

Learning Activity Sheets for Effective Communication

CORE SUBJECT



Government Property
NOT FOR SALE

This material is intended exclusively for the use of senior high school learners participating in the implementation of the **Strengthened Senior High School Curriculum**. It aims to assist in delivering the curriculum content, standards, and lesson competencies. Any unauthorized reproduction, distribution, modification, or utilization of this material beyond the designated scope is strictly prohibited and may result in appropriate legal actions and disciplinary measures.

Borrowed content included in this material is owned by their respective copyright holders. Every effort has been made to locate and obtain permission to use these materials from their respective copyright owners. The publisher and development team do not represent nor claim ownership over them.

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 LAS, please accomplish this form, which may be accessed through the following link: <https://bit.ly/sshsfeedbackform>.

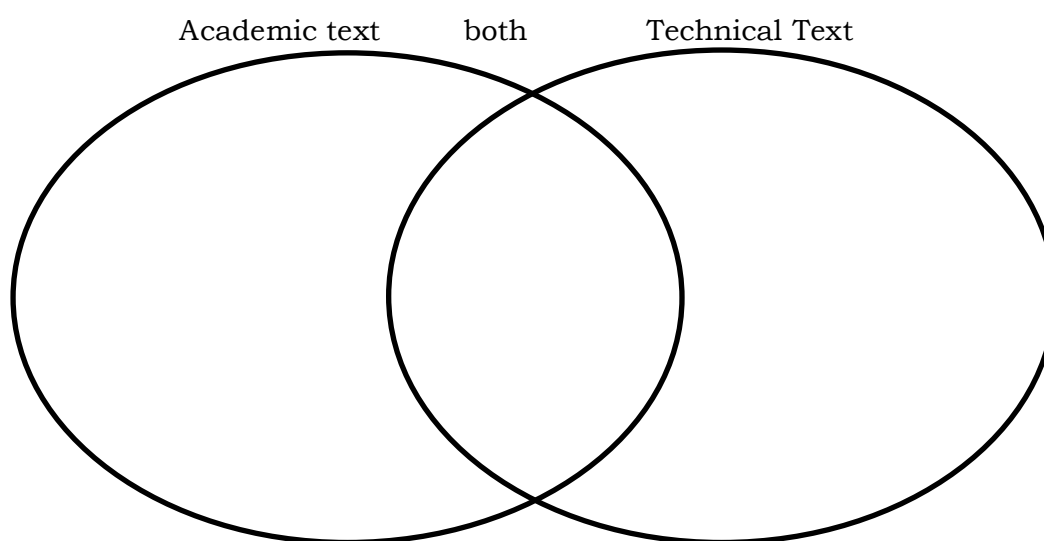
Table of Contents

For Lesson Exemplar 1	1
For Lesson Exemplar 2	6
For Lesson Exemplar 3	18
For Lesson Exemplar 4	21
For Lesson Exemplar 5	26
For Lesson Exemplar 6	30

LEARNING ACTIVITY SHEET (LAS)

Learning Area	Effective Communication		
Lesson Exemplar	1	Date	
Lesson Topic/Title	Place It Right		
Name		Grade & Section	

A. Directions: Look at the Word Bank below. Read and understand each word or phrase. Place or write each item in the correct part of the Venn Diagram:



WORD BANK

Install Software
Data Analysis
Troubleshooting Guide
Research Report
Technical Specifications

Graph Interpretation
Hypothesis
Report
Research Question
Theoretical Framework

User Manual
Operating Instructions
Literature Review
Findings
Data Collection

B. Directions: Answer the following questions comprehensively.

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?

LEARNING ACTIVITY SHEET (LAS)

Learning Area	Effective Communication		
Lesson Exemplar	1	Date	
Lesson Topic/Title	Grab a Bag		
Name		Grade & Section	

Directions: There are three mystery bags below. Choose one option from each bag. Write your chosen Audience, Purpose, and Context on the spaces provided. Then, create a short message that matches your selections. Make sure your message is appropriate for your chosen audience, fulfills the given purpose, and fits the assigned context.

