials, allowing them to construct understanding through active participation and collaboration.</p> <p>It integrates literacy skills as students interpret speech and informational texts, explain ideas, and communicate insights clearly. It also integrates numeracy skills as students analyze and represent statistical data using simple visual forms. EdTech is integrated through the use of AI-generated media as the main learning input and optional digital tools for presenting outputs. The activity aligns with the SHS Instructional Design Framework (IDF) by being responsive to learners through guided tasks, relevant to contemporary issues on technology and communication, and reflective as students evaluate meaning and implications.</p>

	C.1. Finding Practical Application	
	Option 1: From Voices to Walls	
	<p>Time Allotment: 15 minutes Target Objectives: see Objectives 5, 6</p> <p>a. Teachers' Instructions:</p> <ol style="list-style-type: none"> Pair Work (3 minutes) <ul style="list-style-type: none"> Students stay in previous pairs and choose one school issue: (absenteeism, academic stress, bullying, waste management, social media use, or campus cleanliness). They briefly discuss using guide questions: <ol style="list-style-type: none"> Why is this happening? What problems does it cause? What can be done? Students' Quick Pair Exchange (3 minutes) Two pairs join together to form a group of four. Each original pair shares only one key idea—either a cause, an effect, or a solution. The other pair responds with one short reaction, either an agreement or a suggestion. Each pair writes a 3–4 sentence paragraph only following the structure below: <ol style="list-style-type: none"> Sentence 1: Issue and importance Sentences 2–3: cause and effect or solution Sentence 4: conclusion Students post outputs and walk around. Students read at least 2 outputs and write 1 short comment using starters: <ol style="list-style-type: none"> We agree because... A good solution is... We also think... Quick Processing (2 minutes) <ol style="list-style-type: none"> What common solutions did you notice? What idea from another group stood out? 	<p>This activity uses a collaborative and communicative approach where students discuss real school issues through structured peer interaction. It develops critical thinking as learners identify causes, effects, and possible solutions. The pair and group exchange promotes active participation, idea sharing, and respectful listening while strengthening oral communication skills. Students also practice organizing ideas into a clear and concise paragraph. The activity ends with reflection and peer feedback to deepen understanding and learning.</p>

	<p>Option 2: Decode and Compose Mode</p> <p>Time Allotment: 15 minutes Target Objectives: see Objectives 5, 6</p> <p>Teachers' Instructions:</p> <ol style="list-style-type: none"> 1. Students remain in their same pairs from the previous activity. 2. Distribute each pair's data card (same assigned global issue linked to the AI speech). 3. Remind students that the AI speech has already been viewed and will now be used as a reference for analysis. 4. Instruct students to compose a mini analytical report. 5. Monitor strict time allocation. 6. Remind students not to use the internet, and the output must integrate AI speech ideas and data interpretation. 7. Writing must show structure, clarity, and audience awareness. 8. Create context-based rubrics and let students agree on the teacher-made criteria. <p>Here is a sample Mini Analytical Report Guide below: Mini Analytical Report Guide (10-15 minutes writing)</p> <ol style="list-style-type: none"> 1. Review the AI speech and your assigned data card. 2. Identify the main idea of the global issue. 3. Write a short report with: <ul style="list-style-type: none"> • 1–2 sentences introduction (state the issue) • 3–5 sentences body (connect AI speech and data using evidence) • 1–2 sentences conclusion (brief insight or takeaway) 4. Use clear and formal language. 5. No internet use; base answers only on provided materials. 6. Check that your work is clear, well-structured, and shows connection between ideas before submitting.
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This activity applies a task-based learning pedagogy, where students use an AI-generated speech and a data card as inputs to complete a mini analytical report. It integrates literacy development by engaging learners in reading, interpreting, and organizing information into a clear and structured written output. The use of an AI-generated speech as instructional material reflects EdTech integration, as students analyze technology-produced content to support understanding and critical thinking, even without direct interaction with digital tools.

C.2. Making Generalization		
Option 1: Wags		
Time Allotment: 5 minutes Target Objective/s: see Objective 4 Teachers' Instructions: <ol style="list-style-type: none"> 1. Present the WAGS prompts (Word, Action, Generalization, Summary) on the board or through a PowerPoint presentation to guide students in structuring their reflection. 2. Instruct students to work individually and answer all four sections based on their understanding of the lesson, focusing on key ideas and personal interpretation. 3. Give students 4 minutes to complete their answers silently to encourage quick thinking and individual reflection. 4. After the allotted time, randomly call students to share their responses for about 10–15 seconds each to promote engagement and accountability. 5. Guide a brief discussion after each sharing to clarify ideas, affirm correct understanding, or correct misconceptions when needed. 6. Check that the responses reflect clear understanding of the lesson content and encourage concise, meaningful, and thoughtful answers rather than long explanations. 7. See LAS labeled as “WAGS (Word, Action, Generalization, Summary).” 		<p>This activity uses the WAGS strategy (Word–Action–Generalization–Summary), an active recall and structured reflection pedagogy that helps students consolidate learning. It aligns with the SHS Instructional Design Framework principle of relevance, as students are able to learn and respond meaningfully when lessons are connected to clear concepts and personal understanding. The task supports literacy development by requiring students to organize ideas into concise written responses, demonstrating comprehension and synthesis of key lesson points.</p>
Option 2: Pass the Ball		
Time Allotment: 5 minutes Target Objective/s: see Objective 4 Teachers' Instructions: <ol style="list-style-type: none"> 1. Prepare 3–5 review questions about AI speech, data interpretation, and academic/technical writing, focusing on content, structure, and tone. Keep each question short and clear. 		<p>This activity uses the “Pass the Ball” strategy, an engaging recall pedagogy that promotes quick thinking and active participation in reviewing lesson concepts. It aligns with the SHS Instructional Design Framework (IDF) principle of making learning relevant, responsive, and engaging, as students are more motivated to recall ideas when the task is game-based and interactive.</p>

	<ol style="list-style-type: none"> 2. Write each question on a small slip of paper and crumple each into a paper ball for a more engaging activity. 3. Ask students to form a circle or stay in their seats while music plays as they pass the paper ball around. 4. When the music stops, the student holding the paper ball picks a slip, reads the question aloud, and answers briefly. 5. Add a twist after each response. Possible twists include: <ol style="list-style-type: none"> a. The person on the right side of the student answers the same question. b. Starting from the left side, students are counted 1–5, and the 5th student answers the question. 6. Continue the process until all questions have been drawn and answered. 7. End the activity by briefly summarizing students' responses and linking them to the main lesson concepts. 	<p>The activity also supports literacy development by encouraging learners to verbally retrieve and express key concepts from the lesson in a clear and concise manner, strengthening comprehension through active recall and participation.</p>
C.3. Evaluating Learning		
Option 1: Advocacy Brief (Technical Writing)		
	<p>Time Allotment: 15 minutes Target Objective/s: see Objectives 5 and 6</p> <p>Teachers' Instructions:</p> <ol style="list-style-type: none"> 1. Explain to students that they will create a one-page advocacy brief based on the AI speech and given data. 2. Assign or let students choose their target audience (students, parents, or community members). 3. Instruct students to include all required parts: title of issue, data explanation, target audience, purpose, key recommendation, and optional visual support. 4. Remind students to use concise, technical, and clear language suitable for an awareness campaign. 5. Provide time for drafting and peer feedback exchange. 6. After peer feedback, give students a focused 5-minute revision period. Prompt them with: 	<p>This activity applies a technical writing pedagogy, where students practice producing clear, concise, and structured written output. Although presented as a short task, it helps learners develop essential writing skills such as organizing ideas, using precise language, and communicating recommendations effectively. It also supports literacy development, as students refine their ability to express ideas in an awareness campaign format through drafting, peer review, and revision for clarity and accuracy.</p>

	<p>“Revise one part of your academic text based on your peer's suggestion.”</p> <p>7. Allow students to finalize their advocacy brief after revising, ensuring clarity, coherence, and completeness before submission.</p>	
Option 2: Digital Awareness Campaign: One Issue, Three Modes		
	<p>Time Allotment: 15 minutes Target Objective/s: see Objectives 5, 6 Teachers’ Instructions:</p> <ol style="list-style-type: none"> 1. Prepare one common educational technology/AI-related stimulus for all groups, with a short context (2–3 sentences) and at least one clear statistic or data point. 2. Divide the class into three groups: Academic Text Team, Oral Campaign Team, and Multimodal Campaign Team. 3. Assign each group a communication mode and explain their required output. 4. Remind students to focus on academic structure, formal tone, accurate data interpretation, and clear communication. 5. Monitor groups during the activity to guide language use, data understanding, and task alignment. 6. Manage time: 3 minutes for reading, 5 minutes for planning, 10–15 minutes for output creation, and presentation time per group. 7. Facilitate presentations (oral, written, or visual depending on group). 8. Give brief feedback on clarity, accuracy of data interpretation, and appropriateness of tone and structure. 9. Rubrics Task (Student Involvement): Before final submission, students will help design the assessment rubric. As a class, agree on the criteria based on the task requirements. The teacher will guide the discussion to ensure the rubric includes essential areas such as content accuracy, data interpretation, communication clarity, structure, and teamwork. 	<p>This activity applies a differentiated instruction pedagogy, where students work in different groups using academic, oral, and multimodal communication based on a shared educational technology/AI stimulus. It develops literacy skills through formal and structured communication. It also integrates data literacy, as students interpret and use a provided statistic to support their ideas and messages.</p>

C.4. Additional Activities	
Option 1: Visualizing Information	
<p>Time Allotment: 20 minutes</p> <p>Target Objective: see Objectives 4,5, and 6</p> <p>Teachers' Instructions:</p> <ol style="list-style-type: none"> 1. Explain that students will create an infographic using Canva or another AI-assisted design tool based on an academic or technical text of their choice. Instruct students to select one academic or technical text related to a relevant topic (e.g., education, environment, health, society, technology, or community issues). The text must include proper reference or citation details (author, title, publication, or source link). 2. Ask students to choose one perspective to frame their infographic: <ol style="list-style-type: none"> a. Filipino student b. Community member c. Person with disability d. Digital life in the Philippines 3. Guide students in identifying the key ideas, supporting details, and important information from their chosen text and organizing them into a visually appealing infographic. 4. Emphasize that the infographic should demonstrate accuracy, clarity, creativity, visual organization, and relevance to Filipino experiences and contexts. 5. Allow students to work independently while monitoring their progress, providing feedback, and assisting with the use of digital tools as needed. 6. Co-create the rubric with students before submission to establish clear expectations for content, design, organization, and source citation. 	<p>This activity utilizes a learner-centered and technology-enhanced approach that develops students' skills in analyzing, synthesizing, and transforming academic or technical information into a visual format. By creating an infographic, learners practice critical thinking, digital literacy, and effective communication while connecting information to relevant Filipino contexts and perspectives.</p> <p>The activity aligns with the SHS IDF's Responsive and Relevant principles by encouraging students to engage with real-world issues and present information in meaningful, audience-centered ways using contemporary digital tools.</p> <p>This activity is recommended as an asynchronous learning task to be completed outside class hours. Students may create their infographic using Canva or another AI-assisted design tool and submit their final output through Google Classroom on or before the assigned deadline. This allows learners sufficient time to select a suitable academic or technical text, analyze its content, design an organized infographic, and incorporate teacher feedback when applicable. The asynchronous format also promotes independent learning, digital literacy, and responsible use of educational technology.</p>
Option 2: Edcom Challenge	
<p>Time Allotment: 20 minutes</p> <p>Target Objectives: see Objectives 4,5, 6</p>	<p>This supplementary EdTech activity engages learners in interpreting and transforming an academic video into a technical text, developing</p>

	<p>Teachers' Instructions:</p> <ol style="list-style-type: none"> 1. Explain that this supplementary educational technology activity develops students' ability to communicate academic information in a clear, practical, and task-oriented format. 2. Instruct students to watch the video "Education System in Crisis: EDCOM 2's Plan to Address Learning Gaps in the Philippines" using the provided link: https://www.youtube.com/watch?v=ZxCJocYx1Vo (See Appendix J). 3. After viewing, students will identify the key recommendations and solutions presented in the video. 4. Students will transform the academic discussion into a technical text entitled "How to Address Learning Gaps in Schools: A Practical Guide." 5. Student Output Guide: <ol style="list-style-type: none"> a. Present information in a logical sequence. b. Use clear and objective language. c. Include steps, procedures, recommendations, or guidelines. d. Focus on actionable solutions rather than merely describing the problem. 6. Students may present their technical text in one of the following formats: <ol style="list-style-type: none"> a. Step-by-step guide b. Instructional manual c. Flowchart d. Infographic 7. Students work independently while the teacher monitors and provides guidance. 8. The assessment criteria will be discussed and incorporated into a rubric before submission. 	<p>information literacy, critical thinking, and academic communication skills. Aligned with the SHS IDF principles of relevance, responsiveness, and reflectiveness, students process real-world educational issues and convert them into practical, task-oriented outputs. The activity also strengthens multimodal and academic writing competence through structured, solution-focused communication.</p>
V. ASSESSMENT	<p>Part I. Written Test Option 1. Pen-and-Paper Test Directions: Read each question carefully. For Items 1–2, write your answers in complete sentences. For Items 3–5, choose the letter of the correct answer.</p> <hr/> <p>1. How do features of academic or technical texts help make information more reliable and effective?</p>	

Possible Answer: They use clear structure, formal language, and evidence (like data and citations), which make information organized, accurate, and trustworthy.

2. How do purpose, audience, and context influence the way an academic or technical text is written?

Possible answer: Purpose, audience, and context guide the tone, style, and level of detail, helping the writer make the text clear, appropriate, and effective.

3. Why is it important to consider the audience when analyzing a text?

A. To understand the author's purpose

B. To identify the text's tone

C. To determine the text's effectiveness

D. All of the above

4. 4. What type of text would be most likely to have a formal tone?

A. A blog post

B. A social media post

C. An academic paper

D. A personal

5. What is the primary purpose of a text that discusses the impact of climate change on the environment?

A. To persuade readers to take action

B. To inform readers about the issue

C. To educate readers on the science behind climate change

Part II. Performance Task

Title: Be a Voice for Change: Green Waste Disposal Campaign

In groups, students will act as a student advocacy team working with the SSG to propose a sustainable waste disposal system for the school. Each group will produce:

1. Formal Proposal Letter

A letter to the school administration explaining the waste problem and proposing a green and sustainable waste management plan. Students must support their proposal using evidence from research, observations, or interviews.

2. Advocacy Material

A Canva poster, infographic, or short video promoting the campaign to the school community.

3. SSG Collaboration Plan

A brief outline of how the campaign will be implemented with SSG support.

	<p>4. Oral Pitch A 3–5-minute presentation defending their proposal to a panel acting as SSG officers and administrators.</p> <p>5. Supporting Evidence Requirement (Reference Component) Each group must submit a reference list or note cards containing at least 3–5 sources used in developing their proposal letter (e.g., articles, school data, interviews, or credible online sources). These must clearly show how information was used to support their arguments and proposed solutions.</p> <p>6. Peer & Teacher Assessment</p> <ul style="list-style-type: none"> • Criteria: Both teacher and peer assessments will use the same rubric dimensions — clarity, organization, language use, relevance, and impact. Peer Assessment: Each group will evaluate another group’s work by identifying: <ul style="list-style-type: none"> ◦ One Strength — a positive aspect of the proposal, advocacy material, or oral pitch (e.g., “The presentation was well-organized and persuasive”). ◦ One Suggestion — a constructive recommendation for improvement (e.g., “Add more data to support the waste problem explanation”). • Teacher Assessment: The teacher will use the same rubric to provide formal evaluation, ensuring consistency and fairness across all groups. • Rubrics: See the Google Drive link for the Appendices labeled as Appendix D
VI. REFLECTION	<p>Directions: Reflect on your lesson delivery and learners’ performance through the following questions. These will help you evaluate the effectiveness of your strategies and identify areas for improvement:</p> <ol style="list-style-type: none"> 1. Which activities engaged students the most? 2. How many learners achieved 80% on the assessment? How many learners need remediation? 3. Which of my teaching strategies worked well? 4. Which activities took longer than expected and how can I manage time more efficiently in future sessions? 5. What difficulties did I encounter in the delivery of the lesson? How did I resolve these concerns?
VII. USE OF GENERATIVE AI	<p>In preparing this Learning Exemplar (LE), the author used ChatGPT and Microsoft 365 co-pilot in order to enhance the language, shorten lengthy sentences, and refine the lesson activities. The author reviewed and finalized the writing of the content. The author takes full responsibility for the content of this LE.</p>

Learning Area	EFFECTIVE COMMUNICATION	Lesson Exemplar No	2
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I. OBJECTIVES			
A. Content Standard	The learners demonstrate effective communication in academic and training contexts through spoken, written, and multimodal forms; they understand that interaction patterns in academic and training contexts are formal, structured, and discipline-specific, and that intellectual integrity, honest and respectful critique, and inclusive language foster meaningful academic and training engagement.		
B. Performance Standard	The learners produce spoken, written, and multimodal academic and technical texts for specific purposes and audiences, such as, but not limited to, articles, research reports, public speaking presentations, reviews, and podcasts; prepare note cards and reference lists in support of these texts; convert these texts into presentation formats aided by non-verbal signals and multimedia tools or resources; and give and use feedback on the content, structure and language of communication to improve performance.		
C. Learning Competencies	<ul style="list-style-type: none"> ● Interpret data represented in multimodal forms (e.g., charts, tables, figures). ● Follow procedures, instructions, or processes in spoken, written, or multimodal forms to successfully achieve outcomes. ● Condense spoken, written, or multimodal texts into diagrams, charts, outline, summary, synopsis, or paraphrase. ● Review one's readiness to participate in academic and technical communication, identifying strengths and areas for growth. 		
D. Communicative Event	Presenting Research Findings or Investigative Reports		
II. REFERENCES and MATERIALS	<p>REFERENCES</p> <p>Business World Online. "Philippines Has Largest Online Video Consumption and Influencer Following in the World." <i>BusinessWorld</i>, January 31, 2024. https://www.bworldonline.com/technology/2024/01/31/572562/philippines-has-largest-online-video-consumption-and-influencer-following-in-the-world/</p> <p>"Different Types of Graphs and What They Are Used For." <i>Querio</i>, June 4, 2025. https://querio.ai/articles/different-types-of-graphs-and-what-they-are-used-for.</p> <p>"How to Pick the RIGHT Charts For Your Data [TYPES OF GRAPHS AND CHARTS]." Youtube video, 13:51. Posted by Venngage – Visualize your ideas, Ma5 15, 2019. https://www.youtube.com/watch?v=aUk4npRmjL8</p> <p>World Health Organization. "Physical activity trends show slight improvement for boys, none for girls." WHO News, November 22, 2019. Accessed September 9, 2025. https://www.who.int/news/item/22-11-2019-new-who-led-study-says-majority-of-adolescents-worldwide-arenot-sufficiently-physically-active-putting-their-current-and-future-health-at-risk</p>		

	MATERIALS <ul style="list-style-type: none"> • Construction papers • Manila papers • Marking pens, masking tapes • Powerpoint slides • All appendices are available at https://bit.ly/EffectiveCommunicationAppendices 	
III. CONTENT	Interpreting Data and Presenting Information Effectively	
IV. OBJECTIVES	At the end of the lesson, students are expected to: <ol style="list-style-type: none"> 1. Interpret and present data effectively using multimodal forms 2. Analyze the effectiveness of different multimodal forms 3. Follow instructions to successfully achieve outcomes 4. Summarize multimodal texts into charts (tables, graphs, etc) 5. Assess one's readiness to participate in academic and technical communication 	
IV. PROCEDURES	ANNOTATIONS	
A. Activating Prior Knowledge	A.1. Activating Prior Knowledge	
	Option 1: Visualizing Information	
	Time Allotment: 20 minutes Target Objectives: See Objectives 2 and 3 Instructions: <ol style="list-style-type: none"> 1. To set the mood, ask the students what they usually do during their weekends. Do their activities make them physically active or not. 2. Let students learn about what the World Health Organization has found in its study about teenagers by reading an article "Physical activity trends show slight improvement for boys, none for girls" https://www.who.int/news/item/22-11-2019-new-who-led-study-says-majority-of-adolescents-worldwide-are-not-sufficiently-physically-active-putting-their-current-and-future-health-at-risk or see APPENDIX 1 for a ready-to print copy of the text. 	The activity uses an inquiry-based approach because it begins by activating students' prior experiences (weekend activities) and leads them to explore a real-world issue through a WHO article, guiding them to ask and answer analytical questions about data presentation. It is also constructivist since learners build understanding by moving from personal experiences and reading input toward forming their own conclusions about graphs and communication. The activity is integrative as it connects health (physical activity), reading comprehension, and data interpretation using graphs. It also develops literacy through reading and analyzing an article and processing questions, and numeracy through interpreting trends and understanding graphs as data representations.

	<p>3. Before students will read the text, distribute the Learning Activity Sheet “Visualizing Information” and let students work in pairs.</p> <p>4. Lead students to understand that charts and figures are not just math tools; they are communication tools.</p> <p>Processing Questions:</p> <ul style="list-style-type: none"> • Do you think the information is easy to understand when presented using tables or graphs? • How can charts and graphs make complex data easier to interpret? • Why are charts and graphs considered important tools in communication? 	
	<p>Option 2: Data Puzzle Challenge</p> <p>Time Allotment: 10 minutes Target Objective/s: See Objectives 2 and 3</p> <p>Instructions:</p> <ol style="list-style-type: none"> 1. Divide the class into groups of 4–5 members. 2. Give each group an envelope containing the same data but presented using different formats: <ul style="list-style-type: none"> • A short paragraph with statistical information • A table • A graph • A pie chart 3. The data is about the preferred mode of transportation of 100 senior high school students; the same data but presented in multimodal forms. 4. Ask groups to: <ul style="list-style-type: none"> • Choose the format that presents information the easiest to understand. • Reach a consensus as a group. • Discuss the reasons for choosing. 5. Each group appoints: a facilitator, a recorder, a reporter, a timekeeper. 	

This activity primarily uses a cooperative learning approach because students work in small groups with assigned roles (facilitator, recorder, reporter, timekeeper) and are required to reach a shared decision and present group output, which promotes collaboration and individual accountability. It is also constructivist since learners actively interpret and compare different data representations to build their own understanding of which formats are easier to comprehend. The activity supports numeracy development as students analyze tables, graphs, and pie charts, and it strengthens literacy through interpreting the written paragraph and justifying their rankings using clear reasoning and communication.

	<ol style="list-style-type: none"> 6. Call the reporter in each group to share the group's consensus. 7. After the reporting, help the students understand that some information is best presented using tables, charts, and other multimodal forms. 8. Please refer to APPENDIX 2 for the activity. <p>Processing Questions:</p> <ul style="list-style-type: none"> • In which format is the data easier to understand? Why? • What are the advantages of presenting data using graphs instead of paragraphs? • If you were presenting the data or information to parents or school administrators, which format would be effective? Why or why not? 	
A.2. Establishing the Purpose of the Lesson		
Option 1: Information Overload		
	<p>Time Allotment: 25 minutes Target Objectives: See Objectives 2 and 3</p> <p>Instructions:</p> <ol style="list-style-type: none"> 1. The next activity will help students understand how information can be presented effectively using different modalities. 2. Divide the class into small groups. Distribute to each group Learning Activity Sheet “Information Overload” where students in groups will read and discuss the text “Factors Why Teenagers Skip Meals”. 3. Remind students to follow the instructions. 4. In choosing the groups to present, you can use the Picker Wheel using the link: https://pickerwheel.com/ or Last Man Standing strategy to determine which group will present first, so forth, and so on. 5. After the presentation, discuss briefly how the same information can be presented using multimodalities (paragraph, table, infographic, bar graph, pie chart, etc..). 	<p>This activity uses a constructivist approach because students learn by reading, discussing, and analyzing “Factors Why Teenagers Skip Meals,” then constructing their own understanding of how information can be represented in different formats. It is also cooperative learning since students work in groups, share ideas, and present outputs collaboratively with structured interaction. It develops literacy through reading and interpreting textual information and discussing ideas, and numeracy through understanding how data can be organized into tables, graphs, and charts. Finally, it is integrative because it connects reading comprehension, health-related content, and data visualization while emphasizing how communication purpose influences the choice</p>

	<p>6. Help students understand that questions are formulated to help achieve the purpose or objective. For example: If the purpose is to know the possible reasons why teenagers skip meals, therefore the possible question is: <i>What are the reasons why teenagers skip meals?</i> Then, there must be possible options to choose from. These options can be based on existing studies or just let the respondents of the survey write their answers.</p> <p>Process Questions:</p> <ul style="list-style-type: none"> • What have you noticed with how data is presented using different formats or modalities? • Is there a best format or modality? Why? Why not? • Which of these modalities do you think best appeal to the readers? Why? Why not? 	
<p>Option 2: Influencing Decisions Through Presentations</p>		
	<p>Time Allotment: 10 minutes Target Objective/s: See Objective 2</p> <p>Instructions:</p> <ol style="list-style-type: none"> 1. Post on screen this scenario: Imagine you are the President of the Secondary Supreme Leadership Government. You are going to present before the School Governing Council (SGC) to discuss the different issues concerning students in your school. 2. Ask: <ul style="list-style-type: none"> • <i>How can you present the data so that the SGC can immediately understand it?</i> • <i>Can the way data is presented influence people's decisions? Why? Why not?</i> 3. Call volunteers to answer the question. Help students realize that how data is presented can affect understanding and decision-making. 	<p>This activity uses an inquiry-based approach because it begins with a realistic scenario and guiding questions that prompt learners to think critically about how data presentation affects understanding and decision-making, rather than directly giving answers. It is also constructivist since students construct meaning from their own ideas and experiences as they explain how data can be communicated effectively.</p>

B. Instituting New Knowledge	B.1. Presenting Examples	
	Option 1: How to Pick the Right Chart	
	<p>Time Allotment: 20 minutes Target Objectives: See Objective 4</p> <p>Instructions:</p> <ol style="list-style-type: none"> 1. Divide the class into small groups. 2. Distribute Learning Activity Sheet “How to Pick the Right Chart” and tell students that they are going to watch a video about different graphs and its uses. The video can be quite long but the information can be summarized or synthesized using tables, graphs, or other multimodal formats. <p>Here is the link to the video “How to Pick the RIGHT Charts For Your Data” which can be accessed through the link https://www.youtube.com/watch?v=aUk4npRmjL8. A downloaded video is also available labeled as APPENDIX 3.</p> <ol style="list-style-type: none"> 3. Students are going to condense the information from the video into a table. 4. Call representatives to post their outputs in conspicuous areas of the classroom for a Gallery Walk. 5. With the whole class, look into the outputs and check the accuracy of the content. <p>Processing Questions:</p> <ul style="list-style-type: none"> • Which is easier to understand, the video or the table/chart that you made? Why? What does the experience tell you? • What realizations do you have from the video presented? 	<p>This activity uses a constructivist approach because learners process information from a video and actively condense it into a table, building their own understanding of different graphs and their uses rather than receiving information passively. It is also cooperative learning since students work in groups to organize ideas, produce a shared output, and present it for class checking and validation. The activity develops literacy through interpreting video content and expressing it in written tabular form, and numeracy through understanding how different types of graphs represent data and selecting appropriate formats. It is also reflective because the processing questions encourage students to evaluate which format is clearer and to realize how transforming information affects comprehension.</p>
	Option 2: Pick It Right	
	<p>Time Allotment: 30 minutes Target Objective/s: See Objective 2</p> <p>Instructions:</p> <ol style="list-style-type: none"> 1. Divide the class into 6 groups. 	<p>This activity uses a cooperative learning approach because students work in groups with assigned topics, collaborate to transcode information, and share outputs through a gallery walk where ideas are compared and discussed. It is also</p>

	<p>2. Distribute to each group a copy of the text “Different Types of Graphs and What They Are Used For” https://querio.ai/articles/different-types-of-graphs-and-what-they-are-used-for. A printable copy of the text is also available labeled at APPENDIX 4.</p> <p>3. Instruct the groups to condense or summarize the information from the text using a table/chart or any appropriate graphic organizer.</p> <p>4. After the allotted time, tell the groups to post their outputs in conspicuous areas of the classroom for a Gallery Walk.</p> <p>Process Questions:</p> <ol style="list-style-type: none"> 1. Which parts of the text were easiest or most difficult to organize? Why? 2. How did the graphic organizer help you understand the text better? 3. Why do you think your chosen graphic organizer was appropriate for the text? 	<p>constructivist since learners actively process the text and organize key ideas into a graphic organizer, allowing them to construct understanding rather than simply receiving information. The activity develops literacy through reading comprehension and summarizing key ideas from the text, and numeracy indirectly through organizing and classifying information in structured formats like tables or graphic organizers.</p>
B.2. Discussing New Concept		
Option 1: Making Meaning with Data		
	<p>Time Allotment: 25 minutes</p> <p>Target Objectives: See Objectives 1 and 2</p> <p>Instructions:</p> <ol style="list-style-type: none"> 1. Divide the class into 4 groups. For a large class size, two groups can work on the same task. 2. Give each group a copy Learning Activity Sheet “Making Meaning with Data” where the students will interpret the charts. 3. As the groups present, the teacher must take note of how students interpret the data. This information will guide the teacher during the discussion on how to interpret data effectively. 4. For a seamless discussion, the teacher can also point back to the outputs of the students to elaborate the discussion. 	<p>This activity uses a cooperative learning approach because students work in groups to interpret different data representations (infographics or bar graphs). It is also constructivist since learners actively make meaning from visual data by identifying trends instead of simply receiving explanations. The activity strongly develops numeracy as students analyze percentages, patterns, and relationships in graphs, while literacy is developed through explaining interpretations in clear, structured statements and group presentations. It is also reflective because the teacher encourages students to justify interpretations, refine understanding, and connect data to real-life contexts.</p>