**BAG 1
AUDIENCE**



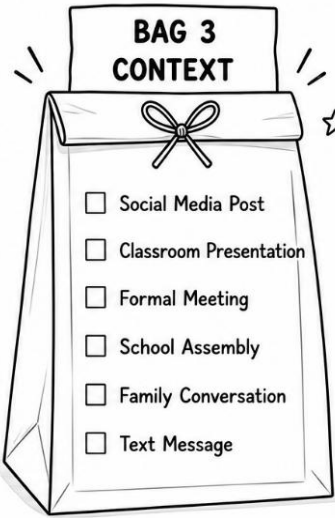
- ☐ Children
- ☐ Friends
- ☐ Parents
- ☐ Teachers
- ☐ Professionals
- ☐ Community Members

**BAG 2
PURPOSE**



- ☐ To Inform
- ☐ To Persuade
- ☐ To Entertain
- ☐ To Request
- ☐ To Encourage
- ☐ To Apologize

**BAG 3
CONTEXT**



- ☐ Social Media Post
- ☐ Classroom Presentation
- ☐ Formal Meeting
- ☐ School Assembly
- ☐ Family Conversation
- ☐ Text Message

Who is your audience?

What is your purpose?

Why is your chosen context appropriate?

MY MESSAGE

Using your chosen audience, purpose, and context, write a message. (5-8 sentences)

LEARNING ACTIVITY SHEET (LAS)

Learning Area	Effective Communication		
Lesson Exemplar	1	Date	
Lesson Topic/Title	Data In Focus		
Name		Grade & Section	

Directions: Carefully read and understand the infographic on renewable energy on the next page. Pay attention to the words used, visual elements, and details presented in the information. Analyze the data and ideas shown, then use your understanding to answer the questions below.

A. Language. Identify 1–2 examples of figurative or descriptive language from the infographic (e.g., catchy phrases, comparisons, or imagery).

Complete the following statements:

1. One phrase that stands out is:

2. 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.

B. Tone. Identify a phrase or section in the infographic that shows its overall tone (e.g., optimistic, urgent, encouraging, informative).

Complete the following statements:

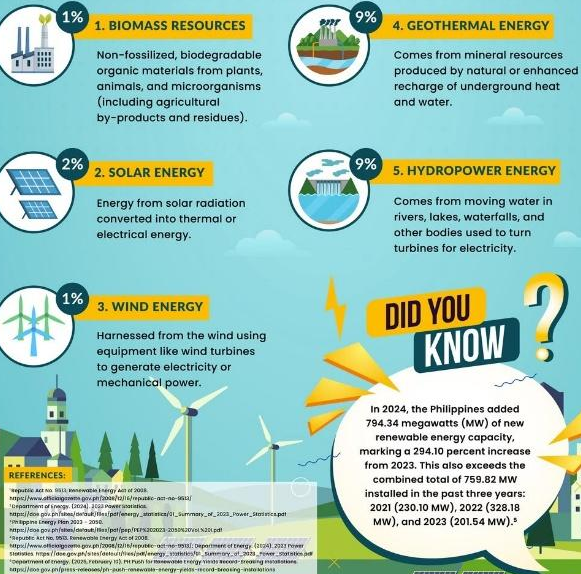
4. The tone of this section is:

5. This tone is created through:

6. Write 2–3 sentences explaining how the tone is created (word choice, visuals, statistics, or colors) and what message or feeling it gives the reader.

C. Infographics. Identify 1–2 important statistics or numbers from the infographic. Complete the following statements:

7. This statistic shows that:



4

LEARNING ACTIVITY SHEET (LAS)

Learning Area	Effective Communication		
Lesson Exemplar	1	Date	
Lesson Topic/Title	WAGS (Word, Action, Generalization, Summary)		
Name		Grade & Section	

Directions: Read the WAGS prompts below (Word, Action, Generalization, and Summary) and complete each section individually based on your understanding of the lesson. Reflect on the key concepts discussed and express your ideas clearly, honestly, and thoughtfully. Keep your responses concise yet meaningful, focusing on the most important insights and demonstrating your personal understanding of the lesson

WAGS WORKSHEET			
W	A	G	S
Word	Action	Generalization	Summary
What is the most important word or vocabulary in the lesson	What action can I take or apply from what I learned?	What general rule or big idea can I take away from the lesson?	Can I summarize the lesson in my own words?

LEARNING ACTIVITY SHEET (LAS)

Learning Area	Effective Communication		
Lesson Exemplar	2	Date	
Lesson Topic/Title	Visualizing Information		
Name		Grade & Section	

Directions: Read the text from World Health Organization (WHO) “Physical activity trends show slight improvement for boys, none for girls” and answer the questions that follow.