	<p>You commend on the group's outputs or suggest and others can suggest how it can be improved.</p> <p>5. Provide a sample. Below is a sample only.</p> <p>The pie chart shows the reasons why teenagers skip meals. The highest percentage is lack of time (36%), followed by busy with school work (24%). This shows that most teenagers skip meals because of school-related activities and busy schedules. The next reasons are dieting or weight concerns (16%) and no appetite (14%), which are less common. The least reason is financial constraints (10%).</p> <p>The data suggests that time and school demands are the main reasons why teenagers skip meals. This implies that students may need better time management and healthier daily routines to avoid skipping meals.</p> <p>Steps in Interpreting Data</p> <ol style="list-style-type: none"> 1. Read the title and labels first. <ul style="list-style-type: none"> • Ask: What is this chart/graph/table about? • Look at titles, axis labels, legends, or categories. 2. Identify the type of data representation. <ul style="list-style-type: none"> • Is it a bar graph, pie chart, table, or line graph? • Knowing the type helps understand how information is organized. 3. Look for trends and patterns. <ul style="list-style-type: none"> • Ask: What increases, decreases, or stays the same? 4. Compare groups or categories. <ul style="list-style-type: none"> • Identify similarities and differences. • Example: More teenagers skip meals because they have no time. 5. Focus on significant numbers or proportions. <ul style="list-style-type: none"> • Highlight the highest, lowest, or average values. • Example: "80% of students exercise less than 3 times a week." 	
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	<p>6. Draw a conclusion or insight.</p> <ul style="list-style-type: none"> • Go beyond stating facts; explain the meaning or implication. • Example: "Since most students report high stress levels, schools may need more mental health support programs." <p>7. Relate it to a real-life context.</p> <ul style="list-style-type: none"> • Connect findings to students' experiences. • Example: "This survey reflects how our own class uses TikTok more than Facebook." 	
B.3. Developing Mastery		
Option 1: Summarizing & Interpreting Data		
	<p>Time Allotment: 20 minutes Target Objectives: See Objectives 1, 2, and 3</p> <p>Instructions:</p> <ol style="list-style-type: none"> 1. Distribute to each student Learning Activity Sheet "Summarizing and Interpreting Data". In the activity, students have to follow instructions below to be able to accomplish the task: <ul style="list-style-type: none"> • Organize the data into a table first. • Present it in a chart/graph (pie chart, bar graph, infographic, etc.). • Write an interpretation in two short paragraphs. 2. Remind the students of the steps in interpreting data. 3. Before students will do the activity, present the rubric labeled as APPENDIX 5. 4. Call representatives from each group to present their output. <p>Processing Questions:</p> <ol style="list-style-type: none"> 1. What format did you use to present the information? 2. How does your chart/graph make the information clearer? 3. What difficulty did you encounter in converting survey texts into multimodal forms? 	<p>This activity uses a constructivist approach because learners actively transform raw text data into multiple representations (table, chart/graph, and written interpretation). It is also cooperative learning since students work in groups with shared responsibility to organize, visualize, and explain data outputs. The activity strongly develops numeracy as students convert information into charts and graphs and interpret patterns, while literacy is developed through writing two short interpretive paragraphs and explaining data meaning clearly. It is also reflective because students are prompted to evaluate their difficulties and think about how different formats affect clarity and understanding, helping them refine their learning process.</p>

	<p>Note to the Teacher: In creating the data, allow students' creativity. They may use Excel, Canva, Powerpoint, AI (with proper orientation) or any app that students are already familiar with.</p>	
	<p>Option 2: Data in Daily Life</p>	
	<p>Time Allotment: 30 minutes Target Objective/s: See Objectives 1 and 3</p> <p>Instructions:</p> <ol style="list-style-type: none"> 1. Divide the class into 5 groups. Provide each group authentic datasets from credible sources such as WHO, PSA, and the like. Using authentic data (real, verified, and from credible sources) is important because it makes your work accurate, reliable, and meaningful. Examples: <ul style="list-style-type: none"> • Screen time • Reading habits • Physical activity • Mental health awareness • Meal skipping 2. Groups must: <ul style="list-style-type: none"> • Analyze the data. • Decide together which multimodal form is most appropriate (chart, table, etc...) • Write an interpretation of the data. • Prepare a recommendation. 3. Remind the class that the group cannot begin creating until all members agree on the chosen format. This promotes cooperation and consensus-building. <p>Process Questions:</p> <ol style="list-style-type: none"> 1. How effective is your chosen multimodal form in communicating the message? Which other multimodal form could also represent your data well? Why? 	<p>This activity uses a cooperative learning approach because students work in groups to analyze datasets, negotiate a common decision on the most appropriate multimodal form, and collaboratively produce an interpretation and recommendation, emphasizing consensus-building and shared responsibility. It is also constructivist since learners actively interpret authentic data from sources like WHO and PSA and construct meaning by choosing how best to represent and explain it. The activity is strongly inquiry-based as students analyze real datasets, evaluate different representation options, and justify their choices through guiding questions that promote deeper thinking. It develops numeracy through analyzing statistical information and selecting appropriate visual representations, and literacy through writing interpretations and recommendations based on evidence. It is also integrative because it connects data analysis, health-related issues, and decision-making.</p>

	<div>2. How can data presentation influence people’s opinions or decisions?</div> <div>3. What makes a data presentation not just informative, but also meaningful and persuasive?</div>											
C. Demonstrating Knowledge and Skills	C.1. Finding Practical Application											
	Option 1: Creating Charts and Tables											
	Time Allotment: 30 minutes Target Objectives: See Objectives 1, 2, and 4	<div>This activity uses a cooperative learning approach because students work in small groups to design a survey, collect responses, tally results, and present findings, requiring collaboration and shared responsibility for completing the task. It is also inquiry-based since learners begin with a question about stress management, gather real data from classmates, and use evidence to draw conclusions. The activity is strongly constructivist as students actively build understanding by collecting, organizing, and interpreting their own data rather than working with pre-given information. It develops numeracy through tallying responses and creating bar graphs, pie charts, or tables, and literacy through writing a two-paragraph interpretation of results. It also uses educational technology since students are encouraged to use tools like Excel, Canva, PowerPoint, or AI applications to present their outputs creatively and effectively.</div>										
	Instructions: <div>1. Group the students into small groups of 5-6 members.</div> <div>2. Allow each group to choose an interest by doing a quick survey. Example: <i>What helps you manage stress the most?</i> Choices: Music / Exercise / Sleep / Talking to friends/family / Other</div> <div>3. Ask each group to gather quick responses from 15–20 classmates during class.</div> <div>4. Instruct them to tally the results and present the data visually using a bar graph, pie chart, or table.</div> <div>5. Have them write a 2 short paragraph interpretation of the results.</div> <div>6. Inform the class that their presentation will be graded based on the rubric below:</div>											
	<table><tr><td>Criteria</td><td>Excellent (3 pts)</td><td>Proficient (2 pts)</td><td>Needs Improvement (1 pt)</td></tr><tr><td>Survey Question</td><td>Clear and relevant</td><td>Somewhat clear</td><td>Unclear</td></tr><tr><td>Data Collection</td><td>Gathered at least 15-20 responses</td><td>Gathered 10-14 responses</td><td>Gathered 10 or less responses</td></tr></table>		Criteria	Excellent (3 pts)	Proficient (2 pts)	Needs Improvement (1 pt)	Survey Question	Clear and relevant	Somewhat clear	Unclear	Data Collection	Gathered at least 15-20 responses
Criteria	Excellent (3 pts)	Proficient (2 pts)	Needs Improvement (1 pt)									
Survey Question	Clear and relevant	Somewhat clear	Unclear									
Data Collection	Gathered at least 15-20 responses	Gathered 10-14 responses	Gathered 10 or less responses									

	<table><tr><td>Visual Presentation</td><td>Data is presented clearly</td><td>Data presented in not clear</td><td>No visual presented</td></tr><tr><td>Interpretation</td><td>Provided clear interpretation</td><td>Somewhat clear</td><td>Inaccurate</td></tr></table>	Visual Presentation	Data is presented clearly	Data presented in not clear	No visual presented	Interpretation	Provided clear interpretation	Somewhat clear	Inaccurate	
Visual Presentation	Data is presented clearly	Data presented in not clear	No visual presented							
Interpretation	Provided clear interpretation	Somewhat clear	Inaccurate							
<p>Processing Questions:</p> <p>1. What did you learn while gathering and presenting your data?</p> <p>2. Was it difficult to organize the information? Why or why not?</p> <p>Note to the Teacher: In creating the data, allow students’ creativity. They may use Excel, Canva, PowerPoint, AI (with proper orientation) or any app that students are already familiar with.</p>										
<p>Option 2: From Text to Chart</p>										
<p>Time Allotment: 25 minutes</p> <p>Target Objective/s: See Objectives 1 and 2</p> <p>Instructions:</p> <p>1. Ask students to work in small groups.</p> <p>2. Post on screen the scenario: “Imagine you are SSLG Officers and the President is asked to present the membership of students in the different clubs during the meeting of the Student Governing Council (SGC). You need to present the data clearly so the school community can support the resources needed.</p> <p>3. Instruct the group to brainstorm ideas using the 3-2-1 Chart where they will decide:</p> <ul style="list-style-type: none">• 3 ideas on how they will get the data needed• 2 ideas on how you will clearly present the data• 1 format or modality that they will use in presenting the data (chart, graph, infographics, etc)		<p>This activity uses a cooperative learning approach because students work in small groups to brainstorm, share ideas, and arrive at a shared decision using the 3-2-1 chart, promoting collaboration and group consensus. It is also constructivist since learners actively generate strategies for data collection and choose appropriate ways to present information, building understanding through discussion and decision-making. The activity is inquiry-based as it begins with a real-world school leadership scenario and guides students to explore how data should be gathered, presented, and interpreted through structured questions. It develops numeracy through considering how data will be organized and represented in charts or graphs.</p>								

	<p>4. Call volunteer reporters to share their group's output.</p> <p>5. Link students to the importance of not just accurately presenting information using charts but also interpreting the data effectively. Presenting and interpreting data in different format or modality are skills that they will learn and practice in this lesson.</p> <p>Note to the Teacher: For quick reference, students may use construction papers and assign colors for the ideas in the 3-2-1 chart.</p> <p>Processing Questions:</p> <ol style="list-style-type: none"> 1. Was it easy or difficult to decide how to gather data? Why? 2. Why is it important to match the format of your presentation with the type of data collected? 3. How do we interpret data clearly, accurately, and effectively? 	
C.2. Making Generalization		
Option 1: Rules to Remember		
	<p>Time Allotment: 10 minutes</p> <p>Target Objective/s: See Objective 2</p> <p>Instructions:</p> <ol style="list-style-type: none"> 1. Divide the class into small groups of five (5) members each. 2. Ask each group to come up with three to five (3–5) rules or guidelines for effective data presentation and interpretation based on what they have learned (e.g., “Always label your chart,” “Choose the right graph for the data,” “Avoid misleading scales”). 3. Have each group write their rules on manila paper or PowerPoint slide, then present them to the class. 4. As a class, decide on the top five (5) rules and write them on the board. 	<p>This activity uses a cooperative learning approach because students work in small groups to generate, share, and refine ideas, and then collectively agree on the final set of “top five” rules as a class. It is also constructivist since learners synthesize what they have learned about data presentation and interpretation into their own set of guidelines rather than receiving rules directly from the teacher. The activity is reflective as students revisit prior lessons and distill key principles such as choosing appropriate graphs and avoiding misleading visuals.</p>

Option 2: One Idea, One Voice		
Time Allotment: 5 minutes Target Objective/s: See Objective 2 Instructions: <ol style="list-style-type: none"> 1. Post this question on the board: "Why is choosing the correct multimodal form important?" 2. Write their ideas on the board or Tagxedo app or https://wordart.com/ if the teacher is familiar. 3. Teacher with the students will synthesize the responses into one important idea. 		<p>This activity uses a reflective approach because students are prompted to think deeply about the importance of choosing appropriate multimodal forms and articulate their understanding based on prior learning. It is also constructivist since learners contribute their own ideas, which are then collectively organized and synthesized into a shared understanding by the teacher. The activity develops literacy through expressing and refining ideas verbally. It also uses educational technology since the teacher uses Tagxedo.</p>
C.3. Evaluating Learning		
Option 1: What Does the Data Say		
Time Allotment: 25 minutes Target Objective/s: See Objectives 1, 2, 3, 4, and 5, Instructions: <ol style="list-style-type: none"> 1. Divide the class into groups of students who are living in the same barangay or purok. This is a differentiated activity so make sure that students living in the same barangay or purok are grouped together since they will be working on an issue in the context of their barangay or purok. 2. Give the following instructions to the learners: <ul style="list-style-type: none"> • Investigate and present a report on an environmental issue in your barangay (e.g., waste management practices, plastic use, flooding, water pollution, or sanitation concerns). • You will collect real data, analyze the results, and communicate your findings using multimodal forms such as charts, graphs, infographics, etc... • Your group will also think of a possible solution / recommendation on how to address the issue / problem. 		<p>This activity is cooperative learning since students work in groups to accomplish multiple interconnected tasks such as analyzing, organizing, and presenting data collaboratively. The activity is strongly constructivist as learners actively process authentic information from an article and transform it into different representations while building their own understanding. It develops both literacy through reading and interpreting textual information and writing explanations, and numeracy through extracting and visualizing numerical data in tables and graphs. It also uses educational technology because students are given options like Canva, Excel, or PowerPoint for presenting outputs, and it includes a reflective approach through the self-assessment checklist that encourages learners to evaluate their own learning and use feedback for improvement.</p>

	<ul style="list-style-type: none"> You can organize your presentation using the suggested slides below: <ul style="list-style-type: none"> Slide 1: Title and name of presenter Slide 2: Purpose of the survey Slide 3: At least 2 survey questions related to the issue Slide 4: Steps on how you gathered the data Slide 5–6: Present the data using chart, graph, or infographics with interpretation and insights from your survey Slide 7: Propose realistic recommendations to address the issue 3. Present the rubric for the task. Please see APPENDIX 6 for the Rubric. You may use a negotiated rubric where the teacher and the class will decide on the criteria and points. 4. At the end of the presentation, ask learners to reflect on what they have accomplished by distributing the Learning Activity Sheet “Self-Assessment”. 5. After collecting the checklist, use the gathered information in making decision. <p>Note to the Teacher: Give students options on how to present the output (using Canva, Excel, PowerPoint or Manila Paper if online resources are not available.</p>	
	<p>Option 2: From Text to Chart</p> <p>Time Allotment:</p> <p>Target Objective/s: See Objectives 1, 2, 3, 4, and 5</p> <p>Instructions:</p> <ol style="list-style-type: none"> 1. Divide the class into small groups. 2. Provide each group a copy of the text below or you may project on screen the text below: <p style="text-align: center;">“Hobbies and Interests of Young Adults”</p>	<p>This activity uses a constructivist approach because learners actively transform textual information about hobbies into a chart or diagram and then interpret the data, building their own understanding through hands-on processing. It is also cooperative learning since students engage in peer feedback by sharing outputs with a partner and discussing improvements, which supports collaborative learning. The activity develops</p>

	<p>In today's society, teenagers and young adults engage in a wide variety of hobbies and interests that reflect both traditional pastimes and the influence of modern technology. With the rise of digital platforms, many spend their free time on activities such as online gaming, social media, and streaming movies or series. At the same time, others continue to enjoy reading, sports, music, and creative arts as a way to express themselves and build social connections. These hobbies not only provide relaxation and enjoyment but also shape their skills, identities, and relationships in an increasingly fast-paced and connected world. A study was conducted on 50 young adults, and the table below shows their hobbies and interests.</p> <p>3. Give students clear, step-by-step directions.</p> <ul style="list-style-type: none"> • Step 1: Create a chart. • Step 2: Identify the main trends or patterns. • Step 3: Summarize the data in a chart or diagram. • Step 4: Write a 2 short paragraph interpretation of the data. <p>4. Mill around the room to provide feedback and guidance. Have students share their outputs with a partner for peer feedback.</p>	<p>numeracy through organizing and analyzing data trends from the study of 50 young adults, and literacy through summarizing findings in two interpretive paragraphs. It is also reflective because students review their outputs, identify patterns, and revise understanding through feedback and guided questioning while the teacher provides scaffolding during the process.</p>
C.4. Additional Activities		
Option 1: Be the Voice		
	<p>Time Allotment: 20 minutes Target Objective/s: See Objectives 1, 2, 3, 4, and 5</p> <p>Instructions:</p> <ol style="list-style-type: none"> 1. Organize the students into groups of four to five (4–5) members. 2. Ask each group to find a short article or survey result (e.g., an excerpt about students' study habits, smartphone usage, or favorite school subjects). Encourage them to use reliable 	<p>This activity uses a cooperative learning approach because students work in groups to locate a short article or survey, extract data, and collaboratively design a brochure that combines multiple outputs, requiring shared responsibility and coordination. It is also constructivist since learners actively interpret real data and transform it into tables, charts, interpretations, and recommendations, constructing meaning through multiple representations. It develops literacy</p>

	<p>local or national data. You may use the articles with the link provided if these topics are of interest to your learners:</p> <p>“Philippines Has Largest Online Video Consumption and Influencer Following in the World.” <i>BusinessWorld</i>, January 31, 2024. https://www.bworldonline.com/technology/2024/01/31/572562/philippines-has-largest-online-video-consumption-and-influencer-following-in-the-world/ A ready-to-print copy of the text is also available as APPENDIX 7. However, it is highly suggested that students will look for their topics of interest instead of the teacher providing the text/s.</p> <p>Monitor your students while navigating through the site so that they will not be wandering around.</p> <p>3. Instruct the students that they will make a brochure. This activity will allow them to condense, summarize, and select important information to be included in their brochure guided with the following steps:</p> <ul style="list-style-type: none"> • Step 1: Extract important data from the text. • Step 2: Present the data in two different multimodal forms (a table and a chart or diagram). • Step 3: Write a short interpretation of the data in 2 – 3 paragraphs. • Step 4: Make a recommendation or solution on how to address the issue. • Step 5: Organize all the information / data in a brochure. <p>4. Inform students of the rubric for the brochure. See APPENDIX 8.</p>	<p>through reading sources, writing interpretations, and crafting recommendations, and numeracy through extracting and organizing statistical information into tables and charts. It also uses educational technology when students may use digital tools for designing brochures and visual outputs.</p>
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	<p>Processing Questions:</p> <ol style="list-style-type: none"> 1. Why did you choose that specific multimodal form (chart, infographic, table, poster, etc.) to present the information? 2. How did your chosen format help make the information clearer or more meaningful? 3. How does this issue relate to your own experiences or community? <p>Note to the Teacher: In creating the data, allow students' creativity. They may use Excel, Canva, Powerpoint, AI (with proper orientation) or any app that students are already familiar with.</p>	
	<p>Option 2: Looking at My Own Communication (Reflection Journal)</p> <p>Time Allotment: 10 minutes Target Objective/s: See Objective 5</p> <p>Instructions:</p> <ol style="list-style-type: none"> 1. Give each student a copy of the Learning Activity Sheet Looking at my Own Communication (Reflection). 2. <i>Let the students do the reflection journal.</i> 	<p>This activity uses a reflective approach because students are guided to think about their own learning and communication processes through a reflection journal. It encourages metacognition as learners assess how they understand and use different forms of data presentation and communication.</p>
<p>V. ASSESSMENT</p>	<p>Part I. Multiple Choice Summative Test</p> <p>Distribute Learning Activity Sheet Summative Test where students will take a summative test.</p> <ol style="list-style-type: none"> 1. Which statement best describes a multimodal text? <ol style="list-style-type: none"> A. It focuses only on written language to express meaning. B. It uses pictures or visuals without any written words. C. It combines two or more modes such as text, images, or audio. D. It presents information using spoken words only. 2. Which multimodal form is most suitable for showing trends over time? <ol style="list-style-type: none"> A. Bar graph showing different age groups B. Table comparing student preferences C. Pie chart showing budget distribution D. Line graph showing changes across years 	

3. If you want to compare quantities across categories, which form is best?
 - A. Pie chart illustrating proportions
 - B. Bar graph comparing several groups**
 - C. Line graph showing gradual changes
 - D. Table listing textual descriptions
4. What is one advantage of using a table instead of a paragraph?
 - A. It shortens explanations by removing data.
 - B. It allows quick and clear comparison of information.**
 - C. It replaces all written descriptions with numbers.
 - D. It makes a text more decorative and colorful.
5. When showing how a whole is divided into parts, which is best used?
 - A. Table listing numerical data
 - B. Line graph showing upward trends
 - C. Bar graph comparing frequencies
 - D. Pie chart showing percentage shares**
6. Why is analyzing the effectiveness of multimodal forms important?
 - A. It ensures the message is clear and easy to understand.**
 - B. It helps make the design more attractive and colorful.
 - C. It encourages the use of more complicated data.
 - D. It increases the length of the presentation.
7. During a class report, Carlo used a pie chart that showed how his classmates spend their free time. The audience quickly understood his point. Why was his multimodal form effective?
 - A. It visually showed clear portions of time distribution**
 - B. It contained detailed written explanations only
 - C. It used multiple charts for the same data
 - D. It avoided using color to highlight key parts
8. You were given a text describing how different fruits are sold weekly in the market. How can you best transform this into a multimodal form?
 - A. Make a timeline of fruit harvest seasons
 - B. Create a bar graph comparing weekly fruit sales**
 - C. Write another paragraph summarizing the data
 - D. Design a poster listing fruit names alphabetically.

9. You are asked to evaluate two charts showing the same information. One is colorful but confusing, while the other is simple but clear. Which is more effective?
- A. The simple and clear chart because it communicates the message easily.**
 - B. The colorful chart catches attention faster.
 - C. Both are equally effective because they show the same data.
 - D. Neither, because charts are not needed for the topic.
10. Your teacher asked you to show the increase in your school's enrollment from 2019 to 2024. Which multimodal form will best present the data?
- A. Pie chart showing the percentage of grade levels
 - B. Table listing student names per grade
 - C. Bar graph showing total enrollees per year**
 - D. Diagram showing classroom seating arrangement

Part II. Performance Task — Advocacy Campaign with Brochure

Note: To maximize time and resources, retain the same groupings and data during the Evaluating Learning Option 1 Activity “What Does the Data Say?” So that during their performance task, students will just make a brochure and advocacy campaign (oral presentation).

G – Goal

Your goal is to create an **Environmental Advocacy Campaign** that raises awareness and encourages the school community to take action on a pressing environmental issue. As part of your campaign, you will design an informative and persuasive brochure that presents the issue, its causes and effects, and practical solutions that people can implement.

R – Role

You are an Environmental Advocate tasked with educating fellow students and community members about an environmental problem and inspiring them to become responsible stewards of the environment.

A – Audience

Your target audience includes: Fellow students, Teachers and school staff, Parents, and Members of the local community. Your brochure should be easy to understand, visually appealing, and persuasive enough to encourage positive environmental action.

S – Situation

Environmental issues continue to affect communities around the world. Your school is organizing an Environmental Awareness Week, and student groups have been invited to develop advocacy materials that educate

	<p>and motivate people to protect the environment. Your group has been selected to prepare a campaign brochure that will be distributed during the event.</p> <p>P – Product/Performance Working in groups create an Environmental Advocacy Campaign Brochure.</p> <p>S – Standards for Success (Rubric) Content Accuracy, Effective Use of Multimodalities, Persuasiveness, Visual Design, Language Use and Mechanism, Presentation. See full Rubric labelled as APPENDIX 9. You may negotiate with the learners as to the weight of each criterion.</p>
VI. REFLECTION	<p>Directions: Reflect on your lesson delivery and learners’ performance through the following questions. These will help you evaluate the effectiveness of your strategies and identify areas for improvement:</p> <ol style="list-style-type: none"> 1. Which activities engaged students the most? 2. How many learners achieved 80% on the assessment? How many learners need remediation? 3. Which of my teaching strategies worked well? 4. Which activities took longer than expected and how can I manage time more efficiently in future sessions? 5. What difficulties did I encounter in the delivery of the lesson? How did I resolve these concerns?
VII. USE OF GENERATIVE AI	<p>In preparing this Learning Exemplar (LE), the author(s) used ChatGPT in order to create infographics based on a given data, to enhance graphs and charts, improve language, grammar, and simplify ideas. The author reviewed and finalized the writing of the content. The author takes full responsibility for the content of this Lesson Exemplar.</p>

Learning Area	EFFECTIVE COMMUNICATION	Lesson Exemplar No	3
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I. OBJECTIVES	
A. Content Standard	The learners demonstrate effective communication in academic and training contexts through spoken, written, and multimodal forms; they understand that interaction patterns in academic and training contexts are formal, structured, and discipline-specific, and that intellectual integrity, honest and respectful critique, and inclusive language foster meaningful academic and training engagement.
B. Performance Standard	The learners produce spoken, written, and multimodal academic and technical texts for specific purposes and audiences, such as, but not limited to, articles, research reports, public speaking presentations, reviews, and podcasts; prepare note cards and reference lists in support of these texts; convert these texts into presentation formats aided by non-verbal signals and multimedia tools or resources; and give and use feedback on the content, structure and language of communication to improve performance.
C. Learning Competencies	<ul style="list-style-type: none"> Identify how content, structure, and language of spoken, written, and multimodal academic and technical texts are shaped by audience, purpose, and context. Collaborate on academic and technical tasks (e.g., project proposals, technical reports, lectures, manuals). Condense spoken, written, or multimodal texts into diagrams, charts, outline, summary, synopsis, or paraphrase. Describe processes of interpretation, engagement, and expression used for communication in academic and training contexts.
D. Communicative Event	Collaborating in group presentations or peer feedback workshops
II. REFERENCES and MATERIALS	<p>REFERENCES</p> <p>Athuraliya, Amanda. "Collaborative Communication: Definition, Principles, Templates, Strategies & Examples." Creately. January 22, 2025. https://creately.com/guides/collaborative-communication/.</p> <p>Sedita, Joan. "Vocabulary Strategy: Use of Context." Keys to Literacy. November 26, 2024. https://keystoliteracy.com/blog/vocabulary-strategy-use-of-context/.</p> <p>Self-Improvement Vault. "Effective Communication Skills in the Workplace Communication at Work." YouTube video, September 5, 2022. https://www.youtube.com/watch?v=QGHbQ5OEsBM.</p> <p>Soanes, Luke. "We Are Hiring! – Ad Proof 1." YouTube video, August 6, 2020. https://www.youtube.com/watch?v=Y5hWlLoQ7Xc.</p> <p>Streltsov, Alexander, Gerardo Adesso, and Martin B. Plenio. "Colloquium: Quantum Coherence as a Resource." Reviews of Modern Physics 89, no. 4 (2017): 041003. https://doi.org/10.1103/RevModPhys.89.041003.</p> <p>World Health Organization. "Prevent Diseases Infographic." 2023. https://cdn.who.int/media/images/default-source/environmental-health/phe-prevention-diseases-infographic-en-3-1200px.png?sfvrsn=2f6cc3d4_12.</p> <p>YouTube. "We're Hiring Call Center Agents! No Experience? No Problem! Apply Now! #Bpoindustry #Bpo #Csr." YouTube Shorts video. Accessed August 27, 2026. https://www.youtube.com/shorts/KzNd6EzExuI.</p>

	MATERIALS <ul style="list-style-type: none"> All appendices are available at https://bit.ly/EffectiveCommunicationAppendices 	
III. CONTENT	Collaborative Communication and Summarizing Key Information	
IV. OBJECTIVES	<p>At the end of the session, students are expected to:</p> <ul style="list-style-type: none"> Recall and explain prior knowledge about collaboration, summarizing, and their importance in academic and workplace contexts. Analyze models of summaries and presentations to identify effective use of academic language, vocabulary strategies, and multimodal tools. Apply vocabulary interpretation, summarizing, and collaborative communication strategies to academic or technical texts. Demonstrate effective collaboration, communication, and summarizing skills through real-world or professional task simulations. Present and evaluate a summarized academic or technical text using appropriate academic vocabulary, multimodal tools, and peer-feedback strategies, while reflecting on the effectiveness of the communication and collaboration processes. 	
IV. PROCEDURES		ANNOTATIONS
A. Activating Prior Knowledge	A.1. Activating Prior Knowledge	
	Option 1: REFLECT AND SHARE!	
	<p>Time Allotment: 10–15 minutes Target Objective/s: See Objective #1</p> <p>Teacher’s Instructions</p> <ol style="list-style-type: none"> Organize the class into small groups of 4–5 members. Instruct each group to select a leader, secretary, and presenter. Ask the class: “When was the last time you worked on a group task? What made it easy or difficult?” Give students one minute of silent reflection to recall their experiences. Allow group members to share their experiences with one another. Instruct groups to discuss and answer the processing questions collaboratively. Ask the secretary to record the group’s responses. Invite selected groups to present their insights to the class. Facilitate a brief discussion by highlighting common communication challenges and effective strategies mentioned by the learners. 	<p>The activity uses a constructivist approach because it starts by drawing from the learners’ own experiences, especially during group work. Instead of just introducing concepts right away, it allows students to connect what they already know with the lesson on communication. Through reflection and discussion, they begin to make sense of real-life situations and develop a deeper understanding of how effective communication actually works. It also reflects an inquiry-based approach. Learners are encouraged to look back on their past</p>

	<p>Students' Directions</p> <ol style="list-style-type: none"> Form groups of 4–5 members and assign the following roles: <ul style="list-style-type: none"> Leader – facilitates the discussion Secretary – records the group's responses Presenter – shares the group's output with the class Individually reflect on your most recent experience working on a group task. Share your experience with your group members, focusing on what made the task easy or difficult. As a group, discuss and answer the processing questions below. Work collaboratively to prepare a brief presentation of your group's responses. Listen respectfully to the presentations of other groups and be prepared to share additional insights when called upon. <p>Processing Questions</p> <ol style="list-style-type: none"> What communication challenges did you encounter during your last group task? What communication strategies or practices helped your group work effectively? How can the lessons learned from that experience help you participate more effectively in today's activity? 	<p>experiences, recognize any communication challenges they faced, and think about what strategies helped them work better with others. The processing questions guide them to think more critically, analyzing what happened, evaluating their actions, and forming their own conclusions. At the same time, the activity is highly collaborative. Students work in small groups where they can share ideas, listen to different perspectives, and come up with answers together. This kind of interaction not only keeps everyone engaged but also strengthens teamwork and allows them to learn from each other's viewpoints. Finally, the activity helps develop oral communication skills. As students share their experiences, participate in discussions, and present their group outputs, they get more practice expressing their ideas clearly and confidently.</p>
Option 2: TO SUMMARIZE OR NOT?		
	<p>Time Allotment: 10 minutes Target Objective/s: see Objective #2</p> <p>Teacher's Instructions</p> <ol style="list-style-type: none"> Explain the purpose of the activity by emphasizing the importance of summarizing in academic, workplace, and everyday communication. Distribute the activity sheet and review the directions with the class. 	<p>The activity follows an inquiry-based approach because it asks learners to look at different communication situations and decide whether summarizing is actually needed. Instead of being told the answer, they have to think it through—analyzing the situation</p>

	<ol style="list-style-type: none"> 3. Clarify the meaning of the options “Yes” and “No” in the <i>Need to Summarize?</i> column. 4. Encourage learners to justify their responses using logical and evidence-based explanations. 5. Monitor learners as they complete the task and provide guidance when necessary. 6. Facilitate a class discussion using the processing questions to deepen understanding of the role of summarizing in communication. 7. See LAS labeled as “To Summarize or Not?” <p>Students’ Directions</p> <ol style="list-style-type: none"> 1. Read each situation carefully. The situations represent different types of texts and communication tasks commonly encountered in academic, workplace, and everyday settings. 2. In the “Need to Summarize?” column, place a check mark (✓) in the appropriate box: <ul style="list-style-type: none"> ○ YES – if the text or situation would benefit from summarizing to make the information clearer, more concise, or easier to communicate. ○ NO – if the text or situation is already brief, straightforward, or complete and does not require further summarization. 3. In the “Reason/Explanation” column, write one or two sentences explaining the rationale behind your choice. 4. Be prepared to share and justify your answers during the class discussion. 5. After completing the activity, answer the processing questions thoughtfully and respectfully. <p>Processing Questions</p> <ol style="list-style-type: none"> 1. What factors did you consider when deciding whether a text or situation needed summarizing? 2. How can summarizing help improve understanding and communication in academic or workplace settings? 3. In what ways does summarizing support effective collaboration and group communication? 4. Which situation was the most difficult to evaluate? Explain your answer. 	<p>and explaining their choices using their own reasoning.</p> <p>It also has a constructivist element, since students rely on their own past experiences with reading, studying, and communicating. These experiences help them understand when summarizing is useful and why it matters in different contexts.</p> <p>Another key part of the activity is reflection. Learners are encouraged to think about their own habits when it comes to learning and communication, and to consider how summarizing fits into those practices. This makes the activity more personal and meaningful. At the same time, it’s both collaborative and communicative. Students share their ideas with others, listen to different opinions, and defend their viewpoints during discussions. This exchange helps them see multiple perspectives and improves how they express their thoughts.</p> <p>Overall, the activity supports several important skills. It strengthens critical thinking as learners analyze situations and make decisions, improves literacy through reading and evaluating different types of texts, and builds communication skills by showing how summarizing can help present</p>
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	<p>5. How can the skill of summarizing help you become a more effective learner and communicator?</p>	<p>information clearly and effectively in both school and real-life situations.</p>
<p>A.2. Establishing the Purpose of the Lesson</p>		
<p>Option 1: MINI INTERVIEW VIDEO</p>		
	<p>Time Allotment: 10–15 Minutes Target Objective/s: See Objective #4</p> <p>Teacher’s Instructions</p> <ol style="list-style-type: none"> 1. Introduce the activity by emphasizing the importance of effective communication and teamwork in academic, workplace, and professional settings. 2. Inform learners that they will watch a short video featuring a professional discussing strategy for successful collaboration and communication. 3. Instruct learners to pay close attention to the communication techniques, teamwork practices, and professional behaviors highlighted in the video. 4. Play the video (1–2 minutes). <p>Suggested Video Link: https://www.youtube.com/watch?v=QGHBq5OEsBM</p> <ol style="list-style-type: none"> 5. After viewing, facilitate a brief discussion by asking: <ul style="list-style-type: none"> ○ What communication strategies were emphasized in the video? ○ Why are these strategies important in school and professional environments? 6. Guide learners in answering the processing questions and encourage them to connect the video message to their own experiences and future careers. 7. See Appendix 1 labeled as “APPENDIX 1_A.2. Establishing the Purpose of the Lesson_MINI INTERVIEW VIDEO.mp4” 	<p>The activity makes use of a multimedia and experiential approach by exposing learners to real insights from a professional source. Instead of just reading about communication and collaboration, students get to see how these ideas actually work in real-world situations through video. With guided reflection, they are able to connect what they learn in theory to what professionals experience in practice.</p> <p>It also involves inquiry and reflection. Learners don’t just watch passively—they are encouraged to think about the strategies presented, consider how relevant these are to their future careers, and reflect on how they can improve their own communication skills. This helps make the learning experience more meaningful and practical.</p> <p>In addition, the activity supports career readiness and critical thinking. Students are asked to interpret professional advice, apply</p>

	<p>Students' Directions</p> <ol style="list-style-type: none"> 1. Watch the video attentively and identify the communication and collaboration strategies demonstrated by the speaker. 2. Take brief notes on key ideas, examples, or advice that you find meaningful or applicable to your own experiences. 3. Reflect on how the strategies presented can improve teamwork, communication, and task performance in academic and workplace settings. 4. Answer the processing questions individually using complete and thoughtful responses. 5. Be prepared to share your insights during class discussion. <p>Processing Questions</p> <ol style="list-style-type: none"> 1. What communication and collaboration strategies did the professional highlight in the video? 2. Which strategy do you think is most important for effective teamwork? Explain your answer. 3. How can the strategies presented help you in your chosen career track or future profession? 4. Based on what you learned, what communication practices would you improve or apply during future group tasks? 5. Why is effective communication essential to achieving shared goals and successful collaboration? 	<p>it to possible workplace situations, and think about how they would respond in similar scenarios. At the same time, it strengthens their communication skills, as they begin to see the importance of being clear, effective, and cooperative both in school and in future professional settings.</p>
	<p>Option 2: JOB AD ANALYSIS</p> <p>Time Allotment: 15–20 Minutes</p> <p>Target Objective/s: See Objective #2</p> <p>Teacher's Instructions</p> <ol style="list-style-type: none"> 1. Divide the class into small groups of 4–5 members. 2. Present selected job advertisements and short recruitment videos from various career fields. 3. Instruct learners to examine the advertisements and videos, paying attention to: <ul style="list-style-type: none"> ○ Communication and teamwork skills being emphasized; ○ Language used to describe the qualifications; ○ Verbal and visual elements used to convey the message. 	<p>The activity uses an authentic learning approach by exposing learners to real workplace materials like job ads and recruitment videos. Instead of relying only on textbook examples, students get a clearer picture of how communication, collaboration, and professional language are actually used in real job settings. It also follows a multimodal approach since learners work with both visual and spoken information, which helps them</p>

	<p>4. Ask each group to identify and discuss:</p> <ul style="list-style-type: none"> ○ The communication skills required by employers; ○ How the language and presentation make the advertisement effective; ○ Why are these skills important in professional settings. <p>5. Allow groups to prepare a brief oral report summarizing their observations.</p> <p>6. Facilitate a class discussion by connecting learners' responses to the importance of effective communication, collaboration, and academic language.</p> <p>7. See Appendices labeled as “APPENDIX2_Option 2_JOB AD ANALYSIS.mp4” and “APPENDIX_3_OPTION 2_JOB AD ANALYSIS_VIDEO_2.mp4”</p> <p>Suggested Videos: https://www.youtube.com/watch?v=Y5hWlLoQ7Xc https://www.youtube.com/shorts/KzNd6EzExuI</p> <p>Students’ Directions</p> <ol style="list-style-type: none"> 1. Watch the assigned video clips and examine the job advertisements carefully. 2. As a group, identify the communication, collaboration, and interpersonal skills highlighted by employers. 3. Analyze how language, tone, and visual elements are used to communicate the job requirements effectively. 4. Discuss your observations with your group members and agree on the most important skills employers are seeking. 5. Prepare a 2-minute group presentation summarizing your findings. 6. Present your group's insights using clear, appropriate, and professional language. <p>Processing Questions</p> <ol style="list-style-type: none"> 1. What communication and collaboration skills were most frequently emphasized in job advertisements and videos? 2. How did the language and presentation techniques help communicate 	<p>understand the content in different ways.</p> <p>The activity is also collaborative and communicative. Students work in groups where they share observations, exchange ideas, and come to agreements before presenting their findings. This not only encourages participation but also helps them practice using appropriate academic and professional language.</p> <p>At the same time, the activity builds critical thinking and analytical skills. Learners are asked to look closely at how communication is used, assess whether these practices are effective, and think about how they apply to their own future careers. By linking classroom lessons to real workplace expectations, the activity helps students become more prepared for future jobs while improving their communication and teamwork skills.</p>
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	<p>the employers' expectations?</p> <p>3. Why are communication and teamwork considered valuable skills across different professions?</p> <p>4. How can developing these skills help you succeed in your chosen career track?</p> <p>5. Which communication skill would you most like to strengthen, and why?</p>	
B. Instituting New Knowledge	B.1. Presenting Examples	
	Option 1: BEFORE-AND-AFTER SUMMARY	
	<p>Time Allotment: Target Objective/s: see Objective #3 and 8</p> <p>Teacher's Instructions:</p> <ol style="list-style-type: none"> 1. Show a long technical passage and two summaries (one poor, one well done). 2. In groups, students evaluate and identify what makes one better than the other. <p>Students' Directions:</p> <ol style="list-style-type: none"> 1. In a group, select a leader, a secretary, and a presenter. 2. read the given texts thoroughly and discuss among your groupmates which text is better and poor and discuss why. 3. Then, answer the processing questions in a clean piece of paper. 	<p>The activity uses both an inquiry-based and constructivist approach by asking learners to examine and compare two different summaries. Instead of simply being told what makes a good summary, students figure it out on their own by identifying which one is more effective and why. Through discussion and evaluation, they develop a clearer understanding of how important ideas should be selected, organized, and presented in a clear way.</p> <p>It is also a collaborative activity since learners work in groups to share their thoughts, exchange ideas, and support their opinions using evidence from the text. This kind of interaction encourages participation and helps them learn from each other. At the same time, it develops higher-order thinking skills because students are not just recalling information—they are</p>

TEXT

Photosynthesis is the process by which green plants, algae, and some bacteria use sunlight to produce their own food. During this process, they take in carbon dioxide from the air and water from the soil, and with the help of sunlight, they create glucose (a type of sugar) and release oxygen. This natural process is important not only because it provides food for plants, but also because it helps balance the amount of carbon dioxide in the atmosphere.

When animals eat plants, or when plants die and decay, the carbon stored in their bodies returns to the environment, continuing the carbon cycle.

	<p>However, human activities such as cutting down forests and burning fossil fuels add more carbon dioxide to the air than nature can handle. This imbalance contributes to global warming and climate change.</p> <p>POOR SUMMARY Photosynthesis is when plants make their own food using sunlight. It helps the environment and people affect it by cutting trees and using fuel.</p> <p>Why it's:</p> <ul style="list-style-type: none"> • Too short and lacks key information. • Does not explain how photosynthesis connects to the carbon cycle. • Uses vague language ("helps the environment") instead of specific ideas. <p>GOOD SUMMARY Photosynthesis enables plants, algae, and some bacteria to make food by using sunlight, carbon dioxide, and water. It is an essential part of the carbon cycle because it reduces the amount of carbon dioxide in the atmosphere and helps regulate Earth's temperature. When plants and animals die, carbon is released back into the environment. Human activities like deforestation and burning fossil fuels increase carbon dioxide levels, disrupting this balance and contributing to climate change.</p> <p>Why it's GOOD:</p> <ul style="list-style-type: none"> • Captures all the main ideas in clear and concise sentences. • Explains cause and effect between photosynthesis and climate change. • Uses academic yet understandable language suitable for Senior High School students. <p>Processing Questions:</p> <ol style="list-style-type: none"> 1. What makes one summary more effective than the other? 2. How is important information retained or lost in the weak version? 3. What will you apply from the strong summary when making your own? 	<p>analyzing, evaluating, and making decisions.</p> <p>From an Instructional Design Framework (IDF) perspective, the activity is responsive, reflective, and focused on clear goals. It helps learners build their ability to summarize effectively, which is useful both in school and in future work situations. It also integrates different skill areas: literacy through reading and understanding the text, vocabulary development, and evaluating summaries; communication through group discussions and presentations; and even science through topics like photosynthesis, the carbon cycle, and climate change that are included in the material.</p>
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	<p>Option 2: INFOGRAPHIC ANALYSIS</p> <p>Time Allotment: 20–25 Minutes Target Objective/s: See Objective #3</p> <p>Teacher’s Instructions</p> <ol style="list-style-type: none"> 1. Present the infographic and allow learners sufficient time to examine its content, visuals, and data. 2. Ask learners to identify the main message, key statistics, and significant issues highlighted in the infographic. 3. Organize learners into small groups and assign the roles of leader, secretary, and presenter. 4. Instruct each group to discuss the information presented and identify the five environmental or health-related issues they believe have the greatest impact on human health and society. 5. Require groups to support their choices using information from the infographic and additional evidence such as news articles, images, videos, or other credible sources. 6. Ask each group to prepare a brief summary explaining their selected issues and present their findings to the class. 7. Facilitate a discussion on how infographics help communicate complex information in a concise and visually engaging manner. 8. See Appendix labeled as “APPENDIX 4_INSTITUTING NEW KNOWLEDGE.docx.” Source: WHO Environmental Health Infographic <p>Students’ Directions</p> <ol style="list-style-type: none"> 1. Carefully examine the infographic and identify its main message, important statistics, and supporting visual elements. 2. Form groups and assign a leader, secretary, and presenter. 3. Discuss the environmental and health issues shown in the infographic. 4. As a group, select the five issues that you believe have the most significant impact on human health and society. 5. Justify your choices using information from the infographic and supporting evidence from credible sources. 6. Prepare a short summary of your group's findings using clear and appropriate academic language. 7. Present your group's summary and explanations to the class. <p>The activity uses an inquiry-based and collaborative approach by having learners study an infographic, interpret the data, and explain their conclusions using evidence. Instead of just looking at the information, students actively think about what it means and how it can be communicated clearly. Through group discussions and presentations, they also practice summarizing key points and sharing ideas effectively.</p> <p>At the same time, the activity helps develop important skills like critical thinking, data interpretation, and communication. Learners are expected to evaluate the information they see, support their ideas with evidence, and present their findings in a clear and organized way.</p> <p>The activity also connects to different learning areas. It supports literacy through reading and summarizing informational content, health and science education by exploring environmental health issues, and media literacy by helping students understand and interpret visual data from infographics. Overall, it gives learners practical experience in</p>
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	<p>8. For the Infographic material-please see APPENDIX 1 -INSTITUTING NEW KNOWLEDGE</p> <p>Option 2: INFOGRAPHIC ANALYSIS</p> <p>Processing Questions</p> <ol style="list-style-type: none"> 1. How does the infographic help readers understand complex information quickly and effectively? 2. What visual and textual elements make the infographic clear, engaging, and informative? 3. Which environmental or health issue do you think requires the most urgent attention? Why? 4. How did your group use evidence to support your choices? 5. How can infographics be used to communicate important information in academic, workplace, and community settings? 	<p>making sense of information and communicating it in a meaningful way.</p>
<p>B.2. Discussing New Concept</p>		
<p>Option 1: GUIDED NOTES/GRAPHIC ORGANIZER</p>		
	<p>Time Allotment: 15–20 Minutes</p> <p>Target Objective/s: See Objective #4</p> <p>Teacher’s Instructions</p> <ol style="list-style-type: none"> 1. Distribute a guided note-taking organizer containing the following sections: <ul style="list-style-type: none"> ○ Key Summarizing Strategies ○ Vocabulary Interpretation Techniques ○ Effective Communication Practices ○ Group Roles and Responsibilities 2. Explain each section using examples from previous activities and discussions. 3. Model how to complete the organizer by identifying important information and organizing ideas logically. 4. Encourage learners to ask questions and clarify concepts while completing the organizer. 5. Guide learners in discussing how these strategies can be applied in future academic, workplace, and collaborative tasks. 6. Facilitate a brief sharing session where learners explain the strategies they consider most useful. 	<p>The activity follows a scaffolded and reflective approach by giving learners a structured organizer to guide their thinking. This helps them sort out ideas, connect key concepts, and apply what they’ve learned about summarizing, vocabulary, and collaboration. Instead of feeling overwhelmed, students are supported step by step as they work through the task.</p> <p>It also encourages metacognition, since learners have to think about how they are learning. As they identify important information, they reflect on which strategies help them communicate better and work more effectively with others.</p>

	<p>Students' Directions</p> <ol style="list-style-type: none"> 1. Obtain a copy of the guided note-taking organizer. 2. Listen carefully to the teacher's explanation and participate actively in the discussion. 3. Record important ideas, concepts, and examples in the appropriate sections of the organizer. 4. Identify summarizing techniques, vocabulary strategies, and collaboration practices that can help improve communication and group performance. 5. Compare and discuss your responses with a partner or group member to clarify understanding and gather additional insights. 6. Complete the organizer and use it as a reference for future summarizing, communication, and collaborative tasks. 7. Be prepared to share at least one strategy that you can apply in academic or professional settings. <p>Processing Questions</p> <ol style="list-style-type: none"> 1. Which information or strategy did you consider most important to include in your organizer? Why? 2. How does the organizer help you plan and create a clear and effective summary? 3. In what ways can the communication and collaboration strategies improve group performance? 4. Which strategy do you think will be most useful in your future academic or workplace tasks? Explain your answer. 5. How can organizing information help you become a more effective communicator and team member? 	<p>At the same time, the activity strengthens both literacy and communication skills. Learners practice taking notes, organizing information, and sharing ideas through discussion. It also supports collaboration and career readiness by helping them recognize strategies that are useful not only in school but also in real-life academic and workplace situations.</p>
<p>Option 2: INTERACTIVE MINI-LECTURE</p>		
	<p>Time Allotment:20–25 Minutes Target Objective/s: See Objective #4</p> <p>Teacher's Instructions</p> <ol style="list-style-type: none"> 1. Begin with a Mentimeter poll or quick class survey: <ul style="list-style-type: none"> ○ Which is more challenging for you: working in groups or summarizing information? ○ What usually causes problems during group work? 	<p>The activity uses a learner-centered and interactive approach by involving students in polls, discussions, group tasks, and reflection. Instead of just listening or reading, learners actively participate in the process and build their understanding of summarizing and collaborative</p>

	<ol style="list-style-type: none"> 2. Display and discuss the class responses. Encourage learners to explain their answers. 3. Present key concepts on Collaborative Communication and Summarizing Key Information using interactive slides. 4. Instead of delivering information continuously, pause after each concept and ask learners to: <ul style="list-style-type: none"> o Discuss with a partner. o Share examples from their own experiences. o Respond to real-time quiz questions through Mentimeter. 5. Facilitate discussions using guiding questions such as: <ul style="list-style-type: none"> o What makes a group successful? o Why do some group tasks fail? o When have you used summarizing in real life? 6. Present a short scenario involving a group project or workplace task. 7. Ask learners to work in pairs or small groups to identify: <ul style="list-style-type: none"> o The communication skills needed. o The summarizing strategies that can be applied. o Possible challenges and solutions. 8. Invite selected groups to share their responses and compare ideas. 9. Conduct a brief reflection activity through Mentimeter, exit slips, or pair-sharing. 10. Process learners' responses and connect them to the upcoming performance task involving collaborative summarization and presentation. <p>Students' Directions</p> <ol style="list-style-type: none"> 1. Participate actively in the polls, discussions, and collaborative activities. 2. Listen carefully and take notes on important concepts, examples, and strategies discussed during the lesson. 3. Share your experiences and ideas when prompted by the teacher. 4. Work with your partner or group to analyze situations and propose communication and summarizing strategies. 5. Record key takeaways that can help you perform effectively in future group presentations and collaborative tasks. 6. Answer the processing questions thoughtfully and be prepared to share your responses. 	<p>communication. They are also given opportunities to connect these ideas to their own experiences and apply them to real-life or workplace situations, which makes the learning more meaningful.</p> <p>It is both collaborative and reflective in nature. Students work together to share ideas, examine different communication practices, and think about which strategies lead to better teamwork. At the same time, they reflect on their own approaches and consider how they can improve. This helps deepen their understanding and makes the activity more personal. The activity also supports higher-order thinking skills. Learners are not just recalling information—they are solving problems, making decisions, and applying what they know about communication and summarizing in different situations.</p> <p>From an Instructional Design Framework (IDF) perspective, the activity is responsive, reflective, and focused on clear learning goals. It helps students develop skills that are important for both academic work and future careers. Through discussions, presentations, and group interactions, learners strengthen their communication skills, while also recognizing the</p>
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	<p>Processing Questions</p> <ol style="list-style-type: none"> 1. Which summarizing strategy do you find most useful or most challenging? Explain your answer. 2. What new understanding did you gain about effective collaboration and communication? 3. How can summarizing and collaboration strategies help your group achieve better results? 4. Which strategy are you most likely to apply in your upcoming group presentation? Why? 5. How can effective communication contribute to the success of academic and workplace tasks? 	<p>value of teamwork, clear expression, and managing information effectively in real-world settings.</p>
<p><i>B.3. Developing Mastery</i></p>		
<p>Option 1: JIGSAW READING</p>		
	<p>Time Allotment: Target Objective/s: see Objective #5</p> <p>Teachers' Instructions:</p> <ol style="list-style-type: none"> 1. Assign each student a section of a text. 2. Each student reads, summarizes, and teaches their part to group members. 3. The group creates a complete summary together. 4. See Appendix labeled as "APPENDIX 5_B.3. Developing Mastery_JIGSAW.docx" <p>Students' Directions:</p> <ol style="list-style-type: none"> 1. Carefully read each text segment and extract the necessary information needed. 2. After reading, individually answer the processing questions in your notebook. <p>Processing Questions:</p> <ol style="list-style-type: none"> 1. What was challenging about summarizing your section? 2. How did each group member contribute to understanding the full text? 3. How does this activity prepare you for group presentation? 	<p>This Jigsaw Reading activity reflects the Instructional Design Framework (IDF) because it focuses on learners being actively involved, working together, and developing specific communication skills. Instead of learning individually, students work as a group with clear roles and shared goals, which helps them stay engaged and focused on the task.</p> <p>On the cognitive side, learners build skills like understanding, analyzing, and combining information. As they read different parts of the text, they identify key ideas and work together to form a complete summary. They're not just reading—they're making sense of the material and connecting it with what others have learned.</p>

	<p>Option 2: COLLABORATIVE VOCABULARY POSTER</p> <p>Time Allotment: 10-15 Minutes Target Objective/s: See Objective #5</p> <p>Teacher's Instructions:</p> <ol style="list-style-type: none"> 1. Assign each group five technical terms related to the lesson. 2. Instruct students to define each term in their own words, create a simple illustration or visual representation, and use each term correctly in a sample sentence. These outputs may be presented on a digital or physical poster. 3. Ask each group to post or share their work for a gallery walk, allowing students to view and learn from other groups' outputs. <p>Students' Directions:</p> <ol style="list-style-type: none"> 1. Work with your group to carefully read and understand the given text. Discuss its main ideas and key points together. 2. Answer the processing questions by sharing your individual thoughts and combining them to form a well-organized group response. 3. Select a group representative who will present your group's output clearly and confidently to the class. <p>10 Technical Terms for Collaborative Vocabulary Poster</p> <ol style="list-style-type: none"> 1. Collaboration – The act of working jointly with others to achieve a common goal. 2. Summarization – The process of condensing information by identifying and presenting only the main ideas. 3. Multimodal – Involving or using multiple modes of communication (e.g., text, visuals, audio). 4. Constructive Feedback – Comments intended to help improve performance, usually specific, respectful, and task-focused. 5. Clarification – A strategy used to make a message clearer or to ensure mutual understanding. 6. Paraphrasing – Restating information in your own words while retaining the original meaning. 7. Infographic – A visual representation of information or data intended to make content easier to understand.
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The Collaborative Vocabulary Poster activity reflects the Instructional Design Framework (IDF) by encouraging active participation, teamwork, and meaningful learning. Instead of simply memorizing terms, students work together to better understand vocabulary through shared tasks and discussion.

On the cognitive side, learners build their vocabulary by defining terms, using context clues, and organizing their ideas into a clear and meaningful format. This process helps them remember concepts more easily and understand how words are used in context.

The activity also involves hands-on work, as students design and create a poster. They think about how to arrange information, use visuals effectively, and present vocabulary in a way that is both clear and engaging.