1. What percentage of school-going adolescents globally did not meet the recommended level of physical activity?

- Why were girls considered less physically active than boys according to the study?

- Compare the physical activity levels of boys and girls in the countries studied. What trend can you identify between 2001 and 2016?

2. Below is a table showing the trends in insufficient physical activity of teenagers in 2001 and 2016. Then, answer the questions that follow:

Group	2001	2016
Boys	80%	78%
Girls	85%	85%

Table 1. Global Trends in Insufficient Physical Activity (2001 and 2016)

- What changes can you observe in the boys and girls with insufficient physical activity from 2001 to 2016?

- Based on the table, which group showed improvement in physical activity between 2001 and 2016? How do you know?

LEARNING ACTIVITY SHEET (LAS)

Learning Area	Effective Communication		
Lesson Exemplar	2	Date	
Lesson Topic/Title	Information Overload		
Name		Grade & Section	

Directions: Below are different ways or modalities of presenting data or information. Analyze each modality and answer the questions that follow.

A. Linear Text

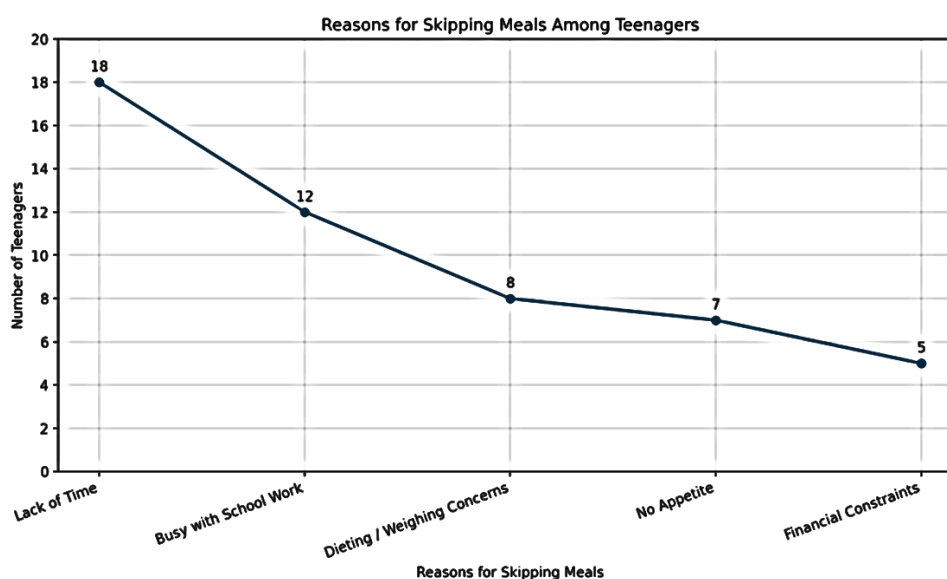
“Factors Why Teenagers Skip Meals”

Teenagers often skip meals for different reasons that reflect their lifestyle and daily challenges. 18 students said they are too busy with schoolwork and 12 have limited time due to packed schedules, while 8 others avoid eating because of dieting or weight concerns. A few teenagers, at least 7 of them skip meals when they do not feel hungry and 5 skip meals when financial constraints limit their food choices. Knowing these factors helps us see how habits and circumstances influence the eating patterns of young people today.

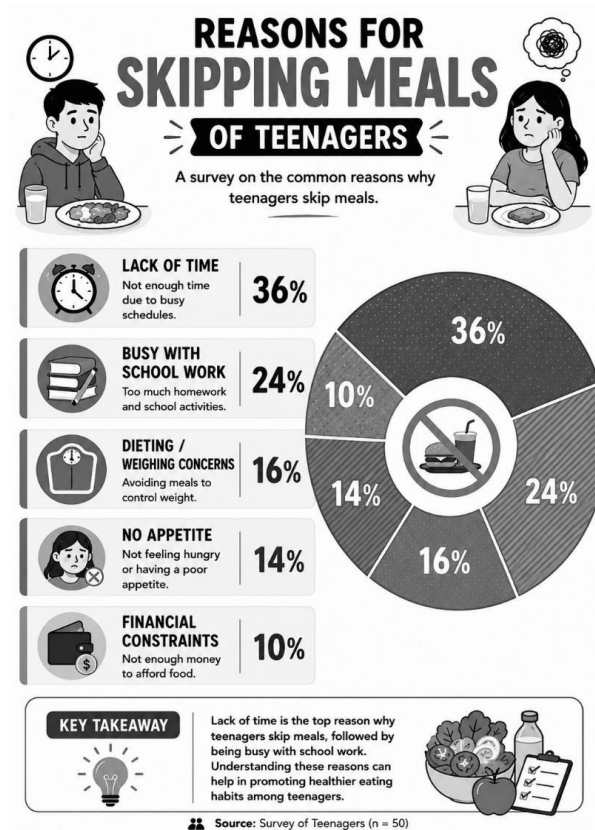
B. Table

Reasons for Skipping Meals	Number of Teenagers	Percentage
Lack of Time	18	
Busy with School Work	12	
Dieting / Weighing Concerns	8	
No Appetite	7	
Financial Constraints	5	

C. Graph / Chart



D. Infographic



1. After studying the different modalities in presenting information, answer the following questions:

- Which multimodal form (linear text, graph, table, or infographic) helped you understand the information about why teenagers skip meals effectively? Why? _____
- Does presenting the same information in different multimodal forms affect your understanding of the issue? Give a specific example. _____
- If you were to present this information to your fellow students, which multimodal form would you choose and why? _____
- Do you think the way information is presented can influence people's opinions or decisions? Why or why not? _____

LEARNING ACTIVITY SHEET (LAS)

Learning Area	Effective Communication		
Lesson Exemplar	2	Date	
Lesson Topic/Title	How to Pick the Right Chart		
Name		Grade & Section	

Directions: Your teacher is going to show you a video. Condense or summarize the information from the video using the chart below.

Multimodal Form	How is it Used	Example of How it is Used

1. What are the tips in communicating data effectively based on the video?

1. _____

2. _____

3. _____

4. _____

Group Leader: _____

Group Reporter: _____

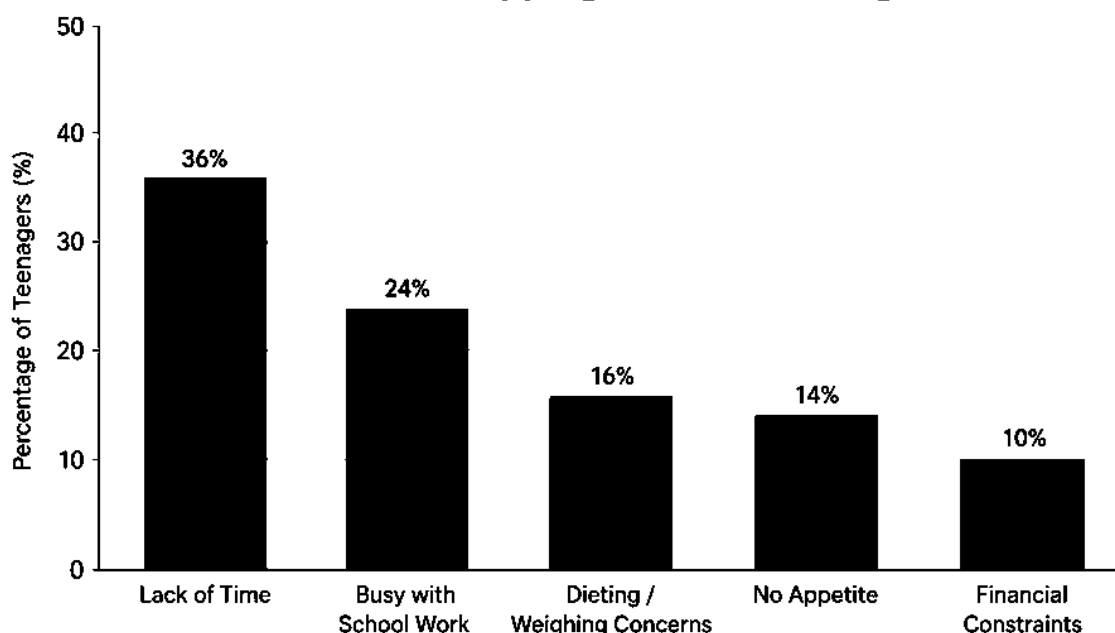
Members: _____

LEARNING ACTIVITY SHEET (LAS)

Learning Area	Effective Communication		
Lesson Exemplar	2	Date	
Lesson Topic/Title	Making Meaning with Data		
Name		Grade & Section	

Directions: Below is a data gathered from 35 Grade 11 STEM students. Study the line graph, then write a two-paragraph interpretation explaining the main trends, comparisons, and significant patterns shown in the graph.