At the same time, it supports affective learning by promoting cooperation and shared responsibility. Students need to listen to each other, exchange ideas, and agree on how to present

	<p>8. Interpretation – The act of explaining or giving meaning to information, language, or text.</p> <p>9. Engagement – Active involvement or participation in a communication or learning process.</p> <p>10. Presentation – A structured format of delivering information, usually orally and often supported with visuals or media.</p> <p>Processing Questions:</p> <ol style="list-style-type: none"> 1. How did your group decide on the definitions or visuals? 2. Why is it important to understand these terms for your task? 3. How will these words help make your presentation clearer and more effective? <p>SAMPLE TEXT: The Role of Communication in Team Success</p> <p>In professional and academic settings, successful teamwork depends not only on clear and respectful communication but also on an understanding of the sociocultural and social contexts in which interactions take place. Team members often come from diverse cultural, linguistic, and social backgrounds that influence how they express ideas, interpret messages, and respond to feedback. Effective communication enables individuals to share perspectives, divide responsibilities, and make decisions efficiently while fostering inclusivity and mutual respect. When members practice active listening, recognize cultural differences, and provide constructive feedback using appropriate language and tone, misunderstandings and interpersonal conflicts are minimized, leading to stronger collaboration and increased productivity. Conversely, poor communication—especially when cultural norms, social roles, or differing communication styles are ignored—can result in confusion, duplicated tasks, exclusion, or missed deadlines. Therefore, developing strong communication skills, such as summarizing key points, clarifying instructions, adapting language to different audiences, and demonstrating cultural sensitivity, is essential for achieving collaborative success in today’s socially and culturally diverse environments.</p> <p>Sample Student Summaries:</p> <ul style="list-style-type: none"> • “Teamwork improves with clear, respectful communication, active listening, and effective feedback to avoid conflict.” 	<p>their work, which helps them appreciate different perspectives.</p> <p>The activity is also learner-centered and communicative. Instead of learning words in isolation, students actively use language and understand its meaning through interaction and collaboration. Overall, the activity is interactive, collaborative, and output-focused. It helps learners develop a deeper understanding of vocabulary through creativity, teamwork, and meaningful communication.</p>
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	<ul style="list-style-type: none"> • “Good communication builds strong teams by preventing errors and improving collaboration and productivity.” • “Teams succeed when members listen, share, and give feedback using clear and respectful communication.” <p>Processing Questions:</p> <ol style="list-style-type: none"> 1. What did you notice about the differences between the one-, three-, and five-sentence versions? 2. Which summary best captured the key ideas? Why? 3. What summary length do you think best suits your task? 	
C. Demonstrating Knowledge and Skills	C.1. Finding Practical Application	
	<p>Option 1: SOCIAL MEDIA SUMMARY</p> <p>Time Allotment: 10-15 Minutes Target Objective/s: see Objective #6</p> <p>Teacher's Instructions:</p> <ol style="list-style-type: none"> 1. Give a technical text. 2. Students summarize it as: <ul style="list-style-type: none"> • A tweet (280 characters) • An Instagram/Facebook caption • A short video script <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <p><i>The Impact of Digital Collaboration Tools in the Workplace</i></p> <p>Digital collaboration tools such as Slack, Microsoft Teams, Zoom, and Google Workspace have transformed how modern teams communicate and work together. These platforms allow real-time messaging, video conferencing, document sharing, and task tracking, reducing delays, and increasing efficiency in project management. They also support asynchronous communication, enabling global teams to collaborate across different time zones. However, overreliance on these tools may lead to “communication overload,” where employees feel overwhelmed by constant notifications and digital noise. To maximize productivity, organizations must implement communication protocols, encourage healthy boundaries, and train employees to use tools strategically.</p> </div> <p>Processing Questions:</p> <ol style="list-style-type: none"> 1. How did you choose what information to keep or cut? 2. Why is concise communication important on social media and in real life? 	<p>The activity is technology-integrated, as it makes use of modern digital platforms that make learning more engaging and relevant for students. It connects well to real communication channels, allowing learners to see how the skills they are developing can be used in everyday situations. At the same time, it is goal-oriented, as it focuses on helping students practice clear and concise messaging. The activity also reflects real-world communication, especially in team settings, where learners need to work together and express their ideas effectively. It encourages reflection by prompting students to evaluate how clear their communication is and how they can improve it. In addition, the tasks are tailored to suit the learners’ strand, making the experience more meaningful and appropriate to their field.</p>

	<p>3. How would you adapt your summary for a formal presentation?</p> <p>Students' Directions:</p> <ol style="list-style-type: none"> 1. Individually read the text carefully. 2. Form a group of 6, then assign members who will do the writing of the Tweet, who will post on FB or Instagram, and those who will make a short video. 	<p>Mathematics is also integrated in a simple but practical way through the interpretation of graphs and understanding price increases and decreases using percentages, showing how numerical concepts apply in real-life situations. Overall, the activity is reflective and metacognitive, as it encourages learners to gain personal insights, stay focused on their learning goals, and become more aware of the strategies they use to understand and communicate information effectively.</p>
<p>Option 2: MOCK TEAM MEETING– Fuel Price Analysis</p>		
	<p>Time Allotment: 20–25 Minutes Target Objective/s: See Objective #6</p> <p>Teacher's Instructions: Divide the class into four groups and assign each group a petroleum company:</p> <ul style="list-style-type: none"> ✓ Group A – Sea Oil Group B – Shell ✓ Group C – JK Oil Group D – Petron <p><i>(Note: Students were previously tasked to research fuel prices from Sea Oil, JK Oil, Shell, and Petron.)</i></p> <p>Students' Directions:</p> <ul style="list-style-type: none"> ✓ Each group will conduct a role-play of a formal team meeting. ✓ The meeting should focus on presenting a summarized report of diesel and gasoline prices based on the assigned petroleum company. ✓ Presentations must include graphs/charts showing gasoline and diesel price trends, highlighting increases and decreases over the past two weeks. 	<p>This activity reflects the Instructional Design Framework (IDF) by providing a more real-life and practical learning experience that combines language, communication, and even basic numeracy skills in a digital setting. Based on Objectives C and D, learners are not just reading and understanding content—they are actively using what they know about vocabulary, summarizing, and communication to turn a technical text into short digital outputs like tweets, social media captions, and simple video scripts. On the cognitive side, students are challenged to think more deeply about the content. They need to</p>

	<ul style="list-style-type: none"> ✓ Use real-world business context prompts, such as marketing analysis and nationwide fuel price trends, during the discussion. ✓ Groups must be guided by the processing questions during and after the presentation. <p>Processing Questions:</p> <ol style="list-style-type: none"> 1. What communication strategies did your team use to stay organized during the meeting? 2. How did your summary and presentation of data (tables/graphs) support the goal of the meeting? 3. What did you observe about the trends in gasoline and diesel prices over the past two weeks (e.g., increases, decreases, or fluctuations)? What might explain these changes? 4. How did using graphs or numerical data help your team make the information clearer and more convincing? 5. How would you improve both your communication and interpretation of data in a real workplace setting? 	<p>identify key ideas, decide what information is most important, and condense it into shorter formats. Because of limits like a 280-character tweet or short video timing, they have to be careful with their word choice and focus only on what really matters. This also brings in numeracy skills in a simple but practical way, since learners have to consider length, timing, and how much information to include without overcrowding their message.</p> <p>The activity also involves hands-on work, as students create different types of digital outputs. This helps improve their digital literacy and gives them practice in organizing content in a clear and structured way. At the same time, it supports affective learning through group work. Students share responsibilities, make decisions together, and stay actively involved in completing the task, which helps build teamwork and accountability. Overall, the activity feels more connected to real-life communication, while helping students develop important skills they can use both in school and in future work settings.</p>
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C.2. Making Generalization		
Option 1: SENTENCE STARTERS		
Time Allotment: 10 Minutes Target Objective/s: see Objective #6 Teacher's Instructions: <ol style="list-style-type: none"> Display sentence stems: <ul style="list-style-type: none"> "I learned that to summarize well, you should..." "Collaboration works best when..." Students complete them in writing or sharing orally. Students' Directions: <ol style="list-style-type: none"> Individually, complete the given sentence starters. Answer the processing questions correctly. 		This activity engages students in metacognitive reflection and language awareness by requiring them to complete structured sentence stems related to summarizing and collaboration. Through guided prompts, learners are encouraged to articulate their understanding of effective communication and teamwork strategies based on their prior learning and group experiences.
Option 2: EXIT TICKET CHART		
Time Allotment: 10-15 Minutes Target Objective/s: See Objective #6 Teacher's Instructions: <ol style="list-style-type: none"> Distribute an exit ticket with three reflective prompts organized into columns: <ul style="list-style-type: none"> Strategy I Used in Today's Task What Worked Well and Why What I Will Improve Next Time and How Instruct students to answer honestly and independently based on their learning experience during the activity. Collect the exit tickets and use them as input for planning the next session and providing targeted feedback. Students' Directions: Complete the exit ticket by reflecting on your performance during today's activity. Provide clear and honest responses in each column based on your strategies, experiences, and areas for improvement.		This activity works as both a formative assessment and a reflective task, giving students a chance to look back on how they performed during the lesson. Through the exit ticket, learners think about the communication strategies they used, what worked well, and what they could still improve. It also encourages metacognitive thinking, since students are not just completing a task—they are becoming more aware of how they learn and communicate. This helps them take more responsibility for their own progress and develop better habits over time.

		At the same time, the activity supports self-regulated learning by helping learners recognize their strengths and identify areas that need improvement. It also gives teachers useful insights into students' understanding and performance, which can guide future lessons and provide better support where needed.
C.3. Evaluating Learning		
Option 1: MULTIPLE CHOICE: COMPREHENSION CHECK		
Time Allotment: 5-10 minutes Target Objective/s: see Objective #1 and 4 Teacher's Instructions: <ul style="list-style-type: none"> • Administer the multiple-item quiz using the Learning Activity Sheet (LAS). • Instruct learners to choose the letter of the best answer for each item. • To provide an interactive assessment experience, open the provided Kahoot! link and facilitate the quiz through the platform. • https://create.kahoot.it/share/mastering-communication-skills/b942e431-2c7e-419d-a5ef-0834ab084068 • See LAS labeled as “MULTIPLE CHOICE: COMPREHENSION CHECK” 		This activity is a multiple-item quiz designed to assess students' understanding of key concepts and skills covered in the lesson. It serves as a formative/summative evaluation tool that measures learners' recall, comprehension, and application of ideas in a structured and objective format. Through this assessment, students demonstrate their mastery of the learning objectives while the teacher gathers evidence of learning for remediation, reinforcement, and instructional planning.
Option 2: Role-Play Assessment (Workplace Simulation)		
Time Allotment: 5-10 minutes Target Objective/s: see Objective #6 SCENARIO: Typhoon Impact and Community Response (PH Context 2026) Scenario Title: “Responding to Typhoon Damage in the Community”		The activity is closely connected to real-life situations in the Philippines, particularly experiences with typhoons, which many students are already familiar with. Because of this, the lesson feels more meaningful and easier to

	<p>In 2026, a strong typhoon hit several parts of the Philippines, causing flooding, damaged houses, and displacement of families.</p> <p>Your group is part of a community disaster response team. You are given a short report:</p> <p><i>“A total of 150 families were affected. Around 60 houses were partially damaged, while 30 houses were totally destroyed. Each affected family needs 5 relief packs. The local government currently has only 500 relief packs available.”</i></p> <p>Your team must:</p> <ul style="list-style-type: none"> • Read and understand the situation • Compute needs and shortages • Discuss possible solutions • Summarize your plan clearly <p>TASK (Mock Team Meeting)</p> <p>Students will simulate a disaster response meeting where they:</p> <ol style="list-style-type: none"> 1. Analyze the situation 2. Perform basic computations 3. Suggest solutions 4. Assign a member to summarize the discussion <p>Teacher Instructions:</p> <ol style="list-style-type: none"> 1. Present the scenario and data clearly on the board. 2. Guide students to read and understand the problem. 3. Ask groups to: <ul style="list-style-type: none"> ○ Identify key information (reading literacy) ○ Compute total relief packs needed (math integration) ○ Determine shortage ○ Suggest solutions 4. Let each group perform a mock meeting discussion. 5. Observe communication, reasoning, and summarizing skills. <p>Student Instructions:</p> <ol style="list-style-type: none"> 1. Carefully read the situation. 2. Work with your group to: <ul style="list-style-type: none"> ○ Identify important information ○ Solve the problem mathematically ○ Discuss practical solutions 3. Choose one member to summarize your discussion. 4. Present your group’s plan clearly. 	<p>relate to. Learners are not just working on abstract tasks—they are dealing with situations that could actually happen in their own communities. This helps them better understand the importance of clear communication and responsible decision-making, especially during emergencies.</p> <p>At the same time, the activity combines reading and math in a practical way. Students first analyze a written report to gather important details, then apply basic computations to solve real-life problems, such as identifying needs or shortages. This integration helps strengthen both their comprehension and analytical skills, as they learn to connect information across different areas instead of treating subjects separately.</p> <p>The activity also encourages critical thinking. Learners need to go beyond simply understanding the text—they must interpret data, think carefully about the situation, and come up with realistic and logical solutions. This kind of task pushes them to make decisions, justify their ideas, and consider the possible effects of their choices.</p>
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	<p>MATH + READING TASKS Example Computation:</p> <ul style="list-style-type: none"> • 150 families × 5 packs = 750 relief packs needed • Available = 500 packs • Shortage = 250 relief packs <p>Processing Questions:</p> <ol style="list-style-type: none"> 1. What important information did you gather from the report? 2. How did your group compute the needed supplies? 3. What problem did you identify? 4. What solution did your group propose? 5. How did summarizing help your group communicate clearly? 6. Why is this situation important in real life? 	<p>In addition, the task helps prepare students for real-world roles. It reflects the kind of work done by disaster response teams, local government units, and community organizations. Through this, students get a glimpse of how planning, coordination, and communication are important in real professions. They also develop teamwork skills as they work in groups, share ideas, and come to agreements together.</p> <p>As students organize information and summarize their discussions, they become more aware of how they think and how they communicate their ideas. This helps them improve not just their academic skills but also their ability to express themselves clearly. Since the topic is based on real and familiar social issues, it keeps learners interested and encourages them to participate more actively in the activity.</p>
C.4. Additional Activities		
Option 1: Quick Data Insight Check		
	<p>Time Allotment: 3-5 Minutes Target Objective/s: see Objective #6</p> <p>Teacher's Instructions:</p> <ol style="list-style-type: none"> 1. Show a simple table or mini-graph of diesel and gasoline prices for 2 weeks. 	<p>This activity is a quick data interpretation task that strengthens students' numeracy skills by requiring them to analyze a simple table or graph of fuel prices. It develops their ability to identify trends, compare values, and</p>

	<p>2. Ask students to answer quickly on a ¼ sheet of paper these process questions.</p> <ol style="list-style-type: none"> Which week shows the highest fuel price? Was the trend increasing, decreasing, or fluctuating? What is one possible reason for the change in prices? 	<p>provide logical explanations for real-world price changes in a concise and time-bound manner.</p>
	<p>Option 2: Checklist Design</p> <p>Time Allotment: 3-5 Minutes Target Objective/s: see Objective #6</p> <p>Teacher's Instructions:</p> <ol style="list-style-type: none"> Divide the class into 5 groups. Ask groups to design a checklist: “What makes a good group presentation?” Compare with the rubric later. <p>Students’ Directions:</p> <p>In a group, students assign a leader and a presenter who will do the group sharing after answering the processing questions.</p> <p>Processing Questions:</p> <ol style="list-style-type: none"> What criteria are most important for a strong group presentation? How does having a checklist help your team stay focused? What would you add to your checklist after doing a presentation? 	<p>This activity encourages students to work collaboratively as they draw from their own experiences and understanding of effective communication to create a group presentation checklist. Through discussion and decision-making, learners identify the qualities of a successful presentation, helping them develop critical thinking skills as they analyze and evaluate different presentation practices. The group-sharing component promotes teamwork, leadership, and effective communication, while comparing their checklist with the actual rubric allows students to reflect on their expectations and performance standards. The processing questions guide learners in recognizing the importance of clear criteria, assessing their own learning, and identifying ways to improve future presentations, fostering greater responsibility and confidence in their learning process.</p>

V. ASSESSMENT

A. Part I. Multiple Choices

Directions: Carefully read each question and choose the letter of the correct answer.

1. Which of the following best defines effective communication?
 - A. Using complicated words
 - B. Talking as much as possible
 - C. Speaking without considering the listener
 - D. Expressing thoughts clearly and understanding others
2. When communicating, it is important to consider the listener's background to ensure:
 - A. Personal advantage
 - B. Entertainment value
 - C. Longer conversations
 - D. Clarity and understanding
3. Which of the following is an example of nonverbal communication?
 - A. Writing a letter
 - B. Smiling and nodding
 - C. Sending an email
 - D. Speaking on the phone
4. What should you do if you do not understand someone's message?
 - A. Ignore it
 - B. Ask for clarification
 - C. Change the topic
 - D. Walk away
5. Which skill shows a person's active listening?
 - A. Interrupting the speaker
 - B. Making eye contact and giving feedback
 - C. Looking around the room
 - D. Talking at the same time
6. What is the main purpose of assigning collaboration roles in a group?
 - A. To make some students do all the work
 - B. To compete for the best role
 - C. To avoid communication within the group
 - D. To ensure balanced participation and clear responsibilities

7. The recorder's role in a group is to:
 - A. Keep track of time
 - B. Present the output
 - C. Lead the group discussion
 - D. Take down notes and summarize discussions
8. When a group member disagrees politely and offers another idea, this shows:
 - A. Poor cooperation
 - B. Assertive and respectful communication
 - C. Leadership dominance
 - D. Lack of teamwork
9. What is the main goal of summarizing?
 - A. To list all the details
 - B. To retell the text using exact words from the author
 - C. To make the text longer
 - D. To restate only the key ideas in your own words
10. When encountering an unfamiliar word, the best first step is to:
 - A. Skip it
 - B. Guess randomly
 - C. Ask a classmate to define it
 - D. Use context clues from the sentence

B. Part II. A. SPEECH WRITING AND B. SPEECH DELIVERY

Students' Directions: Choose one of these two questions. Answer it comprehensively in a form of speech. Minimum of 150 words. SPEECH DELIVERY will be held the next day.

1. How did the strategies you and your group used in summarizing and presenting your task (e.g., language choice, collaboration, and use of graphs or multimodal tools) affect the clarity, accuracy, and effectiveness of your message? Explain using specific examples from your performance.
2. If you were to improve your group's output for a real academic or workplace presentation, what changes would you make in your communication strategies, vocabulary use, and collaboration process to produce a more effective and professional result? Justify your answer.
3. For the Rubrics of this Assessments, refer to Appendix 6 and 7.

VI. REFLECTION	<p>Directions: Reflect on your lesson delivery and learners’ performance through the following questions. These will help you evaluate the effectiveness of your strategies and identify areas for improvement:</p> <ol style="list-style-type: none"> 1. Which activities engaged students the most? 2. How many students achieved 80% on the assessment? How many learners need remediation? 3. Which of my teaching strategies worked well? 4. Which activities took longer than expected and how can I manage time more efficiently in future sessions? 5. What difficulties did I encounter in the delivery of the lesson? How did I resolve these concerns?
VII. USE OF GENERATIVE AI	<p>In preparing this Learning Exemplar, the author used ChatGPT/CoPilot to generate and enhance ideas and rubrics, and create infographics based on the given data. Language improvement, grammar, and clarity of the content explanations were also refined to better align with the intended learning objectives. The author(s) carefully reviewed, edited, and finalized all contents to ensure accuracy and appropriateness. Full responsibility for the content of this Learning Exemplar rests with the author</p>

Learning Area	EFFECTIVE COMMUNICATION	Lesson Exemplar No	4
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I. OBJECTIVES	
A. Content Standard	The learners demonstrate effective communication in academic and training contexts through spoken, written, and multimodal forms; they understand that interaction patterns in academic and training contexts are formal, structured, and discipline-specific, and that intellectual integrity, honest and respectful critique, and inclusive language foster meaningful academic and training engagement.
B. Performance Standard	The learners produce spoken, written, and multimodal academic and technical texts for specific purposes and audiences, such as, but not limited to, articles, research reports, public speaking presentations, reviews, and podcasts; prepare note cards and reference lists in support of these texts; convert these texts into presentation formats aided by non-verbal signals and multimedia tools or resources; and give and use feedback on the content, structure and language of communication to improve performance.
C. Learning Competencies	<ul style="list-style-type: none"> • Review one's readiness to participate in academic and technical communication, identifying strengths and areas for growth. • Use critical listening, reading, and viewing strategies in comprehending academic and technical texts. • Participate constructively in academic or technical lectures, presentations, or discussions by asking questions, providing feedback, and responding appropriately. • Employ ethical considerations in producing extended academic and technical texts.
D. Communicative Event	Writing reflective essays, position papers, or critiques
II. REFERENCES and MATERIALS	<p>REFERENCES</p> <p>Chabot College. "Essay Writing Critique." The WRAC Center. Accessed October 22, 2025. https://www.chabotcollege.edu/academics/learning-connection/wrac/essays/critique.php</p> <p>"Critique Paper." Scribd. Accessed December 10, 2025. https://www.scribd.com/document/427934304/Critique- Paper</p> <p>CSMUN XVI Secretariat. "Sample Position Paper." CSMUN. Accessed October 22, 2025. https://www.csmun.org/sample-position-paper</p> <p>Duffy, Andrew. "Final Reflective Essay." My Portfolio, Old Dominion University. Accessed October 22, 2025. https://sites.wp.odu.edu/aduff005/reflection/</p> <p>Dr B, "How To Critique An Article & Write About It [Write An Article's Critique]," YouTube video, 36:07, posted May 22, 2021, https://www.youtube.com/watch?v=6A7ToBcOh8Y</p> <p>"Hand Touching Brick Wall Surface." LTK Content. Accessed December 10, 2025. https://assets.ltkcontent.com/files/Reflective-Essay-Book.pdf</p>

	<p>High-Value Writing, "Position Papers Made Easy: The Ultimate Guide to Success," YouTube video, 16:22, posted October 17, 2023, https://www.youtube.com/watch?v=vSgv5SzSd0k</p> <p>"Position Paper 12." PAP. Accessed December 10, 2025. https://pap.ph/position-paper/12</p> <p>Practical Psychology. 2020. "Position Papers Made Easy: The Ultimate Guide to Success." YouTube video, March 7, 2020. https://www.youtube.com/watch?v=vSgv5SzSd0k</p> <p>Project Elimu. 2021. "How to Critique an Article & Write about It (Write an Article's Critique)." YouTube video, July 29, 2021. https://www.youtube.com/watch?v=6A7ToBcOh8Y&t=1603s</p> <p>Skills Team Hull Uni, "Reflective Writing," YouTube video, 6:08, posted March 3, 2014, https://www.youtube.com/watch?v=QoI67VeE3ds</p> <p>https://www.thinkdigitalacademy.org/3-reasons-why-your-childs-grades-are-declining/</p> <p>MATERIALS</p> <ul style="list-style-type: none"> All appendices are available at https://bit.ly/EffectiveCommunicationAppendices 	
III. CONTENT	Expressing Ideas through Reflective Essays, Position Papers, and Critiques	
IV. OBJECTIVES	<p>At the end of the lesson, the learners are expected to:</p> <ol style="list-style-type: none"> 1. Identify one's readiness for academic communication by recognizing strengths and areas for growth. 2. Apply critical listening, reading, and viewing strategies in analyzing academic and technical texts 3. Demonstrate constructive participation in academic or technical discussions by asking relevant questions, giving feedback, and responding appropriately 4. Produce a short reflective essay, position paper, or critique that observes ethical considerations. 	
IV. PROCEDURES	ANNOTATIONS	
A. Activating Prior Knowledge	A.1. Activating Prior Knowledge	
	Option 1: Think Pair Share	
	<p>Time Allotment: 5 mins.</p> <p>Target Objective/s: See Objective 1</p> <p>Ask students: "<i>Have you ever written a reflection, a reaction, or a critique about something you have read, watched, or listened to? How did you do it?</i>"</p> <p>Teacher Notes:</p> <ul style="list-style-type: none"> Let students think of their personal experiences (e.g., reflecting on a movie, critiquing a TikTok video, or reacting to a speech) and briefly share their answers in 	<p>Think-Pair-Share strategy allows students to think independently, collaborate with peers, and share ideas with the class using personal experiences from movies, TikTok videos, speeches, and other real-life contexts. This approach promotes inclusivity, activates prior knowledge, strengthens collaboration, and helps learners connect everyday experiences to academic writing tasks such as reflections, critiques, and position papers.</p>

	class on how they expressed their reflections, reactions, or critiques.	
	Option 2: Group Padlet Wall	
	<p>Time Allotment: 8 mins</p> <p>Target Objective/s: See Objective 1</p> <p>Directions:</p> <ol style="list-style-type: none"> 1. Ask the students to form groups of four and access the PADLET link/code provided by the teacher. 2. Ask each group to discuss and identify one example of a reflection, reaction, or critique that they have encountered from any of the following sources: <ul style="list-style-type: none"> • social media posts • movies • speeches • songs • videos • articles. 3. Instruct each group to collaboratively write a short response explaining: <ul style="list-style-type: none"> • What is the chosen example about? • Why can it be considered a reflection, reaction, or critique. 4. Ask the groups to post their responses on PADLET and prepare to briefly explain their answers during the class discussion. 5. Facilitate a brief discussion by asking selected groups to share their responses and explain how their examples demonstrate reflection, reaction, or critique. <p>Processing Questions:</p> <ul style="list-style-type: none"> • What features helped you identify your chosen example as a reflection, reaction, or critique? • How does the purpose of the example influence the way ideas or opinions are expressed? • What did you learn from comparing your group example with those of the other groups? 	<p>Facilitate collaborative learning by grouping students and guiding them to use PADLET as an EdTech tool for sharing and presenting ideas. Encourage learners to discuss examples from social media posts, movies, speeches, songs, videos, or articles and collaboratively explain why these can be considered reflections, reactions, or critiques. This activity promotes communication, teamwork, and critical thinking while integrating literacy skills through analysis and written responses. The use of PADLET supports active participation, digital literacy, and authentic learning by allowing students to engage with real-world and multimedia texts in an interactive environment.</p>

A.2. Establishing the Purpose of the Lesson	
Option 1: QUICK Write	
<p>Time Allotment: 5 mins. Target Objective/s: See Objectives 1, 3</p> <p>Directions:</p> <ol style="list-style-type: none"> 1. Ask the students to work individually and write the following on a sheet of paper: <ul style="list-style-type: none"> • 3 things they know about reflections, position papers, and critiques; • 2 reasons why these forms of writing are useful in school or future professions; and • 1 challenge they think, they may encounter when writing these types of texts. 2. Ask the students to pair up and compare their answers. 3. Call on selected students to share one of their responses with the class. 4. Facilitate a short discussion based on the students' responses using the following processing questions. <p>Processing Questions:</p> <ul style="list-style-type: none"> • What are reflections, position papers, and critiques typically written for? • What benefits do these forms of writing offer in academic studies and future professions? • What challenges might you encounter when writing these types of texts? • How does applying ethical standards influence the quality and credibility of your work? <p>Teacher Note: <i>Emphasize the importance of critically engaging with academic and technical texts. Highlight the learners' use of reading, listening, and writing skills in developing reflections, critiques, and position papers. Relate these skills to academic success and effective professional communication.</i></p>	<p>Support guiding questions and class discussions, students develop critical and creative thinking while actively participating in meaningful learning. Anchored in a learner-centered approach and in Sociocultural Theory as well as SHS-IDF principles, it supports collaborative meaning-making, learner needs and interests, authentic learning, and focused, meaningful assessment through teacher synthesis and Sociocultural Theory, the strategy supports learners' needs, interests, and strengths by encouraging knowledge construction through interaction and shared perspectives. It also promotes authentic and relevant learning, while the teacher's synthesis of key insights ensures focused and meaningful assessment.</p>

	Option 2: Question Relay Challenge	
	Time Allotment: 5 mins. Target Objective/s: See Objectives 1, 3 Directions: 1. Ask the students to remain in their assigned groups and post on the PADLET WALL the identified example of reflection, critique or reaction from the previous activity. 2. Assign one discussion question to each group and give them one minute to formulate a consensus answer based on their posted example. 3. Ask each group to choose a representative to present their answer. 4. Allow other groups to agree, challenge, or add insights after each question. 5. Facilitate the discussion until all groups have presented. Processing Questions: <ul style="list-style-type: none"> What made your group choose that specific example from social media, movies, or other sources? How does your example show a personal reflection, reaction, or critical evaluation? What key ideas or opinions are expressed in your chosen example? How is your example similar or different from other groups' answers? 	Facilitate the use of PADLET as an Edtech Tool where students collaboratively post and organize their groups in a shared digital space to support interaction, communication, and idea sharing. It enhances digital literacy by allowing students to navigate an online platform to communicate and present their outputs effectively. Support learners in developing literacy skills by guiding them to analyze examples from social media, movies, speeches, and articles, and articulate clear explanations of reflections, reactions, and critiques. Lead the oral game discussion by asking prepared questions, managing turn-taking, and encouraging students to justify and compare their answers. Through this process, promote critical thinking, collaboration, and deeper understanding of text types in terms of purpose, tone, and structure.
	B.1. Presenting Examples	
B. Instituting New Knowledge	Option 1: TEXT STRUCTURE ANALYSIS	
	Time Allotment: 10 mins. Target Objective/s: See Objectives 1, 2 Directions: 1. Ask the students to read the excerpts of the reflective essay, position paper, and critique paper provided in the activity sheet.	Guide the learners in differentiating among reflective essay, position paper, and critique paper based on their purpose, tone and structure through guided reading and structured analysis and authentic academic texts. It also strengthens learners' ability to apply critical reading strategies by requiring them to closely examine

	<ol style="list-style-type: none"> 2. Instruct the students to analyze each text by identifying its purpose, tone, and structure, and determining the number of claims and supporting evidence. 3. Ask the students to complete the table in the activity sheet, including the computation of the claims-to-evidence ratio for each text. 4. Facilitate a brief discussion using the processing questions. 5. See LAS labeled as “Text Structure Analysis” <p>Processing Questions:</p> <ul style="list-style-type: none"> • Which text has the highest number of claims? • Which text has the strongest use of evidence? • How does the tone help you identify the type of text? • How does the ratio help you compare the three texts? 	<p>how ideas are presented, supported, and organized in each text.</p> <p>The integration of General Mathematics (Quarter 1: Ratios and Proportions) supports the lesson by allowing learners to apply the concept of ratio in a meaningful context. Specifically, students compute the claims-to-evidence ratio of each text by comparing the number of claims to the number of supporting details. These transforms abstract mathematical concepts into a real-world application within academic reading. This integration helps learners achieve the objectives because it promotes deeper comprehension of text structure through quantitative analysis. By counting claims and evidence and computing ratios, students are guided to observe patterns that distinguish one text type from another. For example, position papers typically show a higher proportion of evidence compared to reflective essays, which are more personal and less evidence heavy. This reinforces their understanding of purpose, tone, and structure in a more concrete and measurable way.</p> <p>The use of ratio and proportion from General Mathematics (Quarter 1) enhances critical thinking and analytical reading by enabling learners to support their interpretations with numerical evidence. This interdisciplinary approach strengthens both reading comprehension and mathematical reasoning, leading to more meaningful and evidence-based learning outcomes aligned with the objectives.</p>
Option 2: SPOT THE DIFFERENCE		
	<p>Time Allotment: 10 mins</p> <p>Target Objective/s: See Objective 2</p> <p>Directions:</p> <ol style="list-style-type: none"> 1. Ask the students to remain in their assigned groups and provide each group with the three complete essays indicated below: 	<p>Facilitate group reading of excerpts, letting students identify the text type, tone, purpose, and ethical considerations. Have them write their answers on a chart and share one key observation per group, followed by class processing. This strategy engages learners in analyzing text features, encourages collaborative discussion, includes diverse perspectives, and</p>

	<p>✓ Reflection Essay https://assets.ltkcontent.com/files/Reflective-Essay-Book.pdf ✓ Position Paper - https://pap.ph/position-paper/12 ✓ Critique https://www.scribd.com/document/427934304/Critique-Paper</p> <ol style="list-style-type: none"> 2. Instruct the students to read all three essays carefully. Then, individually complete Spot the Difference (see Appendix 5) for each essay using the guide provided. 3. Ask the students to discuss their responses within their groups. Instruct each group to select one essay and prepare one key observation to present to the class. 4. Guide the groups to analyze, rather than simply summarize, the selected essay by considering: <ul style="list-style-type: none"> • How effectively the essay achieved its purpose • Areas that could be improved • Significant strengths or weaknesses in the writing 5. Ask the selected groups to present and support their observations during the class discussion. <p>Processing Questions</p> <ul style="list-style-type: none"> • What differences did you observe among the three text types in terms of purpose, tone, and structure? • How does the purpose and intended audience influence the way each text presents its ideas? • Which text type was most effective in achieving its purpose, and what features of the text support your answer? 	<p>strengthens their ability to connect tone, purpose, and ethics to academic writing. This approach aligns with a learner-centered and collaborative pedagogy, allowing students to co-construct understanding through group analysis and shared insights. It reflects support and builds Sociocultural Theory on one another as learners' interpretations of texts. In the SHS-IDF, this activity supports Authentic and Relevant Learning by linking real-world communication practices to academic expectations, and it addresses Learners' Needs, Interests, and Strengths through cooperative engagement. The teacher's synthesis during class processing ensures Focused and Meaningful Assessment, guiding students toward the intended outcomes of responsible and ethical academic writing.</p>
B.2. Discussing New Concept		
Option 1: Discussion Flow		
	<p>Time Allotment: 10 mins</p> <p>Target Objective/s: See Objectives 2, 3</p> <p>Directions:</p>	<p>Guide a supportive and interactive class discussion to deepen students' understandings of text types and strengthen their ability to analyze academic and technical texts by asking learners to share their one-sentence breakdown of each essay's purpose, allowing varied responses as long as they are supported by textual evidence, and guiding comprehension through</p>

1. Facilitate a guided class discussion to deepen the students' understanding of text types and the analysis of academic and technical texts.
2. Ask the students to give one- sentence explanation of each essay's purpose. Encourage multiple answers and accept different interpretations when supported by textual evidence.
3. Use prompting questions such as:
“What words or ideas in the essay helped you decide its purpose?”
4. Invite the students to Share their personal reactions and remind them to maintain a respectful learning environment where both agreement and differing viewpoints are valued.
5. Synthesize the students' responses and connect their ideas to the key concepts related to text purpose and interpretation presented below.