Reasons for Skipping Meals of Teenagers



LEARNING ACTIVITY SHEET (LAS)

Learning Area	Effective Communication		
Lesson Exemplar	2	Date	
Lesson Topic/Title	Summarizing and Interpreting Data		
Name		Grade & Section	

Directions: Study the following texts below and present the data using a using a chart/graph or infographic. Then interpret the data in two short paragraphs.

Item 1: Sources of Stress among Grade 11 Students

In a recent survey of 30 Grade 11 students, schoolwork and exams emerged as the leading source of stress, with 12 respondents mentioning academic demands as their top concern. Social media pressure was reported by 6 students, while 5 pointed to family-related issues. About 3 said they were most affected by peer pressure, and 2 indicated financial difficulties. Another 2 students mentioned other stressors or did not give a specific answer

Item 2. Physical Activity Habits of Grade 11 Students

When asked how many days per week they engage in physical activity, 10 Grade 11 students admitted they did not exercise at all. Eight said they were active only once or twice a week, while 6 reported exercising three to four times weekly. Four respondents claimed they engaged in physical activities five to six days a week, and only 2 students said they exercised every day.

Item 3. Favorite School Subject

A survey of 30 Grade 11 students revealed that English was the most popular subject, chosen by 14 respondents. Mathematics came second with 10 students, while 7 identified Science as their favorite. Physical Education and Health subject was selected by 6, and only 3 chose Filipino as their top subject.

Item 4. Weekend Activities of Grade 11 Students

In terms of weekend routines, 11 Grade 11 students said they preferred sleeping or resting. Another 10 spent their weekends playing online games, while 8 chose to go out with friends. About 7 students liked watching Netflix or television, and 6 mentioned family bonding as their main weekend activity.

LEARNING ACTIVITY SHEET (LAS)

Learning Area	Effective Communication		
Lesson Exemplar	2	Date	
Lesson Topic/Title	<i>Self-Assessment (Reflection)</i>		
Name		Grade & Section	

Directions: Reflect on your performance during in the different activities guided with the questions below:

What did I learn about communicating information effectively?

Which multimodal form am I most confident using?

Which skill do I need to improve?

Complete the statement: "After the lessons, I realize that presenting data effectively is important because _____."

LEARNING ACTIVITY SHEET (LAS)

Learning Area	Effective Communication		
Lesson Exemplar	2	Date	
Lesson Topic/Title	Multiple Choice Summative Test		
Name		Grade & Section	

Directions: Read each question carefully and circle the letter of the correct answer.

1. Which statement best describes a multimodal text?
 - 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?
 - 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 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 name 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

LEARNING ACTIVITY SHEET (LAS)

Learning Area	Effective Communication		
Lesson Exemplar	3	Date	
Lesson Topic/Title	To Summarize or Not?		
Name		Grade & Section	

Directions: Carefully read each situation or text presented in the table. Determine whether the information needs to be summarized by placing a check mark (✓) or circling YES or NO in the appropriate column. Then, write a brief explanation in the Reason/Explanation column to justify your answer.

No	Situation/Text	Need to Summarize?	Reason/Explanation
1	A 5-page article about the effects of climate change on agriculture that you need to present in class for 5 minutes.	__YES__ NO	
2	A one-sentence definition of photosynthesis from a textbook.	__YES__ NO	
3	A news report about a recent government program that you must include in your research paper.	__YES__ NO	
4	A poem that you are asked to analyze for its meaning and imagery.	__YES__ NO	
5	A 10-minute video explaining how artificial intelligence works, which you need to explain to your classmates.	__YES__ NO	
6	A social media post that says, "No classes tomorrow due to heavy rain."	__YES__ NO	
7	A chapter from a novel that you must discuss in a literature class.	__YES__ NO	
8	A short list of instructions for logging into an online learning platform.	__YES__ NO	
9	A research study that's 20 pages long, and you're writing a related review paper.	__YES__ NO	
10	A slogan that says, "Reduce, Reuse, Recycle."	__YES__ NO	

LEARNING ACTIVITY SHEET (LAS)

Learning Area	Effective Communication		
Lesson Exemplar	3	Date	
Lesson Topic/Title	Multiple Choice: Comprehension Check (Demonstrating Knowledge and Skills)		
Name		Grade & Section	

Directions: Read each question carefully and choose the correct answer. Write your answer in a clean piece of paper legibly.

- Which of the following best defines effective communication?
 - Talking often
 - Using complicated words
 - Speaking without considering the listener
 - Expressing thoughts clearly and understanding others
- When communicating, it is important to consider the listener's background to ensure:
 - Clarity
 - Understanding
 - Personal advantage
 - Clarity and understanding
- Which of the following is an example of nonverbal communication?
 - Writing a letter
 - Sending an email
 - Smiling and nodding
 - Nodding while making a silent speaking gesture
- What should you do if you do not understand someone's message?
 - Walk away
 - Change the topic
 - Ask for clarification
 - Ignore it and ask your friend
- Which skill shows a person's active listening?
 - Interrupting
 - Giving feedback
 - Looking around the room
 - Making eye contact and giving feedback
- What is the main purpose of assigning collaboration roles in a group?
 - To compete
 - To make some students do all the work
 - To ensure balanced participation and clear responsibilities
 - To avoid communication log and make someone think that its okay to talk
- The recorder's role in a group is to:
 - Present output
 - Keep track of time
 - Lead group discussion
 - Take down notes and summarize discussions

8. When a group member disagrees politely and offers another idea, this shows:
- A. Teamwork
 - B. Poor cooperation
 - C. Leadership dominance
 - D. Assertive and respectful communication
9. What is the main goal of summarizing?
- A. To shorten text
 - B. To list all details
 - 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. Guess randomly
 - B. Ask a classmate to define it
 - C. Use context clues from the sentence
 - D. Skip it or guess randomly, maybe you could get the correct answer

LEARNING ACTIVITY SHEET (LAS)

Learning Area	Effective Communication		
Lesson Exemplar	4	Date	
Lesson Topic/Title	Text Structure Analysis		
Name		Grade & Section	

Directions: Read each of the three texts carefully. For each text, identify its purpose, tone, and structure, and determine the number of claims and supporting evidence it contains. Count each main idea or assertion as a claim and each detail or piece of information used to support a claim as evidence. Record your answers in the table provided for each text, then compute the claims-to-evidence ratio using the following formula: **Claims-to-Evidence Ratio = Number of Claims ÷ Number of Evidence**

Reflective Essay: Reading My Favorite Book
I never understood why people loved books until I read <i>Pride and Prejudice</i> . At first, I expected to dislike it and saw it as just another school assignment. But as I read, I became deeply interested in Elizabeth Bennet and her world. By the end of the novel, I felt both happy and sad because the story had ended. That experience inspired me to explore more classic literature, and ever since, reading classics has become one of my greatest passions. <i>Pride and Prejudice</i> remains my favorite book because it changed the way I see literature.

Position Paper: PAP Statement Upholding the Basic Human Rights and Well-being of LGBT Persons Based on the Psychological Science of SOGIE
The Philippine Psychological Association (PAP) states that SOGIE is a normal part of human diversity and not a mental disorder. It emphasizes that changing a person's SOGIE is harmful and ineffective, while stigma and discrimination negatively affect LGBT+ mental health. PAP supports equal rights, dignity, and protection for all through anti-discrimination policies and proper psychological care.

Critique Paper: Heneral Luna
<i>Heneral Luna</i> is a Filipino historical film about General Antonio Luna and the fight for independence. It shows bravery, patriotism, and the dangers of disunity in a nation. The film is realistic, engaging, and both educational and entertaining, encouraging viewers to value Philippine history and sacrifices for freedom.

Table 1. Text Structure Analysis

Criteria	Reflection	Position	Critique
Purpose			
Tone			
Structure			
Claim			
Claim/ Evidence			

LEARNING ACTIVITY SHEET (LAS)

Learning Area	Effective Communication		
Lesson Exemplar	4	Date	
Lesson Topic/Title	Reflective Essay (Personal Lens)		
Name		Grade & Section	

Directions: Write a one-paragraph reflective essay about how social media affects your study habits. In your reflection, explain how social media influences the way you manage your time, focus on your studies, or complete your schoolwork. Then, connect your reflection to one SHS career exit by explaining how your experience may influence your preparation for your chosen career or future pathway. Write your response in the space provided below.