Text Type	Purpose	Structure	Tone/ Style	Ethical Consideration
Reflection Essay	To share learning, insights, or personal experience	Introduction (experienced/ context)> Body (an analysis/reflection)> Conclusion (insight/lesson learned)	Personal, introspective, often first-person	Honesty in sharing experiences; respectful acknowledgment of others' perspectives
Position Paper	To present a stand or argument on an issue	Introduction (issue + stance)> Arguments with evidence> Counterarguments (optional)> Conclusion (restate position)	Formal, persuasive, objective	Fair representation of facts; avoidance of bias or misinformation; inclusivity in language

probing question, “ What words or ideas helped you identify its purpose?” then, encourage selected students to share their personal reactions in a respectful and safe environment where different viewpoints are valued, promoting active listening and constructive responses from peers; conclude by synthesizing concepts using the comparison of reflection essay, position paper and critique paper in terms of purpose, structure, tone/style, and ethical considerations while emphasizing that a text's purpose directly shapes its structure, tone and ethical approach, and that understanding this alignment supports academic writing integrity; this discussion follows a learner-centered and constructivist approach where students build understanding through analysis and interaction in Sociocultural Theory through collaborative meaning – making and teacher scaffolding, aligns with SHS-IDF by promoting authentic learning from real text samples and ensuring focused, meaningful assessment through guided synthesis and clarification of misconceptions.

	<table><tr><td>Critique</td><td>To evaluate a work, concept, or performance critically</td><td>Introduction(topic/work)>Body (strengths, weaknesses, analysis)>Conclusion (overall assessment)</td><td>Analytical, evaluative, balanced</td><td>Respectful critique; accuracy in interpretation; avoid</td></tr></table>	Critique	To evaluate a work, concept, or performance critically	Introduction(topic/work)>Body (strengths, weaknesses, analysis)>Conclusion (overall assessment)	Analytical, evaluative, balanced	Respectful critique; accuracy in interpretation; avoid	
Critique	To evaluate a work, concept, or performance critically	Introduction(topic/work)>Body (strengths, weaknesses, analysis)>Conclusion (overall assessment)	Analytical, evaluative, balanced	Respectful critique; accuracy in interpretation; avoid			
<p>Teacher Note:</p> <p><i>Emphasize that a text's purpose directly dictates its structure, tone, and ethical approach. Highlight that a Reflection Essay uses a personal and reflective voice and requires honesty; a Position Paper presents formal evidence-based arguments with fair and accurate representation of facts; and a Critique provides balanced, and analytical evaluation while maintaining respect and avoiding personal bias. Reinforce that aligning the text’s purpose with its appropriate features and ethical practices is essential to academic writing integrity.</i></p>							
<p>Option 2: Text Type Sorting Challenge</p>							
<p>Time Allotment: 8 mins Target Objective/s: See Objectives 2 & 3</p> <p>Directions:</p> <ol style="list-style-type: none">1. Provide each group with cut-out paragraph strips from a reflection essay, position paper and critique paper.2. Ask the students to read carefully each strip and analyze its purpose, tone, structure, and language.3. Instruct the students to arrange the paragraph strips under the appropriate text type.4. Ask the student to justify their answers by identifying the textual clues that helped them classify each paragraph as personal and reflective, formal and evidenced-based, or analytical and evaluative.5. Facilitate a class discussion to check the groups’ answers and highlight key insights on how a text’s purpose influences its structures, tone and writing approach.				<p>Facilitate the “Text Type Sorting Challenge” activity providing learners with cut-out paragraph strips from a reflection essay, position paper, and critique paper. Guide students carefully reading each strip and analyzing its purpose, tone, structure, and language features before classifying and arranging them under the correct text type. Encourage learners to justify their answers by identifying textual clues that distinguish personal and reflective writing, formal and evidence-based arguments and analytical evaluations. This activity uses a constructivist and inquiry-based approach where learners actively build understanding by examining real text samples and discovering patterns themselves rather than receiving direct explanations. It also promotes collaborative learning and critical reading strategies, as students engage in discussion and reasoning to support their classifications. Through this process, learners strengthen their ability to differentiate text types based on purpose, tone, and structure while developing analytical thinking and academic literacy.</p>			

	<p>Processing Questions:</p> <ul style="list-style-type: none"> • What textual clues helped you identify whether a paragraph was a reflection, position paper, or critique? • How did the purpose of each text influence its tone, structure, and choice of language? • Why is it important to understand the purpose and characteristics of a text when analyzing or writing it? 	
<p>B.3. Developing Mastery</p>		
<p>Option 1: Write, Reflect, Improve</p>		
	<p>Time Allotment: 10 mins. Target Objective/s: See Objectives 1,3, 4 Directions:</p> <ol style="list-style-type: none"> 1. Ask the students to choose one writing style: reflective essay, position paper, or critique paper. 2. Provide the appropriate topic or video and instruct the students to write a short composition. 3. Remind the students to follow the appropriate purpose, structure, tone, as well as ethical practices such as honesty in reflection, fairness in argument, and respect in evaluation. 4. Ask the students to complete Appendix 2: Write, Reflect, Improve by writing a 3-5 sentence self- reflection on their strengths and areas for improvement in academic and technical communication. <p>✓ Reflective Essay - https://www.youtube.com/watch?v=QoI67VeE3ds ✓ Position Paper - https://www.youtube.com/watch?v=vSgv5SzSd0k ✓ Critique - https://www.youtube.com/watch?v=6A7ToBcOh8Y&t=1603s</p> <ol style="list-style-type: none"> 5. Guide the students to review their work based on their organization of ideas, use of supporting evidence, appropriate tone, and adherence to ethical writing practices. 	<p>Facilitate an individual writing activity where students select one writing style and compose a short output based on the given topic or video while applying the appropriate purpose, structure, tone, and ethical considerations. After writing, guide learners in completing a brief self-reflection identifying their strengths and areas for improvement in academic and technical communication, particularly in organizing ideas, supporting ideas, supporting claims, using appropriate tone, and observing ethical writing practices. This activity uses a learner-centered and reflective approach that encourages authentic application of academic writing conventions, while integrating metacognitive learning as students evaluate their own performance and communication skills. Anchored in constructivist theory, the task allows learners to connect prior knowledge and personal insights to real-world writing situations with teacher guidance and reflection. This activity integrates literacy skills by strengthening reading, writing, viewing, critical thinking, and self-expression, as students analyze information from given topic or video, organize ideas coherently, support arguments with evidence, and communicate using academic and ethical language. In alignment with the SHS- IDF framework, the activity promotes authentic and relevant learning while ensuring focused and meaningful assessment through purposeful and ethical written outputs.</p>

	<p>Processing Questions</p> <ul style="list-style-type: none">• How did your chosen text type influence the way you organized and expressed your ideas?• What writing element: purpose, structure, tone, or evidence, was most important in developing your composition? Why?• What specific aspect of your writing would you improve to make your composition more effective and credible?													
<p>Option 2: Watch, Think, Write</p>														
<p>Time Allotment: 10 mins Target Objective/s: See Objectives 1- 4 Directions: 1.Divide the class into three groups and assign each group one writing style: Reflective Essay, Position Paper, and Critique. Use the guide sheet with prompts in completing the task:</p>		<p>Assign each group a specific writing style (Reflective Essay, Position Paper, or Critique). Let them watch a short academic video, take notes using a guide sheet, and create a concise 1–2 paragraph output based on their assigned text type. Each group is given a differentiated performance task: Reflective Essay Group presents through a role play or drama, Position Paper Group presents through a mini debate or short argument presentation, and Critique Group presents through a news report or panel discussion. Facilitate the presentations and provide feedback using the rubric.</p> <p>This activity provides learners with a concrete and engaging learning experience by integrating multimedia input, structured notetaking, differentiated performance tasks, and creative output. It promotes collaboration, critical thinking, and effective communication as students transform video content into different academic text types in varied presentation formats. It also strengthens understanding of ethical considerations in presenting information, such as fairness, credibility, and proper interpretation of ideas.</p> <p>Aligned with a learner-centered approach, students actively construct knowledge through discussion, writing, and performance rather than passive listening. The use of video resources supports Authentic and Relevant Learning under the SHS-IDF by connecting</p>												
<table><tr><th colspan="2">GUIDE SHEET: REFLECTED ESSAY/ POSITION PAPER/ CRITIQUE</th></tr><tr><th>GROUP NO./FOCUS</th><th>ASSIGNED WRITING STYLE</th></tr><tr><td>1. Main Idea or Message</td><td>-What is the video mainly about? Summarize in 2-3 sentences.</td></tr><tr><td>2. Personal Agreement or Disagreement (if applicable)</td><td>-Do you agree or disagree with the ideas presented? Why or why not? -What evidence supports your stand?</td></tr><tr><td>3. Key evidence or highlights</td><td>What important examples, statistics, or points did the speaker/presenter show? Which part of the video stood out to you the most?</td></tr><tr><td>4. Ethical Considerations</td><td>Did the video or speaker use credible information? -Was the tone respectful, fair, and objective?</td></tr></table>			GUIDE SHEET: REFLECTED ESSAY/ POSITION PAPER/ CRITIQUE		GROUP NO./FOCUS	ASSIGNED WRITING STYLE	1. Main Idea or Message	-What is the video mainly about? Summarize in 2-3 sentences.	2. Personal Agreement or Disagreement (if applicable)	-Do you agree or disagree with the ideas presented? Why or why not? -What evidence supports your stand?	3. Key evidence or highlights	What important examples, statistics, or points did the speaker/presenter show? Which part of the video stood out to you the most?	4. Ethical Considerations	Did the video or speaker use credible information? -Was the tone respectful, fair, and objective?
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		-If you were to write about this, what should you cite or acknowledge?	academic writing to real-world communication contexts. Differentiated group outputs cater to learners' varied strengths and learning styles, while presentations and rubric-based feedback ensure focused and meaningful assessment of both content and performance.
	5. Insights or Lesson learned	What did you personally learn from the video? -How can you apply these insights to your academic, personal, or professional life?	
	<p>2. Show students one short academic video from the options.</p> <p>✓ Reflective Essay - https://www.youtube.com/watch?v=QoI67VeE3ds</p> <p>✓ Position Paper - https://www.youtube.com/watch?v=vSgv5SzSd0k</p> <p>✓ Critique - https://www.youtube.com/watch?v=6A7ToBcOh8Y&t=1603s</p> <p>3. Output Task: Guide learners to use their notes to create a mini version of their assigned text type whether a reflective essay, position paper, or critique. Remind them to keep it concise, about 1–2 paragraphs, and to apply the appropriate tone, structure, and ethical standards. Then, present the output of your group through a creative presentation based on your assigned writing style:</p> <p>Group 1: (Reflective Essay)</p> <ul style="list-style-type: none"> • Present through a short role play or drama showing: • The main idea of the video • What the group learned from the video • A short reflection line from each member <p>Group 2 (Position Paper)</p> <p>Present through a mini debate or short argument presentation showing:</p> <p>Your group's agreement or disagreement</p> <p>Simple reasons based on the video</p> <p>Group 3 (Critique)</p> <p>Present through a news report or panel discussion showing:</p> <ul style="list-style-type: none"> • The main idea of the video • Key points or highlights 		

	<ul style="list-style-type: none"> • A brief evaluation of the video <p>4. Refer the learners to the scoring rubric in Appendix 2: Watch, Think and Write for guidance.</p> <p>Processing Questions:</p> <ul style="list-style-type: none"> • How did your assigned writing style influence the way your group presented video ideas? • What evidence or details from the video helped your group develop and support your output? • How did your group apply the appropriate tone, structure, and ethical writing practices in presenting your assigned text type? 	
C. Demonstrating Knowledge and Skills	C.1. Finding Practical Application	
	Option 1: Reflect, Argue, Critic	
	<p>Time Allotment: 8 mins</p> <p>Target Objective/s: See Objectives 1-4</p> <p>Directions:</p> <p>Instruct learners to write a short piece that connects the theme “<i>How social media influences students’ study habits</i>” not only to their academic life but also to real-life applications and to one of the four SHS career exits. Remind them to keep their work concise, focused, and aligned with proper tone, structure, and ethical standards. See Appendix 3: Reflect, Argue, Critique for the scoring rubric.</p> <ol style="list-style-type: none"> Higher Education Employment Entrepreneurship Middle-Level Skills Development <p>Choose one writing lens from the following options:</p> <p>Option A – Reflective Essay (Personal Lens; see LAS)</p> <ul style="list-style-type: none"> • Instruct learners to write a one-paragraph reflection on how social media affects their study habits. • Guide them to connect their insights to their chosen SHS pathway: 	<p>This strategy applies Authentic and Performance-Based Learning because students create real-world text types with practical purposes. It also embodies Differentiated Instruction and Learner-Centered Pedagogy, giving learners autonomy to select the type of writing that best matches their strengths and perspectives. By requiring justification, evidence, and critical insight, the task builds Higher-Order Thinking Skills essential for academic and professional success.</p> <p>In the SHS Instructional Delivery Framework (SHS-IDF), the activity supports Authentic and Relevant Learning by linking personal digital behavior to future opportunities. It addresses Learners’ Needs, Interests, and Strengths through choice and engagement in a familiar issue—social media. The teacher’s prompts on tone, ethics, and evidence ensure Focused and Meaningful Assessment, guiding students toward responsible communication aligned with real-world expectations.</p>

	<p>✓ Higher Education: How digital discipline and research habits prepare them for college.</p> <p>✓ Employment: How time management and professional online conduct prepare them for workplace tasks.</p> <p>✓ Entrepreneurship: How social media can inspire innovation or pose distractions in business planning.</p> <p>✓ Middle-Level Skills Development: How online tutorials, technical groups, or forums can support hands-on learning and certifications.</p> <ul style="list-style-type: none"> • See Appendix 3: Reflect, Argue, Critique for the rubric. <p>Option B – Position Paper (Argumentative Lens; see LAS)</p> <ul style="list-style-type: none"> • Instruct learners to write a one-paragraph position paper taking a stand: either “Social media positively influences study habits” or “Social media negatively influences study habits.” • Require them to provide at least one research-based or real-life example to support their stance. • Guide learners to relate their position to one SHS exit: <ul style="list-style-type: none"> ✓ Higher Education: Academic research and use of digital libraries. ✓ Employment: Productivity and workplace training. ✓ Entrepreneurship: Using social media as a learning tool for business strategies. ✓ Middle-Level Skills Development: Accessing technical tutorials or online certifications. <p>Option C – Critique (Analytical Lens; see LAS)</p> <ul style="list-style-type: none"> • Instruct learners to write a one-paragraph critique on how students generally use social media for studying. • Ask them to identify both strengths and weaknesses, such as collaboration versus distractions or easy access to information versus misinformation. • Guide them to end the critique with a recommendation linked to one SHS exit: 	
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	<ul style="list-style-type: none"> ✓ Higher Education: Encourage proper citation and careful evaluation of sources. ✓ Employment: Promote professional digital habits. ✓ Entrepreneurship: Advise using social media for market research instead of endless scrolling. ✓ Middle-Level Skills Development: Focus on skill-based communities and verified resources. <p>Processing Questions:</p> <ul style="list-style-type: none"> • What key idea about the influence of social media on students' study habits did you communicate in your writing? • How did your chosen writing lens: reflection, argument, or critique, help you present your ideas about the topic? • What real-life situation or experience supports the ideas you presented in your writing? • How did you connect your ideas about social media use to your chosen SHS career exit? • What responsible or ethical practice in using social media did you highlight in your writing, and why is it important? 	
Option 2: Digital Reflective Essay		
	<p>Time Allotment: 8 mins.</p> <p>Target Objective/s: See Objectives 2-4</p> <p>Directions:</p> <ol style="list-style-type: none"> 1. Divide the class into four groups. 2. Provide each group with numerical data related to the theme. 3. Instruct each group to collaboratively create a digital reflective essay using Google Sites or Canva. Ask them to interpret at least three data points, connects findings to real-life student experiences, and includes group reflections and insights. 	<p>This activity employs a constructivist, inquiry-based and collaborative learning approach where students actively interpret real-world numerical data and transform it into a digital reflective essay using Google sites or Canva. Through guided group analysis, learners apply critical reading and viewing strategies to understand patterns in youth internet use and study habits, then connect these findings to personal and academic experiences. The integration of Edtech platforms promotes authentic learning, digital literacy, and collaborative writing, while the requirement to interpret data and include visual representation strengthens numeracy skills and analytical thinking. Ethically guided reflection ensures students practice honesty, respect, and accuracy in academic writing.</p>

	<p>4. Remind the groups to follow a clear structure: introduction, body, reflection, and conclusion.</p> <p>5. Remind each group to include one visual representation (e.g. chart/infographic/screenshot) and observe ethical writing standards, particularly accuracy, respect, and honesty in data interpretation),</p> <p>6. Ask the groups to submit their final output through PADLET and present their work briefly to the class.</p> <p>Theme: Youth Internet Use and Study Habits in the Philippines</p> <p>Study the data below:</p> <ul style="list-style-type: none"> • Filipino students spend an average of 8–10 hours per day online • Only 3–4 hours per day are spent on academic tasks • 65% of students report difficulty focusing due to social media use • 70% of learners admit using social media while studying • Students with more than 6 hours of screen time are 40% more likely to have lower academic performance <p>Source: <i>DataReportal – Digital 2025 Philippines</i> https://datareportal.com/reports/digital-2025-philippines</p> <p>Processing Questions:</p> <ul style="list-style-type: none"> • Which data point do you find most significant or concerning? Why? • How do these findings relate to your own experiences or observations as a student? • What insights or realizations did your group gain from interpreting the data? • How can students use these findings to improve their study habits and make responsible decisions about social media use? 	<p>The activity deepens learners’ understanding of text types while developing communication, critical thinking, and 21st-century digital competencies, making learning more meaningful, relevant, and engaging.</p>
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C.2. Making Generalization	
Option 1: WRITE THE COMMUNICATION CODE	
<p>Time Allotment: 5 mins.</p> <p>Target Objective/s: See Objectives 1,2, 4</p> <p>Directions:</p> <ol style="list-style-type: none"> 1. Ask the students to individually create a short “Communication Code” summarizing what they have learned about writing reflective essays, position paper, and critique paper. 2. Instruct the students to show in their communication code how purpose, tone, and structure differ across text types. 3. Ask the students to demonstrate their understanding of critical reading, listening and viewing strategies used in analyzing texts 4. Remind the students to include ethical writing practices such as honesty, fairness, and respect. 5. Ask the students to add one line describing how they can improve their academic and technical communication skills, focusing on their strengths and areas for growth. <p>Example:</p> <p>“I will write clarity and match my tone and structure to the purpose of my text, use evidence from what I read or view to support my ideas, and communicate honesty and respectfully while continuously improving my academic writing skills.”</p> <p>Processing Questions:</p> <ul style="list-style-type: none"> • How do purpose, tone, and structure differ among a reflective essay, position paper, and critique paper? • How can ethical writing practices such as honesty, fairness, and respect improve the quality of your communication? • Which writing skill do you consider your strength and which skill do you still need to improve? • How will you apply what you learned about the three text types in your future academic or real-life communication? 	<p>The activity is designed as a metacognitive and reflective task where students synthesize what they have learned by creating a “Communication Code” that captures their understanding of writing reflective essay, position paper and critique paper in terms of purpose, tone, and structure. It develops learners’ ability to differentiate text types while also applying critical listening, reading, and viewing strategies during the lesson. The task further strengthens ethical writing awareness as students incorporate honesty, fairness, and respect in their communication code, ensuring responsible expression of ideas. Finally, it supports self-assessment and reflective practice by requiring learners to identify their strengths and areas for improvement in academic and technical communication, fostering deeper understanding and continuous growth in writing competence.</p>

	<p>Option 2: GENERALIZATION RELAY RACE</p> <p>Time Allotment: 4 mins. Target Objective/s: See Objectives 2, 3</p> <p>Directions:</p> <ol style="list-style-type: none"> 1. Divide the class into four groups and introduce the “Generalization Relay Race.” 2. Ask the students, “What makes a reflective essay, position paper, or a critique effective?” 3. Allow the students to briefly share ideas and examples from their previous writing experience. 4. Write the starter phrase, “Effective academic writing...” on the board. 5. Ask one student from each group to contribute one word or short phrase representing key ideas, such as <ul style="list-style-type: none"> D. Reflective essay: personal growth, insight, and connection to experiences E. position paper: clear, logical and evidence-based argument F. Critique: fair, balanced, and constructive evaluation G. Facilitate the relay until the class collaboratively forms a complete generalization about effective academic writing. <p>Processing questions:</p> <ul style="list-style-type: none"> • What key characteristics distinguish a reflective essay, position paper, and critique paper from one another? • What makes academic writing effective across different text types? • What general principle can you formulate about writing clearly, logically, critically, and ethically? • How can you apply this principle when writing in different academic or real-life situations? <p>Teacher Note:</p> <p><i>Emphasize that reflective essay, position paper, critique papers serve as tool for expressing learning and understanding, presenting informed viewpoints and evaluating ideas critical</i></p> <p>This activity employs a collaborative, constructivist, inquiry-based approach where learners actively build knowledge through a “Generalization Relay Race,” allowing them to co-create meaning instead of passively receiving concepts. By sharing prior writing experiences and contributing words or phrases to form a class generalization, students strengthen their understanding of how reflective essay, position paper, critique paper differ in terms of purpose, tone and structure. The activity also integrates critical thinking and language processing skills as learners analyze and synthesize ideas about academic writing while engaging in peer interaction. Through this process, students apply critical listening, reading, and viewing strategies in understanding text types and connect these to ethical writing practices.</p> <p>The activity promotes active engagement, deeper conceptual understanding, and meaningful retention of academic writing concepts while enhancing collaboration, communication skills, and reflective thinking in academic and technical communication.</p>
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	<p><i>thinking skills, such as analyzing, comparing and applying logical reasoning as well as ethical writing practices including honesty, respect, and fairness in expressing ideas.</i></p>	
C.3. Evaluating Learning		
Option 1: Picture Prompt Writing Challenge		
	<p>Time Allotment: 7 mins. Target Objective/s: See Objectives 2, 4 Directions:</p> <ol style="list-style-type: none"> 1.The teacher will present a picture of student declining grades/academic struggle https://www.thinkdigitalacademy.org/3-reasons-why-your-childs-grades-are-declining/) 2. Ask the students to carefully observe the image and identify the situation or issue presented. 3. Then, ask the students to choose one writing type: Reflective Essay, Position Paper, or Critique 4.Instruct the students to write a one-paragraph response of 100–150 words based on your chosen format, 5. Remind the students to demonstrate the appropriate purpose, tone, and structure of the selected text type while observing ethical writing practices such as honesty, fairness, and respect in expressing ideas. <p>Processing Questions:</p> <ul style="list-style-type: none"> • What issue or situation did you identify from the image, and what details helped you recognize it? • Why did you choose a reflective essay, position paper, or critique as the most appropriate way to respond to the situation? • How did you adjust your purpose, tone, and structure to suit the writing type you selected? • How did you ensure that your response expressed your ideas honestly, fairly, and respectfully? • What did the visual help you understand that you might not have noticed through words alone? 	<p>This activity serves as a summative evaluation of students’ learning by requiring them to demonstrate their understanding of reflective essays, position papers, and critique papers through a real-world visual prompt. By analyzing an image of declining academic performance, students apply critical viewing strategies to interpret meaning and connect it to actual student experiences, allowing the teacher to assess their ability to analyze academic issues beyond text. Their task of selecting appropriate writing type and producing a one-paragraph response (100-150 words) directly evaluates their mastery of text type, differentiation (purpose, tone, and structure) as well as their ability to organize ideas into coherent academic writing.</p> <p>In addition, the output measures competence in ethical writing, ensuring honesty, fairness, and respect in expressing viewpoints. Finally, the activity allows the teacher to gauge students’ overall communication skills and reflective thinking, making it an effective performance-based assessment of lesson objectives.</p>

	<p>Option 2: SPOT THE BEST WRITER</p> <p>Time Allotment: 7 mins.</p> <p>Target Objective/s: See Objectives 2, 3, 4</p> <p>Directions:</p> <ol style="list-style-type: none"> 1. Form groups of four to five members and ask each group to review the outputs created by their group members in the previous activity. Instruct each group to select one output- a reflective essay, position paper, or critique for peer evaluation. 2. Assign each group to exchange its selected output with another group. 3. Instruct the group to evaluate the assigned output by identifying its text type and examining its purpose, tone, structure, clarity, organization, supporting details, and ethical writing practices 4. Ask each group to discuss their observations and prepare brief written feedback using the following sentence starters: <ul style="list-style-type: none"> • “The output demonstrates effective writing because...” • “One area for improvement is...” 5. Ask one representative from each group to present the feedback within two minutes, including the identified text type, one strength, one area for improvement with a specific suggestion, and supporting evidence from the text. 6. Remind the students to give constructive and respectful feedback, focusing on improving the quality of writing rather than criticizing the writer. <p>Processing Questions</p> <ul style="list-style-type: none"> • What features of the output helped you identify its text type? • What specific evidence from the text supports your evaluation of its purpose, tone, structure, and organization? • Which strength of the output contributes most to its effectiveness as an academic text? Why?
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This activity uses a peer assessment and collaborative evaluation approach where learners actively engage in reviewing and analyzing written outputs from their classmates. By identifying whether each output is a reflective essay, position paper, or critique, students strengthen their understanding of text-type differentiation based on purpose, tone, and structure. The evaluation process also develops their critical reading skills as they assess clarity, organization, use of evidence, and depth of ideas in academic writing. In addition, learners reinforce ethical writing awareness by checking honesty, fairness, respect, and proper use of sources in the works they review. Through structured feedback statements, students practice constructive communication and reflective thinking, allowing them to both evaluate and improve understanding of effective academic writing. Overall, the activity serves as a meaningful assessment of students’ ability to analyze, interpret, and evaluate academic and technical texts collaboratively.

	<ul style="list-style-type: none"> • What specific improvement would make the output clearer, stronger, or more effective? • How did giving constructive and respectful feedback help you become a more critical and ethical reader and writer? 	
C.4. Additional Activities		
Option 1: STRAND -BASED WRITING TASK		
	<p>Time Allotment: 10 mins</p> <p>Target Objective/s: See Objectives 2, 3, 4</p> <p>Directions:</p> <ol style="list-style-type: none"> 1. Assign students to select a recent article, speech, or video related to their strand or field of study. 2. Write a 1-page piece, choosing one format: <ul style="list-style-type: none"> ✓ Reflective essay – focusing on personal insights and learning. ✓ Position paper – presenting a clear stance supported with evidence. ✓ Critique – providing a fair and constructive evaluation. 3. Provide guidance on writing standards: <ul style="list-style-type: none"> ✓ Ensure proper citations for all sources. ✓ Reinforce adherence to ethical standards in presenting ideas. ✓ Encourage connection to real-life applications and relevance to their strand. 4. Monitor and support students in applying critical thinking and clarity in expression. <p>See Appendix 3: Additional Activities for the scoring rubric.</p> <p>Processing Questions:</p> <ul style="list-style-type: none"> • How did you apply the characteristics of your chosen writing format to the article, speech, or video you selected? • What information or ideas from your source influenced your reflection, position, or critique? • How did you use critical thinking to develop and support your ideas? 	<p>This activity applies Project-Based and Inquiry-Based Learning, as students independently select credible sources, analyze information, and produce a polished academic output grounded in their field of study. It also reflects a Transdisciplinary Approach, bridging communication skills with subject-area knowledge from their strand. Through research, evaluation of sources, and ethical citation, learners sharpen Information Literacy, a key 21st-century competency. Aligned with the SHS IDF, this performance task supports Authentic and Relevant Learning by linking writing to professional and academic pathways in each strand. It responds to Learners' Needs, Interests, and Strengths by allowing choice and personal direction in topic selection. The teacher's guidance on ethics and citations ensures Focused and Meaningful Assessment, encouraging responsible communication that upholds academic standards expected in higher education and the workplace.</p>

	<ul style="list-style-type: none"> How is the topic or issue relevant to your strand, future career, or real-life experiences? 	
Option 2: COLLABORATIVE WRITING PORTFOLIO		
	<p>Time Allotment: 10 mins</p> <p>Target Objective/s: See Objectives 2, 3, 4</p> <p>Directions:</p> <ol style="list-style-type: none"> 1. Divide the class into four groups and ask each to select a recent article, speech, video or social issue relevant to senior high school students, such as social media use, mental health awareness, financial literacy, career readiness, artificial intelligence, environmental concerns, or responsible digital citizenship. 2. Instruct each group to analyze the chosen material and collaboratively create a one-page reflective essay, position paper or critique paper using Google docs/ Microsoft 365/ Canva Docs. 3. Remind the groups to demonstrate the appropriate purpose, tone, and structure of the selected text type and observe relevant ethical writing practices. 4. Require the groups to support their ideas with credible sources and provide proper citations. 5. Ask the groups to submit their completed outputs through the link provided by the teacher. <p>See Appendix 4: Additional Activities for scoring rubrics.</p> <p>Processing Questions:</p> <ul style="list-style-type: none"> What key issue or message did your group identify from the material, and why is it relevant to senior high school students? How did the sources and evidence you gathered strengthen your group's interpretation, position, or evaluation? What decisions did your group make to ensure that the output was clear, well-organized, properly cited, and ethically written? 	<p>This activity serves as a performance-based assessment that evaluates students' ability to apply critical thinking and academic writing skills in a collaborative setting. By analyzing a relevant article, speech, video, or social issue, learners demonstrate critical listening, reading, and viewing strategies as they interpret information, identify key ideas, and evaluate its significance to real-life SHS contexts. The group writing task further assesses their ability to produce a well-structured reflective essay, position paper, or critique, ensuring correct application of purpose, tone, and structure while observing ethical writing standards such as honesty, fairness, proper citation, and respect for sources. Through collaborative digital platforms like Google Docs, Microsoft 365, or Canva Docs, students also showcase communication, collaboration, and digital literacy skills. Ultimately, the activity evaluates both their analytical understanding of academic content and their ability to transform ideas into ethical and coherent written output aligned with real-world communication demands.</p>

	<ul style="list-style-type: none"> What did your group learn about communicating ideas effectively through collaborative digital writing? 	
V. ASSESSMENT	<p>A. Pen-and-Paper Test Directions: On a half sheet of paper, choose the correct answer for each question. Write your answers on the sheet of paper.</p> <ol style="list-style-type: none"> Which strategy involves analyzing the author’s argument, tone, and evidence to understand a text? A. Skimming B. Critical Listening/Reading C. Paraphrasing D. Summarizing What is the MAIN purpose of a position paper? A. To narrate experiences B. To argue for or against an issue C. To describe a process D. To critique a performance A critique focuses on: A. personal opinions only. B. balanced analysis of strengths and weaknesses. C. persuading the reader to take a stand. D. retelling the author’s message. When listening to a technical presentation, which of the following shows constructive participation? A. Interrupting to give personal opinions B. Asking relevant questions for clarification C. Taking notes silently without engagement D. Criticizing the presenter’s delivery style Which of the following shows ethical writing? A. Copying information without citation B. Using respectful language and acknowledging sources C. Using emotional manipulation to win an argument D. Ignoring opposing viewpoints In a reflective essay, the writer mainly focuses on: A. Sharing factual data B. Exploring personal insights and lessons learned C. Convincing others to accept a position D. Analyzing flaws in an argument 	

7. Which of the following is NOT a characteristic of academic writing?
 - A. Formal tone
 - B. Emotional and personal language**
 - C. Objectivity
 - D. Logical structure
8. Which strategy best helps in checking one's readiness to participate in academic communication?
 - A. Identifying personal strengths and areas for improvement**
 - B. Memorizing terms without reflection
 - C. Avoiding group activities
 - D. Relying only on peer feedback
9. Which type of text best suits the task: "Evaluate the effectiveness of a news documentary"?
 - A. Reflective Essay
 - B. Critique**
 - C. Position Paper
 - D. Research Report
10. Why is it important to employ ethical considerations in academic writing?
 - A. To avoid making mistakes in grammar
 - B. To ensure fairness, respect, and academic honesty**
 - C. To make writing longer and more impressive
 - D. To simplify complex ideas

Teacher Note: All answers are indicated in bold

B. Performance Task: From Paper to Podium, A Mini-Symposium

Directions: Guide learners as they revise and strengthen their previously written short piece, whether reflective essay, position paper, or critique, on the topic "How Social Media Influences Students' Study Habits." After supporting them in improving the clarity, organization, and depth of their work, instruct students to convert their revised piece into a spoken and multimodal presentation to be delivered during the class academic symposium.

a. Revision Stage

- ✓ Instruct learners to return to the written piece they created during the "Finding Practical Application" activity.
- ✓ Guide them in revising and expanding it to at least 1–2 pages, ensuring clarity, depth, proper structure, and adherence to ethical standards, including citations when sources are used.
- ✓ Remind them to apply teacher feedback before finalizing their work.

b. Presentation Stage

- ✓ Instruct learners to prepare a 3–5-minute symposium talk based on their improved written work.
- ✓ Require them to use multimodal support such as a PowerPoint presentation, infographic, short video, or poster.

	<ul style="list-style-type: none"> ✓ Remind them to deliver their presentation in a formal and well-structured manner appropriate for academic and training contexts. c. Engagement Stage <ul style="list-style-type: none"> ✓ After each presentation, open the floor for 1–2 questions from the class. ✓ Remind the presenter to respond respectfully, demonstrating intellectual integrity and using inclusive language. d. Scoring Rubric <ul style="list-style-type: none"> ✓ See in Appendix 4: Performance Task: From Paper to Podium, A Mini-Symposium
VI. REFLECTION	<p>Directions: Reflect on your lesson delivery and learners’ performance through the following questions. These will help you evaluate the effectiveness of your strategies and identify areas for improvement:</p> <ol style="list-style-type: none"> 1. How many learners achieved at least 80% on the assessment, and how many require remediation? 2. Which teaching strategies were most effective in helping learners understand the lesson? 3. What challenges did I encounter during the lesson delivery, and how did I address or resolve them?
VII. USE OF GENERATIVE AI	<p>In preparing this Lesson Exemplar (LE), the writer used an AI tool, specifically ChatGPT, to assist in generating ideas, activity, instructions, and annotations. The writer reviewed, refined, and aligned all outputs with the intended learning competencies and objectives. The writer takes full responsibility for the final content of the LE.</p>

Learning Area	EFFECTIVE COMMUNICATION	Lesson Exemplar No	5
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I. OBJECTIVES	
A. Content Standard	The learners demonstrate effective communication in academic and training contexts through spoken, written, and multimodal forms; they understand that interaction patterns in academic and training contexts are formal, structured, and discipline-specific, and that intellectual integrity, honest and respectful critique, and inclusive language foster meaningful academic and training engagement.
B. Performance Standard	The learners produce spoken, written, and multimodal academic and technical texts for specific purposes and audiences, such as, but not limited to, articles, research reports, public speaking presentations, reviews, and podcasts; prepare note cards and reference lists in support of these texts; convert these texts into presentation formats aided by non-verbal signals and multimedia tools or resources; and give and use feedback on the content, structure and language of communication to improve performance.
C. Learning Competencies	<ul style="list-style-type: none"> • Use critical listening, reading, and viewing strategies in comprehending academic and technical texts • Use language, tone, and structure appropriately for audience, purpose, and context in discussing a variety of academic and technical topics. • Participate constructively in academic or technical lectures, presentations, or discussions by formulating and asking questions, providing feedback, and responding appropriately. • Collaborate on academic and technical tasks to leverage individual knowledge and skills and optimize common goals. • Compose well-structured academic and technical texts, showing awareness of audience and purpose. • Review one's readiness to participate in academic and technical communication, identifying strengths and areas for growth to improve performance and shape life-long learning.
D. Communicative Event	Engaging in academic debates or panel discussions
II. REFERENCES and MATERIALS	<p>REFERENCES</p> <p>ANC Digital. (n.d.). <i>ANC interviews and discussions</i> [Video]. YouTube. https://www.youtube.com/watch?v=NZIYeQFZcPo</p> <p>ANC Digital. (n.d.). <i>ANC Square Off</i> [Video]. YouTube. https://www.youtube.com/watch?v=vFUV2bHn-8A</p> <p>ANC Digital. (n.d.). <i>ANC interviews and discussions</i> [Video]. YouTube. https://www.youtube.com/watch?v=NZIYeQFZcPo</p> <p>CNN Philippines. (n.d.). <i>CNN Philippines YouTube channel</i>. YouTube. https://www.youtube.com/@cnnphilippines</p> <p>Department of Education. (2026). <i>Strengthened Senior High School Curriculum Guide for Effective Communication</i>.</p> <p>GMA Integrated News. (n.d.). <i>Public affairs and news discussions</i> [Video]. YouTube. https://www.youtube.com/@gmanews</p> <p>Lucas, S. E. (2023). <i>The art of public speaking</i> (14th ed.). McGraw-Hill Education.</p> <p>TEDx. (n.d.). <i>TEDx YouTube channel</i>. YouTube. https://www.youtube.com/@TEDx</p>

	<p>United Nations Educational, Scientific and Cultural Organization (UNESCO). (2023). <i>Guidance for generative AI in education and research</i>. UNESCO Publishing.</p> <p>Verderber, R. F., Verderber, K. S., & Sellnow, D. D. (2020). <i>Communicate!</i> (15th ed.). Cengage Learning.</p> <p>MATERIALS</p> <ul style="list-style-type: none"> • ANC Square off debate clips • Transcript Excerpts from discussion • Picture talk activity • Worksheets and comparison charts • Learning Activity Sheets (Communication Challenge, Argument Builder Worksheet, Listen to Respond Activity Sheet, and Fact or Opinion Worksheet) • All appendices can be accessed through the Google Drive link: https://bit.ly/EffectiveCommunicationAppendices 	
III. CONTENT	Academic Communication in Debates and Panel Discussions	
IV. OBJECTIVES	<p>At the end of the session, students are expected to:</p> <ol style="list-style-type: none"> 1. Differentiate facts, opinions, biased statements, and evidence-based statements. 2. apply critical listening and speaking strategies during discussions and debates; 3. Construct arguments supported by relevant and credible evidence. 4. Collaborate effectively with group members in preparing and presenting evidence-based arguments for an academic debate. 5. Practice respectful listening and response during academic discourse. 6. reflect on their strengths and areas for improvement in academic speaking situations. 	
IV. PROCEDURES	ANNOTATIONS	
A. Activating Prior Knowledge	A.1. Activating Prior Knowledge	
	Option 1: SPEAK UP!	
	<p>Time Allotment: 5-10 minutes</p> <p>Target Objective/s: see Objectives 1, 2</p> <p>a. Teacher's Instructions:</p> <ol style="list-style-type: none"> 1. Ask learners about their experiences joining arguments, discussions, or online debates. Facilitate a Think-Pair-Share activity 2. Write the following guide questions on the board: <ul style="list-style-type: none"> • What was the topic? • How did people express their opinions? • What made the discussion respectful or disrespectful? 	<p>This activity is anchored on the Constructivist and Collaborative approaches. Learners construct understanding by connecting prior experiences with communication situations and collaboratively sharing perspectives through Think-Pair-Share. Literacy skills are strengthened through oral communication and reflective discussion.</p>

	<p>3. Pair students and allow them to share experiences. 4. After sharing, facilitate a class discussion and connect responses to academic communication.</p> <p>b. Students' Directions: Share personal experiences with a partner and participate in the class discussion. Identify communication practices that helped or harmed the discussion.</p>	
Option 2: PICTURE TALK		
	<p>Time Allotment: 10 minutes Target Objective/s: see Objectives 1, 2</p> <p>Teacher's Instructions:</p> <ol style="list-style-type: none"> 1. Present two images: one showing an academic debate and another showing a panel discussion. 2. Ask learners to observe the speakers, audience, gestures, and setup. 3. Guide learners in identifying similarities and differences between debates and panel discussions. <p>Processing Questions:</p> <ol style="list-style-type: none"> 1. How does the communication structure shown in the picture influence audience understanding? 2. Which communication format appears more effective for presenting multiple perspectives? Explain. 3. How might the interaction between speakers affect the quality of information shared? <p>Students' Directions:</p> <ul style="list-style-type: none"> • Analyze the images carefully. • Share observations with classmates. • Identify communication styles shown in the pictures. 	<p>This activity is anchored on the Inquiry-Based and Constructivist approaches. Learners examine visual texts and identify communication patterns through guided observation. Literacy skills are developed through visual interpretation, while EdTech integration is supported through digital presentation tools.</p>
A.2. Establishing the Purpose of the Lesson		
Option 1: THINK TANK		
	<p>Time Allotment: 10 minutes Target Objective/s: see Objectives 1, 2</p>	<p>This activity is anchored on the Reflective and Inquiry-Based approaches. Students explore the importance of evidence-based communication</p>

	<p>Teacher's Instructions:</p> <ol style="list-style-type: none"> 1. Divide the class into pairs. 2. Ask each pair to watch the ANC interview of Karen Davila with former Senator Antonio Trillanes IV: YouTube video. 3. Allow pairs 1–2 minutes to discuss and answer the following questions. 4. Invite volunteers to share their responses with the class. 5. Synthesize the learners' responses and explain that effective academic communication values logic, ethical communication, and the use of evidence to support ideas. <p>Processing Questions</p> <ol style="list-style-type: none"> 1. Why is evidence important in convincing an audience? 2. How can respectful communication improve discussions? 3. What problems may arise when opinions are not supported by evidence? 	<p>through questioning and reflection. Literacy is developed through critical thinking and oral expression.</p>
<p>Option 2: VIDEO VIEWING TIME (ANC SQUARE OFF)</p>		
	<p>Time Allotment: 15 minutes Target Objective/s: see Objectives 1, 2</p> <p>Teacher's Instructions:</p> <ol style="list-style-type: none"> 1. Show a short clip of a Philippine-based debate or panel discussion from ANC, CNN Philippines, or GMA News. Here's the link of the video: https://www.youtube.com/watch?v=vFUV2bHn-8A 2. Instruct students to observe: <ul style="list-style-type: none"> • Tone of speakers • Use of evidence • Respectful responses • Role of the moderator 3. Pause the video at important moments and ask processing questions. <p>Processing Questions:</p> <ol style="list-style-type: none"> 1. Which argument was most convincing? Why? 2. How did the speakers use evidence to support their claims? 	<p>This activity is anchored on the Inquiry-Based and Constructivist approaches. Learners analyze authentic communication practices from real-world debates and discussions. Media literacy and digital literacy are strengthened through critical viewing of multimedia resources.</p>

	<p>3. What role did the moderator play in maintaining a productive discussion?</p> <p>Students' Directions:</p> <ul style="list-style-type: none"> Observe the speakers' communication strategies and identify effective speaking techniques. 	
B. Instituting New Knowledge	B.1. Presenting Examples	
	Option 1: COMMUNICATION CHALLENGE	
	<p>Time Allotment: 15 minutes Target Objective/s: see Objectives 1, 2</p> <p>Teacher's Instructions:</p> <ol style="list-style-type: none"> Divide learners into small groups. Present short examples of: <ul style="list-style-type: none"> academic debates, : https://www.youtube.com/watch?v=vFUV2bHn-8A panel discussions, https://www.youtube.com/watch?v=9oRsIMoj4Kk interviews, https://www.youtube.com/watch?v=NZlYeQFZcPo classroom discussions. Provide a comparison chart containing: <ul style="list-style-type: none"> purpose, communication style, number of speakers, role of evidence, role of moderator. Refer to LAS labeled as "Communication Challenge" <p>Students' Directions:</p> <ul style="list-style-type: none"> Analyze the examples. Complete the comparison chart. Present findings to the class. 	<p>This activity is anchored on the Collaborative and Constructivist approaches. Learners work together to compare communication formats and construct knowledge through analysis of authentic examples. Literacy skills are enhanced through reading and evaluating texts.</p>

Option 2: SPEAKER SPOTLIGHT		
Time Allotment: 15 minutes Target Objective/s: see Objectives 1, 2 Teacher's Instructions: 1. Show short clips of different speakers from Philippine discussions or debates. suggested Clips <ul style="list-style-type: none"> • Debate: https://www.youtube.com/watch?v=vFUV2bHn-8A • Interview: https://www.youtube.com/watch?v=NZIYeQFZcPo • Panel Discussion: https://www.youtube.com/watch?v=9oRsIMoj4Kk 2. Assign learners to observe: <ul style="list-style-type: none"> • voice tone, • body language, • use of evidence, • confidence, • and audience engagement. Processing Questions <ol style="list-style-type: none"> 1. Which speaker demonstrated the strongest communication skills? 2. How did non-verbal communication affect the message? 3. What communication technique would you like to improve in yourself? 		<p>This activity is anchored on the Inquiry-Based and Reflective approaches. Students observe communication behaviors and evaluate effective speaking strategies. Digital literacy is developed through analysis of multimedia presentations.</p>
B.2. Discussing New Concept		
Option 1: Interactive Discussion		
Time Allotment: 20 minutes Target Objective/s: see Objectives 1, 2 Teacher's Instructions: 1. Introduce the lesson by asking: <i>"What makes communication academic and professional?"</i> 2. Present definitions of: <ul style="list-style-type: none"> • debate, 		<p>This activity is anchored on the Constructivist and Inquiry-Based approaches. Learners actively build conceptual understanding of academic communication structures through guided questioning and discussion. Literacy skills are developed through notetaking and vocabulary acquisition.</p>

	<ul style="list-style-type: none"> • panel discussion, • rebuttal, • argument, • evidence, • moderator, • bias. <p>3. Explain the structure of debates:</p> <ul style="list-style-type: none"> • opening statement, • argument presentation, • rebuttal, • conclusion. <p>4. Explain the structure of panel discussions:</p> <ul style="list-style-type: none"> • moderator introduction, • sharing of viewpoints, • audience interaction, • synthesis. <p>5. Discuss communication ethics:</p> <ul style="list-style-type: none"> • respectful disagreement, • responsible use of evidence, • avoidance of interruptions, • avoiding fake news and misinformation. <p>Processing Questions:</p> <ol style="list-style-type: none"> 1. Why is evidence important? 2. Why should speakers avoid personal attacks? 3. How does tone affect understanding? 4. What consequences may arise when misinformation is shared? 	
Option 2: CONTENT WALKTHROUGH		
	<p>Time Allotment: 15 minutes</p> <p>Target Objective/s: see Objectives 1& 2</p> <p>Teacher's Instructions:</p> <ol style="list-style-type: none"> 1. Present academic communication vocabulary such as rebuttal, argument, moderator, evidence, and perspective. 2. Discuss: <ol style="list-style-type: none"> A. characteristics of debates, 	<p>This activity is anchored on the Constructivist and Reflective approaches. Students analyze authentic communication samples and reflect on effective and ineffective practices. Literacy is strengthened through vocabulary development and text analysis.</p>

	<ul style="list-style-type: none"> ☐ Involves two opposing sides discussing an issue. ☐ Uses claims supported by evidence. ☐ Follows a formal structure: <ul style="list-style-type: none"> ○ Opening Statement ○ Argument Presentation ○ Rebuttal ○ Closing Statement ☐ Encourages critical thinking and persuasive communication. ☐ Requires respectful disagreement and logical reasoning. <p>B. characteristics of panel discussions,</p> <ul style="list-style-type: none"> ○ Consists of several speakers sharing perspectives on a topic. ○ Guided by a moderator. ○ Encourages exchange of ideas rather than winning an argument. ○ Allows audience participation through questions. ○ Promotes collaborative discussion and information sharing. <p>C. communication ethics</p> <ul style="list-style-type: none"> ○ Honesty in presenting information. ○ Respect for differing opinions. ○ Responsible use of evidence and sources. ○ Avoidance of misinformation and plagiarism. ○ Use of inclusive and appropriate language. <p>D. effective speaking techniques.</p> <ul style="list-style-type: none"> ○ Clear articulation and pronunciation. ○ Appropriate volume and pace. ○ Eye contact with listeners. ○ Confident posture and body language. ○ Active listening before responding. ○ Organized presentation of ideas. 	
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	<p>3. Provide transcript excerpts from actual discussions. 4. Analyze examples with learners. 5. Highlight strong and weak communication practices.</p> <p>Processing Questions:</p> <ol style="list-style-type: none"> 1. Which characteristics of a debate are present? 2. How does the moderator help the discussion? 3. What ethical practices were observed? 4. Which speaking techniques made communication effective? <p>Students' Directions: Match the terms with their definitions and use them in sentences. Read and analyze communication excerpts.</p> <ul style="list-style-type: none"> • Participate in guided questioning. • Compare effective and ineffective communication. • Write important concepts in notebooks. 	
B.3. Developing Mastery		
Option 1: PILPINAS SPEAKS!		
	<p>Time Allotment: 30 minutes Target Objective/s: see Objectives 4, 5</p> <p>Teacher's Instructions: Divide learners into groups and assign debate or panel discussion topics related to Philippine issues.</p> <ol style="list-style-type: none"> 1. Divide learners into groups. 2. Assign current issues such as: <ul style="list-style-type: none"> • Should AI be used in classrooms? • Should social media usage in schools be regulated? • Is online learning more effective than face-to-face learning? 3. Provide preparation guides: <ul style="list-style-type: none"> • claim, • evidence, • rebuttal, • conclusion. 4. Remind learners to: <ul style="list-style-type: none"> • speak respectfully, 	<p>This activity is anchored on the Collaborative and Inquiry-Based approaches. Learners engage in structured discussions and debates while applying evidence-based communication. Literacy and critical thinking are strengthened through argument construction. Numeracy may be integrated when students interpret survey data and statistics as supporting evidence.</p>

	<ul style="list-style-type: none"> • support ideas with evidence, • practice active listening. <p>5. Evaluate performances using a rubric.</p> <p>Students' Directions: Prepare and present a short debate or panel discussion using evidence and respectful communication.</p> <ul style="list-style-type: none"> • Organize arguments with groupmates. • Participate in debates or panel discussions. • Respond respectfully to opposing ideas. 	
Option 2: ARGUMENT BUILDER WORKSHOP		
	<p>Time Allotment: 15 minutes Target Objective/s: see Objectives 1, 5</p> <p>Teacher's Instructions:</p> <ol style="list-style-type: none"> 1. Provide an argument organizer worksheet. 2. Model how to construct: <ul style="list-style-type: none"> • claim, • evidence, • explanation, • rebuttal. 3. Present sample issues for guided practice. 4. Explain the difference between weak and strong evidence. 5. <i>Refer to LAS labeled as "Argument Builder"</i> <p>Students' Directions:</p> <ul style="list-style-type: none"> • Complete the organizer. • Construct arguments and rebuttals. • Share outputs with classmates. 	<p>This activity is anchored on the Constructivist and Collaborative approaches. Learners build arguments using claims, evidence, explanations, and rebuttals. Literacy skills are enhanced through academic writing and evidence evaluation.</p>
	C.1. Finding Practical Application	
	Option 1: LISTEN TO RESPOND	

<p>C. Demonstrating Knowledge and Skills</p>	<p>Time Allotment: 15 minutes Target Objective/s: see Objectives 2, 5</p> <p>Teacher's Instructions:</p> <ol style="list-style-type: none"> 1. Inform learners that they will listen carefully to a short academic argument. 2. Read the sample argument aloud slowly and clearly. 3. Ask learners to identify the following: <ul style="list-style-type: none"> • claim, • evidence, • possible bias, • strongest point of the argument. 4. After identifying the parts of the argument, instruct learners to formulate: <ul style="list-style-type: none"> • one respectful response, • and one clarifying question. 5. <i>Refer to LAS labeled as “Listen to Respond”</i> <p>Example argument: “Social media should be integrated into classroom learning because it helps students access information quickly and communicate more efficiently. According to recent surveys, many students use online platforms to collaborate on school activities and research projects. However, some people believe that social media only distracts students. Despite this concern, proper guidance from teachers and parents can help students use social media responsibly for educational purposes.”</p> <p><i>UNESCO. Guidance for Generative AI in Education and Research. Paris: UNESCO Publishing, 2023.</i></p>	<p>This activity is anchored on the Reflective and Inquiry-Based approaches. Learners practice critical listening and formulate respectful responses based on evidence. Literacy skills are strengthened through comprehension and analytical thinking.</p>
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	<p>Students' Directions: Listen carefully to the argument Identify the following:</p> <ul style="list-style-type: none"> • Claim: <i>(possible answer)</i> <i>Social media should be integrated into classroom learning.</i> • Evidence: <i>(possible answer)</i> <i>Many students use online platforms to collaborate on school activities and research projects.</i> • Possible Bias: <i>(possible answer)</i> <i>The speaker focuses more on the benefits of social media and gives limited attention to its negative effects.</i> • Strongest Point: <i>(possible answer)</i> <i>Social media supports communication and collaboration among students.</i> <p>Formulate:</p> <ul style="list-style-type: none"> • One Respectful Response: <i>(possible answer)</i> <i>"I understand your point about the educational benefits of social media, especially in improving collaboration among students."</i> • One Clarifying Question: <i>(possible answer)</i> <i>"What strategies can schools use to prevent social media distractions during class?"</i> 	
	<p>Option 2: Padlet Argument Wall</p> <p>Time Allotment: 10 minutes Target Objective/s: see Objectives 1, 5</p> <p>Teacher's Instructions:</p> <ol style="list-style-type: none"> 1. Prepare a Padlet board entitled: "Should Cellphones Be Allowed During Class Discussions?" 2. Before class, post the following argument on Padlet: 	<p>This activity is anchored on the Collaborative and Constructivist approaches. Learners engage in digital discussions and provide evidence-based feedback. EdTech integration promotes responsible digital citizenship and online communication skills.</p>

“Cellphones should be allowed during class discussions because they help students quickly search for information, participate in online activities, and collaborate with classmates. According to a survey conducted among senior high school students, many learners use their phones for academic purposes such as research, note-taking, and accessing learning materials. However, some teachers believe that cellphones distract students during lessons. Despite this concern, proper classroom rules and monitoring can help ensure responsible cellphone use.”

3. Share the Padlet link or QR code with the class.
4. Instruct learners to read the argument carefully.
5. Ask learners to answer the following guide tasks directly on Padlet:

Task	Student Response
Identify the CLAIM	_____
Identify the EVIDENCE	_____
Identify possible BIAS	_____
Identify the STRONGEST POINT	_____
Write ONE respectful response	_____
Write ONE clarifying question	_____

☐ Require learners to comment respectfully on at least one classmate’s response.

- ☐ Process the activity by discussing:
- respectful online communication,
 - evidence-based responses.

Students’ Directions:

- ☐ Open the Padlet link or scan the QR code provided by the teacher.
- ☐ Read the posted argument carefully.
- ☐ Complete the digital response tasks on Padlet.
- ☐ Post:
- one respectful response,

	<ul style="list-style-type: none"> • and one clarifying question. ☐ Respond respectfully to one classmate's post.	
	C.2. Making Generalization	
	Option 1: EXIT INSIGHT	
	Time Allotment: Target Objective/s: see Objective 6 Teacher's Instructions: Ask learners to write: <ul style="list-style-type: none"> • 3 things learned, • 2 important communication skills, • 1 area for improvement. Students' Directions: <ul style="list-style-type: none"> • Complete the reflection honestly. • Submit outputs before leaving the classroom. 	This activity is anchored on the Reflective approach. Students evaluate their learning and identify strengths and areas for improvement, promoting metacognition and lifelong learning.
	Option 2: ECHOES OF THOUGHT	
	Time Allotment: 10 minutes Target Objective/s: see Objective #6 1. Display the following sentence starters on the board or presentation slide: <ul style="list-style-type: none"> • A debate is different from a panel discussion because _____. • Evidence is important in communication because _____. • Communication ethics help speakers and listeners _____. • One effective speaking technique I should practice is _____. • I can become a better communicator by _____. 2. Ask learners to complete each statement individually. 3. After writing, invite selected learners to share their responses. 4. Synthesize their answers and emphasize the key ideas:	<i>Scaffolded Reflection and Metacognition</i> Utilizes sentence stems to provide cognitive scaffolding, guiding students to summarize key concepts (debate formats, evidence, communication ethics) while engaging in self-assessment

	<p>Students' Directions:</p> <ul style="list-style-type: none"> • Complete each sentence honestly and thoughtfully. Share your responses during the class discussion. • Listen respectfully to classmates' insights. <ul style="list-style-type: none"> ○ Reflect on how the lesson can improve your communication skills. 	
C.3. Evaluating Learning		
Option 1: REAL TALK FORUM		
	<p>Time Allotment: 20 minutes Target Objective/s: see Objective 3, 5</p> <p>Teacher's Instructions:</p> <ol style="list-style-type: none"> 1. Present a realistic school issue. <i>"Should social media use during class hours be regulated?"</i> 2. Assign learners roles such as: <ul style="list-style-type: none"> • moderator, • student leader, • teacher, • parent representative. 3. Allow five minutes for preparation. 4. Conduct the forum. 5. Evaluate using the Debate Rubric. <p>Processing Questions</p> <ul style="list-style-type: none"> • Which argument was most convincing? Why? • How did participants demonstrate respectful communication? • What communication skills need improvement? Justify. <p>Students' Directions:</p> <ul style="list-style-type: none"> • Participate actively in the forum. • Express ideas respectfully. • Support opinions with examples 	<p>This activity is anchored on the Collaborative and Authentic Learning approaches. Learners apply academic communication skills in realistic situations, demonstrating critical thinking, speaking, and listening competencies.</p>
Option 2: FACT CHECK CHALLENGE		
	<p>Time Allotment: 10 minutes Target Objective/s: see Objective 1</p>	<p>This activity utilizes a collaborative inquiry and constructivist learning approach by placing students in pairs to create a low-stakes environment for active learning and discourse,</p>

	<p>Teachers' Instructions:</p> <p>1. PAIR-WORK: Present statements from social media and news headlines.</p> <p>Statements and Headlines:</p> <ol style="list-style-type: none"> 1. "According to the Department of Education, over 27 million learners enrolled in basic education this school year." 2. "Artificial Intelligence is the greatest educational innovation of the century." 3. "Research from UNESCO shows that AI tools can improve student engagement when used appropriately in classrooms." 4. "Students who use social media for schoolwork are always more successful than those who do not." 5. "The Department of Health reported an increase in dengue cases during the first quarter of the year." <p>2. Ask learners to classify each as:</p> <ul style="list-style-type: none"> • fact, • opinion, • biased statement, • evidence-based statement. <p>3.let the group justify their answers</p> <p>Processing Questions</p> <ol style="list-style-type: none"> 1. Why is it important to distinguish facts from opinions? 2. How can bias affect communication? 3. What strategies help verify information? <p>Students' Directions:</p> <ul style="list-style-type: none"> • Analyze each statement. • Explain answers orally. • Justify responses using evidence. 	<p>allowing them to apply critical thinking strategies as they analyze authentic news and social media headlines, categorize information types into facts, opinions, biased statements, or evidence, and defend their classifications through peer discussion.</p>
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C.4. Additional Activities		
Option 1: MEDIA WATCH		
<p>Time Allotment: 15 minutes Target Objective/s: see Objectives 2, 6</p> <p>Teacher's Instructions: Assign learners to observe a television interview, debate, or online discussion.</p> <p>Suggested Sources</p> <ol style="list-style-type: none"> 1. ANC Digital (ABS-CBN News Channel) <ul style="list-style-type: none"> o YouTube Channel: https://www.youtube.com/@ANCDigitalPH 2. GMA Integrated News <ul style="list-style-type: none"> o YouTube Channel: https://www.youtube.com/@gmanews 3. ABS-CBN News <ul style="list-style-type: none"> o YouTube Channel: https://www.youtube.com/@abscbnnews 4. TEDx Talks <ul style="list-style-type: none"> o YouTube Channel: https://www.youtube.com/@TEDx <p>Processing Questions</p> <ol style="list-style-type: none"> 1. Which communication strategy was most effective in conveying the message? Why? 2. How did the speaker use evidence to strengthen the discussion? 3. What communication ethics were observed during the discussion? <p>Students' Directions: Write a short critique discussing:</p> <ul style="list-style-type: none"> • communication style, • use of evidence, • respectfulness, • effectiveness of communication. 		<p>This activity is anchored on the Inquiry-Based and Reflective approaches. Learners analyze authentic media discussions and evaluate communication effectiveness. Media literacy and digital literacy are strengthened through critical observation and reflection.</p>

	<p>Option 2: FACT OR OPINION</p> <p>Time Allotment: 15 minutes Target Objective/s: see Objective 1</p> <p>Teacher's Instructions:</p> <ol style="list-style-type: none"> 1. Present statements from news reports, social media posts, and academic discussions. 2. Ask learners to classify each statement as: <ul style="list-style-type: none"> • Fact • Opinion • Biased Statement • Evidence-Based Statement 3. Require learners to justify their answers. 4. Process responses and discuss the importance of evaluating information before accepting claims. 5. Refer to LAS labeled FACT OR OPINION <p>This activity employs an explicit instruction approach where the teacher directly presents core vocabulary, structural characteristics of debates and panel discussions, ethics, and speaking techniques,</p>
<p>V. ASSESSMENT</p>	<p>Part I. Multiple Choice</p> <p>Directions: Read each question carefully. Choose the letter of the correct answer.</p> <ol style="list-style-type: none"> 1. During a school debate on cellphone use, Carlo supports his position by citing survey results from students and teachers. What communication skill is Carlo demonstrating? <ol style="list-style-type: none"> a. Personal storytelling b. Evidence-based communication c. Emotional persuasion d. Informal conversation 2. During a panel discussion, Ms. Reyes introduces the speakers, manages the flow of the discussion, and ensures equal speaking time. What is her role? <ol style="list-style-type: none"> a. Debater b. Audience c. Moderator d. Judge 3. Which of the following is a characteristic of a debate? <ol style="list-style-type: none"> a. Sharing different viewpoints without opposing sides b. Formal argument between opposing sides c. Informal conversation among friends d. Storytelling activity

4. During a class debate on the use of social media in schools, Andrea supports her argument by presenting survey results and research findings from credible sources. What is the role of the evidence she presented?
 - a. To provide additional background information about the topic
 - b. To support claims and arguments**
 - c. To encourage audience participation in the discussion
 - d. To summarize different viewpoints on the issue
5. During a panel discussion, Evi disagrees with another speaker's opinion. Instead of interrupting, she listens carefully and waits for her turn to respond. Which communication practice is Evi demonstrating?
 - a. Respecting diverse perspectives during discussions
 - b. Listening actively before responding**
 - c. Presenting evidence to strengthen an argument
 - d. Maintaining audience engagement through interaction
6. During an academic debate, one team argues that AI should be used in classrooms because it improves access to information. The opposing team responds by questioning the evidence and presenting reasons against the claim. What is this response called?
 - a. A counterclaim
 - b. A rebuttal**
 - c. A synthesis
 - d. A supporting statement
7. Which statement is evidence-based?
 - a. "I think this is the best idea."
 - b. "Everyone agrees with me."
 - c. "According to a survey, 85% of students support the proposal."**
 - d. "My friend said it is true."
8. Why should speakers avoid misinformation?
 - a. To make arguments longer
 - b. To maintain credibility and accuracy**
 - c. To impress the audience
 - d. To gain popularity
9. During a panel discussion on the impact of artificial intelligence in education, Ana carefully listens to the ideas of other panelists before responding to their arguments. Which skill is Ana demonstrating?
 - a. Evaluating evidence presented by other speakers
 - b. Active listening**
 - c. Organizing ideas before presenting an argument
 - d. Building consensus among participants

10. During a classroom debate, Welmer disagrees with his classmate's argument about regulating social media use in schools. What should Welmer do to express his disagreement appropriately?
- Use respectful language and provide evidence
 - Present a stronger opinion than the other speaker
 - Focus on the weaknesses of the speaker rather than the argument
 - Wait for others to challenge the argument first

Part II. Performance Task

Students will be grouped into **Affirmative and Negative teams**.

Each group will:

- Research their assigned topic
- Prepare arguments and evidence
- Anticipate counterarguments

Use **cue cards only** (no full scripts).

DEBATE FORMAT (Modified Oregon-Oxford)

Each team will have **5-6 members**:

- 1st Speaker – Main Argument
- 2nd Speaker – Supporting Argument
- 3rd Speaker – Rebuttal Speaker
- 4th Speaker – Summary / Closing
- 5th member- Researcher / Timekeeper

Opening Statements (2 minutes each)

- Affirmative Team (Pro)
- Negative Team (Opposition)

Constructive Arguments (3 minutes each)

- 1st Speaker (Affirmative)
- 1st Speaker (Negative)
- 2nd Speaker (Affirmative)
- 2nd Speaker (Negative)

Rebuttal Round (2 minutes each)

- 3rd Speaker (Affirmative)
- 3rd Speaker (Negative)

Closing Statements (2 minutes each)

- 4th Speaker (Negative)
- 4th Speaker (Affirmative)

	<p>SUGGESTED DEBATE TOPICS:</p> <ul style="list-style-type: none"> • School uniforms shall no longer be mandatory. • Mobile phones shall be allowed during class discussions. • Political dynasty shall be abolished <p>Refer to Appendix labeled “Debate Rubric”</p>
VI. REFLECTION	<p>Directions: Reflect on your lesson delivery and learners’ performance through the following questions. These will help you evaluate the effectiveness of your strategies and identify areas for improvement:</p> <ol style="list-style-type: none"> 1. Which activities engaged students the most? 2. How many learners achieved 80% on the assessment? How many learners need remediation? 3. Which of my teaching strategies worked well? 4. Which activities took longer than expected and how can I manage time more efficiently in future sessions? 5. What difficulties did I encounter in the delivery of the lesson? How did I resolve these concerns?
VII. USE OF GENERATIVE AI	<p>In preparing this Learning Exemplar (LE), the author(s) used ChatGPT in order to generating activity ideas. The author(s) reviewed and finalized the writing of the content. The author(s) take(s) full responsibility for the content of this LE.</p>

Learning Area	EFFECTIVE COMMUNICATION	Lesson Exemplar No	6
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I. OBJECTIVES	
A. Content Standard	The learners demonstrate effective communication in academic and training contexts through spoken, written, and multimodal forms; they understand that interaction patterns in academic and training contexts are formal, structured, and discipline-specific, and that intellectual integrity, honest and respectful critique, and inclusive language foster meaningful academic and training engagement.
B. Performance Standard	The learners produce spoken, written, and multimodal academic and technical texts for specific purposes and audiences, such as, but not limited to, articles, research reports, public speaking presentations, reviews, and podcasts; prepare note cards and reference lists in support of these texts; convert these texts into presentation formats aided by non-verbal signals and multimedia tools or resources; and give and use feedback on the content, structure and language of communication to improve performance.
C. Learning Competencies	<ul style="list-style-type: none"> • Use critical listening, reading, and viewing strategies in comprehending academic and technical texts. • Collaborate on academic and technical tasks (e.g., project proposals, technical reports, lectures, manuals) to leverage individual knowledge and skills and optimize common goals. • Compose well-structured academic and technical texts, showing awareness of audience and purpose (e.g., presentations with visual aids, essays, research and analysis reports). • Review one's readiness to participate in academic and technical communication, identifying strengths and areas for growth to improve performance and shape life-long learning.
D. Communicative Event	Composing academic summaries, abstracts, or reaction papers
II. REFERENCES and MATERIALS	<p>REFERENCES</p> <p>ABS-CBN News. "Philippines Is Top Country Threatened by Climate Change ANC." YouTube video. Posted August 21, 2019. https://www.youtube.com/watch?v=3jlUD8AmCQI.</p> <p>Commission on Elections. "Voter Education." Accessed May 30, 2026. https://comelec.gov.ph.</p> <p>Denney, Rebekah. <i>Writing a Reaction Paper</i>. New York: Academic Press, 2019.</p> <p>Department of Education. <i>Strengthened Senior High School Curriculum Guide for Contemporary Literature 1</i>. Pasig City: Department of Education, 2026.</p> <p>Intergovernmental Panel on Climate Change (IPCC). <i>Climate Change 2023: Synthesis Report</i>. Geneva: IPCC, 2023.</p> <p>Junco, Reynol. "Too Much Face and Not Enough Books: The Relationship between Multiple Indices of Facebook Use and Academic Performance." <i>Computers in Human Behavior</i> 28, no. 1 (2012): 187–198.</p>

	<p>Manalo, Rommel G., and Maria Teresa C. Valdez. "Climate Change Impacts and Adaptation Strategies in Philippine Coastal Communities." <i>Philippine Journal of Science</i> 149, no. 2 (2020): 211–225.</p> <p>Obciana, Mariela Beatriz R. "An Analysis of Youth Electoral Participation in the Philippines." Undergraduate thesis, University of the Philippines Los Baños, 2023. https://www.ukdr.uplb.edu.ph/etd-undergrad/11617.</p> <p>Philippine News Agency. "Article No. 1257512." Accessed May 30, 2026. https://www.pna.gov.ph/articles/1257512.</p> <p>ResearchGate. "An Infographic That Summarizes the State of Mental Health in the Philippines." Accessed May 30, 2026. https://www.researchgate.net/figure/An-infographic-that-summarizes-the-state-of-mental-health-in-the-Philippines_fig1_353394115.</p> <p>Reyes, Elena M. "Sustainable Tourism and Economic Empowerment in Rural Philippines." In <i>Development Perspectives in the Philippines</i>, edited by Jose V. Abueva, 145–162. Quezon City: University of the Philippines Press, 2019.</p> <p>Santos, Anna Patricia D., and Roberto S. Cruz. "Fake News and Truth-Seeking: Media Literacy Among Filipino Youth." <i>Philippine Journal of Education</i> 99, no. 1 (2021): 56–72.</p> <p>Statista. "How Users Identify Trustworthy News on Social Media Platforms." Accessed May 30, 2026. https://www.statista.com/chart/32454/identify-trustworthy-news-on-different-social-media-platforms/.</p> <p>Tsek.ph. "Filipino Concern over Online Disinformation Hits Record High: Digital News Report 2025." Accessed May 30, 2026. https://www.tsek.ph/filipino-concern-over-online-disinfo-hits-record-high-digital-news-report-2025/.</p> <p>YouTube. "Video Resource." Accessed May 30, 2026.</p> <p>MATERIALS</p> <ul style="list-style-type: none"> • Short video clip (1–2 minutes) • Digital worksheet or graphic organizer • Printed articles or infographics • Survey charts or graphs • Manila paper or worksheets • Markers/highlighters • Student writing materials • Printed/digital worksheets or templates • All appendices can be accessed through the Google Drive link: https://bit.ly/EffectiveCommunicationAppendices
III. CONTENT	Academic Writing Skills: Summarizing, Abstracting and Critical Response
IV. OBJECTIVES	<p>At the end of the session, students are expected to:</p> <ol style="list-style-type: none"> 1. Identify the main ideas, supporting details, purpose, tone, and arguments presented in texts. 2. Participate actively in group tasks by contributing relevant ideas, feedback, and information in drafting a summary, abstract, or position paper. 3. Write organized and coherent academic texts such as summaries, abstracts, and position papers.

	4. Reflect on the importance of academic writing and communication skills in achieving academic success and lifelong learning through a short written or oral reflection.	
IV. PROCEDURES		ANNOTATIONS
A. Activating Prior Knowledge	A.1. Activating Prior Knowledge	
	Option 1: “Fact or Feeling? The Information Detectives Challenge”	
	<p>Time Allotment: 15 minutes Target Objective/s: see Objective 1</p> <p>Teacher's Instructions: General Note to the Teacher: This Lesson Exemplar serves as a repertoire of activities that you may freely choose from depending on the level and needs of your students. The LE already includes literary texts and activities aligned with the lesson objectives; however, you are given the freedom to select alternative literary texts and/or activities that you believe are more appropriate and responsive to your students’ context and learning needs.</p> <ol style="list-style-type: none"> 1. Show a short multimedia text (article, infographic, or video clip) related to a real-world issue. <p>Suggested Topics:</p> <ul style="list-style-type: none"> • Climate change in the Philippines • Effects of social media on teenagers • Mental health awareness • Waste management in communities <p>Link: https://www.youtube.com/watch?v=uTZXjvcsMIU</p> <ol style="list-style-type: none"> 2. Divide the class into small groups of 4–5 learners. 3. Provide each group with a digital organizer through Padlet or Canva Whiteboard/printed template containing the main idea, supporting details, purpose, tone, argument/claim. The template can be accessed through the link https://canva.link/gkmt6q5fw6jxvpj. 4. Instruct learners to analyze the material and complete the organizer collaboratively. 5. Allow groups to post sticky notes, comments, or highlights directly on the digital board. 	<p>2C-2I-1R Pedagogical Approaches: This activity promotes Collaboration as learners work in groups to analyze multimedia texts and complete the digital organizer together. Critical Thinking is developed as learners identify the main idea, supporting details, purpose, tone, and argument or claim of the material. The activity reflects the Constructivist Approach because learners actively construct meaning from real-world texts through discussion, analysis, and shared experiences. Interaction takes place through group discussions, presentations, and digital collaboration using Padlet or Canva Whiteboard. Integration is evident through the use of authentic issues such as climate change, mental health, social media, and waste management, connecting Effective Communication with Science, Social Studies, and Media and Information Literacy. Reflection is encouraged through the guide questions that help learners examine how critical reading and viewing skills support academic writing. Literacy integration is strengthened through reading, viewing, listening, speaking, and analyzing information from various texts. Numeracy integration is present when learners interpret data, statistics, graphs, or figures found in infographics and informational materials. EdTech integration is achieved through Padlet, Canva Whiteboard, videos, and digital organizers,</p>

	<p>6. After the analysis, let each group briefly present their findings.</p> <p>Processing Questions:</p> <ul style="list-style-type: none"> • Which details best supported the author’s message? • Why is it important to analyze arguments in texts and media? • How can these skills help in writing summaries, abstracts, and reaction papers? 	<p>which enhance collaboration, digital literacy, engagement, and interactive learning.</p>
	<p>Option 2: “Crossroads of Ideas”</p> <p>Time Allotment: 15 minutes Target Objective/s: see Objective 1</p> <p>Teacher's Instructions:</p> <ol style="list-style-type: none"> 1. Prepare 4–5 learning stations around the classroom. 2. Each station should contain a short text, infographic, chart, or opinion article connected to a different subject area. Suggested Topics: (See appendix B for the copy of the materials) <ul style="list-style-type: none"> • Climate change in the Philippines • Social media and mental health • Waste management programs • Online misinformation • Youth voting awareness 3. Divide learners into groups. Assign groups to rotate through each station every 4–5 minutes. 4. In every station, learners must complete a “Text Detective Sheet” by identifying the main idea, supporting details, purpose, tone, argument/claim. 5. After the rotation, facilitate a whole-class discussion where groups compare answers and insights. 6. Refer to LAS labeled as “The Text Detective Sheet” <p>Processing Questions:</p> <ol style="list-style-type: none"> 1. Which text or topic do you find most convincing? Why? 2. How are two of the topics or issues connected to each other? 3. What solution can you suggest for one of the issues? Why do you think your solution will work? 	<p>2C-2I-1R Pedagogical Approach</p> <p>This activity promotes Collaboration as learners work in groups to analyze different texts and visual materials. Critical Thinking is developed as they identify the main idea, supporting details, purpose, tone, and message of each text. Through the Constructivist Approach, learners build understanding through exploration, discussion, and analysis of real-world materials. Interaction takes place during group discussions and sharing of ideas. Integration is evident as learners connect concepts from Science, Social Studies, Civics, and Media and Information Literacy.</p> <p>The activity also develops literacy skills through reading, viewing, speaking, listening, and text analysis. Numeracy skills are enhanced through interpreting charts, graphs, and data found in infographics. EdTech may be integrated through the use of digital texts, online articles, presentations, and digital worksheets to support collaboration and digital literacy.</p>

A.2. Establishing the Purpose of the Lesson		
Option 1: Caption This!		
Time Allotment: 10 minutes Target Objective/s: see Objectives 1, 3 Teacher's Instructions: 1. Begin with showing a viral image, infographic or social media post. Suggested Image Topic: Flooded streets during heavy rainfall 2. Instruct the learners to create the following: <ul style="list-style-type: none"> • one-sentence summary caption • a short reaction caption 3. Allow them to think and formulate their responses for 2-3 minutes. 4. Let them present their work afterwards. Processing Questions: 1. What emotions or thoughts did the material evoke? 2. What is the difference between a summary caption and a reaction caption? 3. How can the same image lead people to have different reactions or opinions?		2C-2I-1R Pedagogical Approach This activity promotes Critical Thinking as learners analyze a visual text and identify the differences between a summary and a reaction. Interaction occurs through sharing and discussing their responses with classmates. Using the Constructivist Approach, learners connect the visual text to their own experiences and ideas. Integration is evident through topics such as flooding and climate change, linking English with Science, Social Studies, and Media and Information Literacy. Literacy skills are developed through viewing, summarizing, and expressing opinions. Numeracy may be integrated through interpreting data in infographics, while EdTech is supported through the use of digital images and multimedia resources.
Option 2: One-Minute Newsroom		
Time Allotment: 15-20 minutes Target Objective/s: see Objective #2 Teacher's Instructions: 1. Show learners a 2–3-minute current events video clip or news article. Link: https://www.youtube.com/watch?v=3jlUD8AmCQI 2. Ask the learners to imagine they are TV reporters. 3. In pairs, they must present the news in only three sentences. 4. Use the following questions as your reference: <ul style="list-style-type: none"> • What happened? • Who was involved? 		2C-2I-1R Pedagogical Approach: This activity promotes Collaboration as learners work in pairs to analyze and summarize a current event. Critical Thinking is developed as they identify key information and present it concisely. Using the Constructivist Approach, learners build understanding from authentic news and real-world issues. Interaction occurs through pair discussions, presentations, and peer feedback. Integration is evident through links to Social Studies, Media and Information Literacy, and Current Events. Reflection is encouraged as learners evaluate the significance of the news and

	<ul style="list-style-type: none"> • Why is it important? <p>5. Remind the class to remain focused and provide feedback/reactions about the clip and the news report delivered.</p> <p>Processing Questions:</p> <ol style="list-style-type: none"> 1. Why do you think this news is important to people? 2. How might this event affect the people or community involved? 3. If you were a reporter, what additional information would you want to include in your news report? Why? 	<p>their classmates' reports. Literacy integration is strengthened through listening, reading, speaking, and summarizing. EdTech integration is supported through video clips, online news articles, and digital presentation tools.</p>
B. Instituting New Knowledge	B.1. Presenting Examples	
	Option 1: Spot the Difference, Digital Sorting Activity	
	<p>Time Allotment: 15 minutes</p> <p>Target Objective/s: see Objectives 1 and 3</p> <p>Teacher's Instructions:</p> <ol style="list-style-type: none"> 1. Present three sample texts: <ul style="list-style-type: none"> • A summary • An abstract • A reaction paper 2. Upload the examples to Padlet or Canva Whiteboard. In case the internet connection is unavailable, you may provide printed copies of the text. 3. The learners will work in groups to drag labels, highlight clues and identify the purpose, tone, structure and features of each text. 4. They have to annotate directly on the screen using comments, sticky notes, or drawing tools. 5. Highlight the differences among summary, abstract and reaction paper through guided analysis. 6. Refer to LAS labeled as "Spot The Difference – Text Type Investigation" 7. See Appendix C for the text samples. 	<p>2C-2I-1R Pedagogical Approaches:</p> <p>This activity promotes Collaboration as learners work in groups to analyze and classify different academic texts. Critical Thinking is developed as learners compare the purpose, tone, structure, and features of summaries, abstracts, and reaction papers and justify their classifications. The activity reflects the Constructivist Approach because learners actively construct knowledge by examining examples, identifying patterns, and drawing conclusions through guided analysis. Interaction takes place through group discussions, digital annotation, and sharing of ideas. Integration is evident through the use of authentic texts connected to real-world issues, linking Effective Communication with Research, Science, Social Studies, and Media and Information Literacy. Reflection is encouraged through guide questions that help learners evaluate their understanding of academic writing.</p> <p>Literacy integration is strengthened through reading, analyzing, comparing, discussing, and interpreting various text types. Numeracy</p>

	<p>Processing Questions:</p> <ul style="list-style-type: none">• How did your group decide where to place the labels and annotations?• How can knowing the differences among summaries, abstracts, and reaction papers help you become a better writer? <p>Students may identify the following:</p> <table><tr><th>Text</th><th>Purpose</th><th>Tone</th><th>Structure</th><th>Key Features</th></tr><tr><td>Summary</td><td>To condense information</td><td>Objective</td><td>Main ideas only</td><td>Brief and factual</td></tr><tr><td>Abstract</td><td>To present research overview</td><td>Formal and academic</td><td>Purpose-method-results-conclusion</td><td>Research-focused</td></tr><tr><td>Reaction Paper</td><td>To express opinion and insight</td><td>Personal yet analytical</td><td>Response with supporting reasons</td><td>Includes evaluation and reflection</td></tr></table>	Text	Purpose	Tone	Structure	Key Features	Summary	To condense information	Objective	Main ideas only	Brief and factual	Abstract	To present research overview	Formal and academic	Purpose-method-results-conclusion	Research-focused	Reaction Paper	To express opinion and insight	Personal yet analytical	Response with supporting reasons	Includes evaluation and reflection	<p>integration is developed when learners examine abstracts or texts containing research findings, statistics, and data.</p> <p>EdTech integration is achieved through the use of Padlet, Canva Whiteboard, digital annotation tools, comments, and sticky notes, promoting digital literacy, collaboration, engagement, and interactive learning.</p>
Text	Purpose	Tone	Structure	Key Features																		
Summary	To condense information	Objective	Main ideas only	Brief and factual																		
Abstract	To present research overview	Formal and academic	Purpose-method-results-conclusion	Research-focused																		
Reaction Paper	To express opinion and insight	Personal yet analytical	Response with supporting reasons	Includes evaluation and reflection																		
<p>Option 2: Survey Says!</p>																						
<p>Time Allotment: 15 minutes</p> <p>Target Objective/s: see Objectives 2 and 3</p> <p>Teacher's Instructions:</p> <ol style="list-style-type: none">1. Let the students conduct a quick classroom survey.2. Learners may choose from the suggested topics below or use other relevant topics for the survey.<ul style="list-style-type: none">• Daily screen time• Favorite learning modality• Sleep habits of the learners3. Use the following survey question format:		<p>2C-2I-1R Pedagogical Approach:</p> <p>This activity promotes Collaboration as learners work together in conducting a survey and preparing outputs. Critical Thinking is developed as they analyze and interpret survey results. Through the Constructivist Approach, learners build understanding from real data gathered in class. Interaction occurs through group discussions and sharing of findings. Integration is evident through the connection of Effective Communication and Mathematics as learners</p>																				

	<p><i>Which of the following best describes your _____?</i></p> <p>Examples:</p> <ul style="list-style-type: none"> • Which of the following best describes your daily screen time? • Which of the following best describes your preferred learning modality? • Which of the following best describes your sleeping habits? <p>4. They will tally and compute results.</p> <p>5. With their collaborative effort, learners should create a summary of findings and a short abstract at a given time.</p> <p>Processing Questions:</p> <ol style="list-style-type: none"> 1. What does the survey result tell you about your class? 2. What possible reasons can explain the results of your survey? 3. Based on your findings, what recommendation or action can you suggest? Why? 	<p>collect, organize, and present data through summaries and abstracts. Reflection is encouraged as learners evaluate how information can be communicated clearly through academic writing.</p> <p>Literacy Integration is developed through reading, writing, summarizing, and organizing information. Numeracy Integration is strengthened through tallying, computing, and interpreting survey results.</p>
B.2. Discussing New Concept		
Option 1: “Mini Writing Lab: Spot the Structure”		
	<p>Time Allotment: 20 minutes</p> <p>Target Objective/s: see Objective 4</p> <p>Teacher's Instructions:</p> <ol style="list-style-type: none"> 1. Present one short passage related to a real-world issue (e.g., climate change, education, or social media use). (See Appendix D for the suggested passage) 2. Ask learners to identify whether it is a summary, abstract, or reaction paper. 3. Guide learners in analyzing the structure of the text. 4. Highlight key features such as: <ul style="list-style-type: none"> • main ideas (summary) • purpose-method-results-conclusion (abstract) • opinion and reflection (reaction paper) 5. Facilitate a short class discussion on how each type differs in purpose and structure. 	<p>This activity uses the Constructivist Approach by engaging learners in analyzing and classifying academic texts based on their structure, purpose, and features. Through guided discussion, learners actively construct their understanding of summaries, abstracts, and reaction papers.</p> <p>The activity reflects the 2C-2I-1R Approach through Critical Thinking as learners compare and distinguish text types; Collaboration through class discussions and shared analysis; Interaction through teacher-guided questioning and learner participation; Integration by connecting academic writing skills with real-world issues such as climate change, education, and social media; and Reflection as learners examine how understanding</p>

	<p>Key Features of Academic Texts</p> <p>A. Summary – Main Ideas</p> <p>A summary presents the most important points of a text in a shorter form. It focuses only on the main ideas and key supporting details without adding personal opinions or interpretations. The purpose of a summary is to provide a concise overview of the original material.</p> <p>Key Features:</p> <ul style="list-style-type: none"> • Contains the main idea and important details • Brief and objective • Uses the writer's own words • Excludes personal opinions <p>B. Abstract – Purpose, Method, Results, Conclusion</p> <p>An abstract is a condensed version of a research study or academic paper. It gives readers a quick overview of the entire research by presenting its purpose, method, results, and conclusion. It helps readers determine whether the full study is relevant to their needs.</p> <p>Key Features:</p> <ul style="list-style-type: none"> • States the purpose of the study • Explains the method or procedure used • Summarizes the major results or findings • Presents the conclusion or implications • Formal and academic in tone <p>C. Reaction Paper – Opinion and Reflection</p> <p>A reaction paper expresses the writer's thoughts, opinions, and reflections about a text, event, issue, or experience. Unlike summaries and abstracts, it includes personal insights supported by reasons and evidence.</p> <p>Key Features:</p> <ul style="list-style-type: none"> • Contains the writer's opinion or viewpoint • Includes analysis and evaluation • Presents personal reflections and insights • Supports ideas with reasons or examples • Personal yet analytical in tone 	<p>text structures can improve their own academic writing.</p> <p>Subject Integration is evident through the integration of English (reading comprehension and academic writing), Research (abstract writing), and Social Science/Science concepts embedded in the sample texts.</p> <p>Literacy Integration is strengthened through reading, analyzing, comparing, and interpreting different academic texts, while developing vocabulary and writing awareness.</p>
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Quick Comparison

Text Type	Main Focus	Tone	Purpose
Summary	Main ideas and key details	Objective	To condense information
Abstract	Purpose, method, results, conclusion	Formal and academic	To provide a research overview
Reaction Paper	Opinion, analysis, and reflection	Personal yet analytical	To express and support a viewpoint

6. Ask learners to answer the following prompt in 2–3 sentences:

"How can understanding the different types of academic texts help you become a more effective student and communicator in school and in everyday life?"

7. Process learners' responses by emphasizing that academic writing and communication skills help individuals:

- organize and express ideas clearly;
- evaluate and communicate information critically;
- participate effectively in academic, professional, and social contexts; and
- engage in lifelong learning and informed decision-making.

Option 2: “Compare and Construct Table Talk”

Time Allotment: 20 minutes

Target Objective/s: see Objective 2

Teacher's Instructions:

1. Divide the class into small groups.
2. Provide each group with a comparison table template for Summary, Abstract, and Reaction Paper. (*See Appendix E for the table template.*)
3. Guide learners in completing the table based on the examples discussed in previous activities.
4. Facilitate the sharing of answers across groups and clarify misconceptions regarding the purpose, structure, and key features of each academic text type.

The activity applies the 2C–2I–1R Pedagogical Approach by engaging learners in collaboration and communication through group discussions, comparison of academic texts, and presentation of outputs. It promotes inquiry and interaction as learners analyze and compare the features of summaries, abstracts, and reaction papers, while reflection is encouraged as they evaluate the importance of these texts in academic communication.

The activity integrates Reading and Writing Skills, Research, and Media and Information Literacy by

	<p>5. After completing the comparison table, assign each group one of the following text types:</p> <ul style="list-style-type: none"> • Summary • Abstract • Reaction Paper <p>6. Provide a short passage, article, or issue previously discussed in class.</p> <p>7. Using the insights gained from the comparison table, instruct each group to collaboratively draft a brief example (approximately 100–150 words) of their assigned text type.</p> <p>8. Ask groups to present their output and explain how they applied the appropriate structure, purpose, and features of the assigned academic text.</p> <p>9. Facilitate a brief reflection and synthesis discussion highlighting the similarities and differences among the outputs.</p> <p>Processing Questions</p> <ul style="list-style-type: none"> • What challenges did you encounter while writing your assigned text? • How did the comparison table help you create your output? • Why is it important to understand the purpose and structure of different academic texts? 	<p>helping learners analyze, compare, and create academic texts.</p> <p>Literacy integration is evident as learners read, interpret, discuss, and write academic texts, strengthening their comprehension, critical thinking, and communication skills.</p> <p>Numeracy integration is incorporated through the use of a comparison table, which develops learners' ability to classify, organize, and analyze information systematically.</p>
B.3. Developing Mastery		
Option 1: Academic Writers' Choice Board Challenge		
	<p>Time Allotment: 15 minutes</p> <p>Target Objective/s: see Objectives 2, 3, 4</p> <p>Teacher's Instructions:</p> <ol style="list-style-type: none"> 1. Let the learners read and analyze the scenario below and the assigned article. <p><i>You are part of a youth media team tasked with helping students understand important issues affecting society. Your team has received an article about a current issue (e.g., climate change, social media, mental health, digital citizenship, or waste</i></p>	<p>This activity uses the Constructivist Approach by allowing learners to create meaningful outputs based on their interests, learning styles, and understanding of real-world issues. It reflects the 2C-2I-1R Approach through Collaboration in group tasks, Critical Thinking in analyzing and transforming information, Interaction through presentations and discussions, Integration of English, Arts, Music, and Social Science concepts, and Reflection during sharing and processing.</p>

	<p>management). Your mission is to communicate the information using different formats.</p> <ol style="list-style-type: none"> 2. Remind the learners to choose one activity based on their preferred learning style. 3. Complete the task individually or in groups. 4. Present the output to the class. 5. Encourage them to participate in the reflection/ discussion. <p>ACADEMIC WRITERS' CHOICE BOARD</p> <p>OPTION A: VISUAL LEARNERS</p> <p>"Infographic Expert"</p> <p>Task: Create an infographic summarizing the article. Include the purpose, structure, tone and key features.</p> <p>Output: Digital or hand-drawn infographic</p> <p>OPTION B: ARTISTIC LEARNERS</p> <p>"Comic Strip Writer"</p> <p>Task: Create a 6-panel comic strip showing your reaction to the article through illustrations and dialogues.</p> <p>Output: Comic strip</p> <p>OPTION C: MUSICAL LEARNERS</p> <p>"Academic Writing Jingle"</p> <p>Task: Create a short rap, chant, or song that explains the abstract of the article.</p> <p>Output: Live performance or recorded audio</p> <p>Processing Questions:</p> <ol style="list-style-type: none"> 1. How did you decide which information from the article was most important to include in your output? 2. What changes would you make to your output to make the message clearer and more effective? Why? 3. How might your chosen format affect the way different audiences understand or react to the article? 	<p>Literacy integration is developed through reading, writing, speaking, and interpreting texts. Numeracy integration may be observed when learners interpret facts, statistics, or data presented in the source articles.</p> <p>EdTech integration is enhanced through the use of Canva, presentation tools, audio-recording applications, and other digital platforms for creating and presenting outputs.</p>
	<p>Option 2: “Voices for Change: Write to Inform and Inspire”</p> <p>Time Allotment: 20 minutes</p> <p>Target Objective/s: see Objective #3</p>	<p>This activity uses the Constructivist Approach by engaging learners in authentic writing tasks that connect academic communication with real-life social issues.</p>

	<p>Teacher's Instructions:</p> <ol style="list-style-type: none"> 1. Present the situation: <i>"You are a youth contributor for an online community awareness campaign. Your task is to help inform students and community members about important social issues through academic writing."</i> 2. Explain that learners will complete an individual writing task and choose one topic: Climate Change and Environmental Protection, Social Media and Mental Health, Online Learning Challenges, Fake News and Misinformation, or Youth Voter Awareness. 3. Let learners choose one task: <ul style="list-style-type: none"> • Summary Writer – Write a 5–7 sentence summary of a short article. • Abstract Writer – Write a one-paragraph abstract of a research-based text or infographic. • Reaction Paper Writer – Write a short reaction paper based on a video, documentary clip, or opinion article. 4. Remind learners to organize their ideas clearly, use formal language, apply correct grammar, and follow the purpose of their chosen writing task. 5. Assess outputs using the rubric in Appendix J and allow learners to use available digital tools for drafting and submission. 6. Ask selected learners to share their outputs and insights with the class. <p>Processing Questions:</p> <ol style="list-style-type: none"> 1. Why did you choose this type of academic writing for your topic? 2. How can your written output help readers better understand the issue? 3. What action or change do you hope your readers will make after reading your work? Why? 	<p>It reflects the 2C-2I-1R Approach through Critical Thinking in analyzing issues and organizing ideas, Collaboration during peer sharing and feedback, Interaction through discussions and presentations, Integration of English, Research, Social Studies, and Media Literacy concepts, and Reflection through the writing and revision process.</p> <p>Literacy integration is strengthened through reading, viewing, writing, and revising academic texts. Numeracy integration is evident when learners interpret data, findings, and statistics from research-based sources.</p> <p>EdTech integration is supported through the use of Google Docs, Canva Docs, and Padlet for drafting, collaboration, and submission of outputs.</p>
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C. Demonstrating Knowledge and Skills	C.1. Finding Practical Application	
	Option 1: "Letter to My Future Self"	
	Time Allotment: 15 minutes Target Objective/s: see Objective #4 Teacher's Instructions: <ol style="list-style-type: none"> 1. Ask learners to reflect on their learning about academic writing, particularly the characteristics and purposes of summaries, abstracts, and reaction papers. 2. Instruct learners to write a short reflection letter (one paragraph) responding to the following questions: <ul style="list-style-type: none"> • How can academic writing help you succeed in college and your future career? • Which form of academic writing (summary, abstract, or reaction paper) do you find most useful, and why? 3. Encourage learners to support their responses with specific reasons, insights, or personal experiences. 4. Remind learners to organize their ideas clearly and use appropriate grammar, punctuation, and formal language. 5. Allow sufficient time for learners to review and revise their work before submission. 6. Invite selected learners to share their reflection letters with the class. Provide constructive feedback on the content, clarity, organization, and relevance of their reflections. 7. See LAS labeled as "Letter to my Future Self" 	<p>This activity uses the Constructivist Approach by encouraging learners to connect academic writing skills with their future goals and experiences.</p> <p>It reflects the 2C-2I-1R Approach through Critical Thinking, Interaction, Integration, and Reflection as learners evaluate the importance of academic writing and share insights with peers.</p> <p>Subject integration includes English and Career Education. Literacy integration is developed through reflective writing and oral sharing.</p>
	Option 2: My Future, My Word	
	Time Allotment: 15 minutes Target Objective/s: see Objective #4 Teacher's Instructions: <ol style="list-style-type: none"> 1. Present the following scenario to the class: Scenario: <i>Imagine that five years from now, you have achieved one of your goals. You may be a college student applying for a scholarship, a teacher preparing reports, an entrepreneur writing a business</i>	<p>This activity uses the Constructivist Approach by allowing learners to apply academic writing and communication skills to real-life career situations.</p> <p>It reflects the 2C-2I-1R Approach through Critical Thinking, Collaboration, Interaction, Integration, and Reflection as learners analyze future roles, share ideas, and reflect on skill development.</p>

	<p><i>proposal, a government employee writing official documents, or a content creator sharing reliable information online.</i></p> <ol style="list-style-type: none"> 2. Ask learners to select one future role that they aspire to pursue and reflect on how academic writing and communication skills can help them succeed in that role. 3. Instruct learners to answer the following questions in 3–5 sentences or through a 1-minute oral sharing: <ul style="list-style-type: none"> • What future role did you choose? • How will academic writing and communication skills help you succeed in that role? • Which skill do you think is most important: summarizing, writing abstracts, or expressing opinions through reaction papers? Why? 4. Ask learners to complete the statement: <ul style="list-style-type: none"> • <i>"Academic writing and communication skills are important because _____."</i> 5. Encourage learners to provide thoughtful and realistic responses by connecting their answers to future academic, professional, and civic responsibilities. 6. As an optional creative activity, ask learners to write their completed statement on a paper shaped like a stepping stone and post it on the classroom "Pathway to Success" board. 7. Invite selected learners to share their responses with the class and encourage respectful listening and participation. 8. Facilitate a class discussion using the following processing questions: <ul style="list-style-type: none"> • Why is it important to learn how to summarize, explain, and express ideas clearly? • How can academic writing help you become a responsible and informed citizen? • What academic writing skill would you like to improve and why? 	<p>Subject integration connects English, Career Guidance, and Social Studies.</p> <p>Literacy integration is strengthened through speaking, writing, and reflection.</p> <p>EdTech integration may be supported through digital reflection boards or presentation tools.</p>
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	<div>9. Synthesize the learners' responses by emphasizing the importance of academic writing and communication skills in achieving personal, academic, professional, and societal goals.</div> <div>10. Assess learners' outputs using the rubric provided in Appendix G.</div>	
C.2. Making Generalization		
Option 1: 3 Corners, 3 Writers		
<div>Time Allotment: 5-10 minutes</div> <div>Target Objective/s: see Objective #1, 3, and 4</div> <div>Teacher's Instructions:<div><div>1. Post three chart papers around the classroom labeled:</div><div><div><div>SUMMARY</div><div>Main Ideas</div></div><div><div>ABSTRACT</div><div>Purpose, Method, Results, Conclusion</div></div><div><div>REACTION PAPER</div><div>Opinion and Reflection</div></div></div></div><div>2. Give each learner three sticky notes (or small pieces of paper).</div><div>3. Ask them to write one keyword that describes a Summary, Abstract and Reaction Paper.</div><div>4. Let the learners post their answers on the appropriate chart.</div><div>5. Review the answers and discuss similarities and differences.</div><div>Processing Questions:<div>1. How are a summary, an abstract, and a reaction paper similar and different?</div><div>2. Why is it important to choose the correct type of writing for a specific purpose?</div><div>3. In what situation would you use a summary, an abstract, or a reaction paper? Explain your choice.</div></div></div>	<div>This activity uses the Constructivist Approach by allowing learners to synthesize and organize their understanding of summaries, abstracts, and reaction papers.</div> <div>It reflects the 2C-2I-1R Approach through Critical Thinking, Collaboration, Interaction, Integration, and Reflection as learners share and compare ideas.</div> <div>Subject integration includes English and Research.</div> <div>Literacy integration is developed through vocabulary building, concept identification, and communication.</div>	
Option 2: Exit Reflection		
<div>Time Allotment: 10 minutes</div> <div>Target Objective/s: see Objective 4</div>	<div>This activity uses the Constructivist Approach by encouraging learners to connect lesson concepts with real-life applications.</div>	

	<p>Teacher's Instructions:</p> <ol style="list-style-type: none"> 1. Ask learners to reflect on the academic writing skills discussed and practiced during the lesson. 2. Instruct them to complete the statement: "The writing skill I will most likely use in real life is _____ because _____." 3. Encourage learners to elaborate on their responses by providing a specific example of how they might use the skill in their future studies, career, community involvement, or everyday life. 4. Remind learners to explain how the chosen skill can help them communicate effectively, make informed decisions, or accomplish real-world tasks. <p>Processing Questions:</p> <ol style="list-style-type: none"> 1. Which writing skill do you think will be most useful to you? Why? 2. How can you apply this skill in a real-life situation? 3. What might happen if you use this writing skill effectively? 	<p>It reflects the 2C-2I-1R Approach through Critical Thinking, Interaction, Integration, and Reflection as learners evaluate the relevance of writing skills in their future lives.</p> <p>Subject integration connects English and Career Education. Literacy integration is strengthened through reflective writing and self-expression.</p>
C.3. Evaluating Learning		
Option 1: Mystery Text Match		
	<p>Time Allotment: 10-15 minutes Target Objective/s: see Objectives 1, 3</p> <p>Teacher's Instructions:</p> <ol style="list-style-type: none"> 1. Prepare three short text strips labeled A, B, and C and distribute or post them where all learners can read them. (See Appendix K for the copy of the text.) 2. Ask learners to read each text carefully and determine whether it is a Summary, Abstract, or Reaction Paper. 3. Instruct learners to justify their answers by identifying at least one key feature of the text that supports their classification. 4. As a bonus challenge, ask learners to write one sentence explaining the purpose of each text type. 5. After learners have identified and analyzed the texts, ask them to choose one of the following tasks: 	<p>2C-2I-1R Approach</p> <p>Critical Thinking is the primary focus of this activity as learners analyze and classify texts based on their purpose, structure, and key features.</p> <p>Through Constructivism, learners build understanding by examining evidence and justifying their answers.</p> <p>Subject Integration connects English, Research, and Environmental Education through topics such as social media and climate change.</p>

	<ul style="list-style-type: none"> • Write a 3–5 sentence summary of a current issue discussed in class; • Write a short abstract based on a simple research scenario provided by the teacher; or • Write a brief reaction paragraph expressing their opinion about a social or environmental issue. <p>6. Remind learners to apply the appropriate structure, purpose, and language features of their chosen text type.</p> <p>Processing Questions:</p> <ol style="list-style-type: none"> 1. What clues helped you identify each text as a summary, abstract, or reaction paper? 2. How would the meaning change if the text used the wrong type of writing? 3. Why is it important to match the text type with its purpose? 	<p>Literacy Integration is developed through reading comprehension, text analysis, and written justification. Numeracy Integration is evident when learners interpret survey data and research findings presented in the abstract.</p>
Option 2: “Choose my Role”		
	<p>Time Allotment: 10 minutes</p> <p>Target Objective/s: see Objectives 1, 4</p> <p>Teacher's Instructions:</p> <ol style="list-style-type: none"> 1. Present the following real-life situations to the class: <ul style="list-style-type: none"> • Applying for a scholarship • Presenting research findings • Sharing opinions about a social issue 2. Ask learners to analyze each situation and determine the most appropriate academic writing form to use: summary, abstract, or reaction paper. 3. Encourage learners to justify their choices by explaining how the selected writing form meets the purpose and audience of the given situation. 4. Facilitate a brief class discussion to compare responses and clarify the distinct purposes and features of each writing form. 5. Use the sample table below as a guide for the discussion: 	<p>2C-2I-1R Approach</p> <p>Reflection is emphasized as learners apply their understanding of summaries, abstracts, and reaction papers to real-life situations and justify their choices. Through Constructivism, learners connect academic writing concepts to authentic future roles and experiences.</p> <p>Subject Integration links English, Career Education, Research, and Civic Education.</p> <p>Literacy Integration is strengthened through reasoning, oral communication, and decision-making. Numeracy Integration may be observed when learners recognize the role of abstracts and reports in presenting research data and findings.</p>

	<table><tr><th>Situation</th><th>Writing Form</th><th>Reason</th></tr><tr><td>Presenting research findings</td><td>Abstract</td><td>It provides a concise overview of the study's purpose, method, findings, and conclusion.</td></tr></table>	Situation	Writing Form	Reason	Presenting research findings	Abstract	It provides a concise overview of the study's purpose, method, findings, and conclusion.	
Situation	Writing Form	Reason						
Presenting research findings	Abstract	It provides a concise overview of the study's purpose, method, findings, and conclusion.						
<p>Processing Questions:</p> <ol style="list-style-type: none">1. What factors did you consider when choosing the appropriate writing form for each situation?2. How would the choice of writing form change if the audience or purpose were different?3. Which writing form do you think is most useful in real life? Why?								
C.4. Additional Activities								
Option 1: “News in a Nutshell”								
<p>Time Allotment: 10-15 minutes Target Objective/s: see Objectives 1, 3</p> <p>Teacher's Instructions:</p> <ol style="list-style-type: none">1. Instruct the learners to select a recent news article from a reliable source.2. Guide them in identifying the main idea and supporting details of the article.3. Ask them to write a concise five-sentence summary using their own words.	<p>2C-2I-1R Approach Critical Thinking is emphasized as learners analyze news articles, identify main ideas, and distinguish essential supporting details. Subject Integration connects English, Media and Information Literacy, and Social Studies through current events. Literacy Integration is developed through reading comprehension and summarizing. EdTech Integration is incorporated through online news sources and digital writing platforms for research and submission.</p>							
Option 2: “My Learning Journal”								
<p>Time Allotment: 10-15 minutes Target Objective/s: see Objective 4</p> <p>Teacher's Instructions:</p> <ol style="list-style-type: none">1. Ask learners to write a short reflective journal entry about their learning from the lesson on summaries, abstracts, and reaction papers.	<p>2C-2I-1R Approach Reflection is the primary focus as learners evaluate their learning, identify areas for improvement, and connect academic writing skills to real-life situations. Through Constructivism, learners construct personal meaning from their experiences and insights.</p>							

	<p>2. Remind them to reflect honestly on the knowledge, skills, and insights they gained from the lesson and how these can be applied in academic and real-life situations.</p> <p>3. Guide learners in developing their reflection by responding to the following questions:</p> <ul style="list-style-type: none"> • What did I learn about summaries, abstracts, and reaction papers? • Which writing skill do I need to improve? • How can these skills help me in school and in the future? 	<p>Subject Integration links English, Personal Development, and Career Education.</p> <p>Literacy Integration is strengthened through reflective writing and self-expression.</p>
V. ASSESSMENT	<p>Part I. Multiple Choice</p> <p>Assessment: Writing Summary, Abstract, and Reaction Paper</p> <p>Directions: Read each question carefully and choose the letter of the correct answer.</p> <ol style="list-style-type: none"> What is the primary purpose of a summary? <ol style="list-style-type: none"> To express personal opinions about a topic To provide a detailed analysis of a text To present the main ideas and important details concisely To explain the research process Which characteristic best describes a summary? <ol style="list-style-type: none"> Personal and reflective Objective and concise Persuasive and emotional Creative and imaginative Which part is NOT commonly included in an abstract? <ol style="list-style-type: none"> Purpose of the study Method used in the study Personal opinion of the writer Findings and conclusion Read the excerpt: <i>"The study investigated the effects of social media use on student performance. Data were collected from 200 senior high school students through surveys. Results showed that excessive use was associated with lower academic performance."</i> What type of academic text is this? <ol style="list-style-type: none"> Summary Reaction Paper Abstract Reflection 	

5. Which statement best represents a reaction paper?
 - A. It presents only the key points of a text.
 - B. It summarizes a research study's findings.
 - C. It expresses the writer's insights, opinions, and evaluation.**
 - D. It reports data without interpretation.
6. Read the statement below:
"After reading the article on climate change, I realized that small actions such as reducing plastic use can contribute to environmental protection." This statement is an example of:
 - A. Summary
 - B. Abstract
 - C. Research Report
 - D. Reaction Paper**
7. Which writing form would be MOST appropriate for presenting the overview of a research study during a conference?
 - A. Reaction Paper
 - B. Abstract**
 - C. Narrative Essay
 - D. Reflection Journal
8. A student is asked to write about the effects of online misinformation. Which of the following should NOT appear in a summary?
 - A. Main idea of the article
 - B. Important supporting details
 - C. Personal agreement or disagreement**
 - D. Key facts from the text
9. Which feature helps distinguish a reaction paper from a summary?
 - A. Use of objective language
 - B. Inclusion of main ideas only
 - C. Presentation of research methods
 - D. Expression of personal insights and evaluation**
10. Which statement correctly matches the writing form with its purpose?
 - A. Summary – expresses personal reactions
 - B. Abstract – provides a research overview**
 - C. Reaction Paper – presents research methods
 - D. Summary – evaluates the author's arguments

Part II. Performance Task**Title: "Youth Voices for Change: Inform, Analyze, and Respond"**

Goal: Your goal is to create a Youth Information Portfolio that informs and inspires fellow students about an important contemporary issue through academic writing.

Role: You are members of a Youth Research and Advocacy Team commissioned by the school to produce content for a digital magazine entitled: "Youth Voices for Change". Your team is responsible for helping students understand important issues affecting society.

Audience: Your outputs will be presented to fellow Senior High School students, teachers, parents, community stakeholders

Situation: The school is launching a digital awareness campaign on issues that affect young people today. Before publishing information, the editorial team requires contributors to demonstrate that they can identify reliable information, summarize key ideas, present research findings objectively, and provide thoughtful personal insights. Your team has been selected to contribute an article package for the campaign.

Product/Performance**Phase 1: Information Investigation "Find the Facts"**

Choose one issue: Climate Change and Environmental Protection, Social Media and Mental Health, Fake News and Misinformation, Youth Voter Participation, Sustainable Tourism

Complete an Information Analysis Sheet:

Element	Response
Main Idea	
Supporting Details	
Purpose	
Tone	
Argument/Claim	

Output: Completed Information Organizer

Phase 2: Summary Writing "The Information Condenser"

Write a 5–7 sentence summary of the selected article.

Output: Summary (80–100 words)

Phase 3: Abstract Writing "The Research Snapshot"

Using the same source, write a 100–150 word abstract. Include the purpose, method/source, findings, significance

Output: One-paragraph abstract (100–150 words)

Phase 4: React "My Voice Matters"

Write a 1–2 paragraph reaction paper discussing your opinion, insights gained, real-life connections, and suggested actions.

Output: Reaction paper

	<p>Phase 5: Advocacy Presentation "Youth Voices Digital Showcase" Choose one differentiated output: Visual Learners Create an infographic showing the summary, abstract highlights, key reaction. Artistic Learners Create a comic strip illustrating the problem, findings and personal response Musical Learners Create a rap, jingle, or spoken-word piece explaining the main findings and importance of the issue Kinesthetic Learners Present a role-play or talk-show interview highlighting personal reaction about the issue. Output: Multimodal presentation</p> <p>Phase 6: Reflection "From Student to Lifelong Learner" Complete the statement, "Writing summaries, abstracts, and reaction papers helps me become a better learner because _____." Write a 5–7 sentence reflection.</p> <p>Culminating Performance Output Each group submits a Youth Voices Portfolio containing Information Organizer, Summary, Abstract, Reaction Paper, Creative Product and Reflection.</p> <p>Standards for Success. See Appendix H for the Rubric</p>
VI. REFLECTION	<p>Directions: Reflect on your lesson delivery and learners' performance through the following questions. These will help you evaluate the effectiveness of your strategies and identify areas for improvement:</p> <ol style="list-style-type: none"> 1. Which activities engaged students the most? 2. How many learners achieved 80% on the assessment? How many learners need remediation? 3. Which of my teaching strategies worked well? 4. Which activities took longer than expected and how can I manage time more efficiently in future sessions? 5. What difficulties did I encounter in the delivery of the lesson? How did I resolve these concerns?
VII. USE OF GENERATIVE AI	<p>In preparing this Lesson Exemplar (LE), the writer used ChatGPT to enhance efficiency, accuracy, and clarity, and Grammarly to check grammar. Authentic texts and data were sourced from reliable websites. While ChatGPT helped simplify ideas, the lesson structure and activities were independently designed to align with the Instructional Design Framework (IDF). The writer reviewed and finalized all content and takes full responsibility for the LE.</p>