SHS Career Exit:

- Higher Education
- Employment
- Entrepreneurship
- Middle-Level Skills Development

Chosen Career Exit: _____

Title: _____

This image shows a single sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

LEARNING ACTIVITY SHEET (LAS)

Learning Area	Effective Communication		
Lesson Exemplar	4	Date	
Lesson Topic/Title	Position Paper (Argumentative Lens)		
Name		Grade & Section	

Directions: Write a one-paragraph position paper stating whether social media positively or negatively affects students' study habits. Clearly present your position and support it with at least one research-based or real-life example. Conclude by connecting your position to one SHS career exit and explaining how your chosen position relates to learners' preparation for their future career or pathway. Write your response in the space provided below.

SHS Career Exit:

- Higher Education
- Employment
- Entrepreneurship
- Middle-Level Skills Development

Chosen Career Exit: _____

Title: _____

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

LEARNING ACTIVITY SHEET (LAS)

Learning Area	Effective Communication		
Lesson Exemplar	4	Date	
Lesson Topic/Title	Critique (Analytical Lens)		
Name		Grade & Section	

Directions: Write a one-paragraph critique of how students generally use social media for studying. Evaluate its use by identifying at least one strength and one weakness, and explain how these affect students' study habits. Based on your evaluation, provide one recommendation and connect it to one SHS career exit by explaining how the recommendation can help learners prepare for their future career or pathway. Write your response in the space provided below.

SHS Career Exit:

- Higher Education
- Employment
- Entrepreneurship
- Middle-Level Skills Development

Chosen Career Exit: _____

Title: _____

This image shows a single sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

LEARNING ACTIVITY SHEET (LAS)

Learning Area	Effective Communication		
Lesson Exemplar	4	Date	
Lesson Topic/Title	Stand-Based Writing Task		
Name		Grade & Section	

Directions: Choose a recent article, speech, or video related to your strand or field of study. After reviewing your chosen material, write a one-page response using one of the following formats: Reflective Essay, Position Paper, or Critique. Present your ideas clearly and support them with appropriate evidence, citing your sources properly. In writing your response, observe honesty, fairness, and respect in presenting and discussing ideas. Finally, connect your response to real-life applications and your strand. Write your response in the space provided below.

Chosen Format: ☐ Reflective Essay ☐ Position Paper ☐ Critique

Title: _____

[illegible]

LEARNING ACTIVITY SHEET (LAS)

Learning Area	Effective Communication		
Lesson Exemplar	5	Date	
Lesson Topic/Title	Communication Challenge		
Name		Grade & Section	

Directions: Watch the assigned video clips featuring debate, panel discussion, interview, and classroom discussion. Then, complete the comparison chart below by identifying the similarities and differences among the four types of academic communication.

CRITERIA	DEBATE	PANEL DISCUSSION	INTERVIEW	CLASSROOM DISCUSSION
Purpose				
Communication Style				
Role of Evidence				
Role of Moderator				

Reflection Questions

Directions: After completing the chart, answer the three reflection questions that follow. Support your responses with insights from the video clips and your own observations.

1. Which communication format is the most formal? Why?

2. Which format encourages sharing of different perspectives?

3. Which format would you prefer to participate in? Why?

LEARNING ACTIVITY SHEET (LAS)

Learning Area	Effective Communication		
Lesson Exemplar	5	Date	
Lesson Topic/Title	Argument Builder		
Name		Grade & Section	

Directions: Choose one debate topic assigned by your teacher. Develop an evidence-based argument by completing each step below. Use credible and relevant sources to support your position. Present your ideas clearly, logically, and ethically.

Topic: _____

Step 1: State Your Claim

My position is:

Step 2: Evidence

Evidence 1:

Step 3: Explanation

How does the evidence support your claim?

Step 4: Possible Counterargument

Step 5: Rebuttal

Conclusion

LEARNING ACTIVITY SHEET (LAS)

Learning Area	Effective Communication		
Lesson Exemplar	5	Date	
Lesson Topic/Title	Listen to Respond		
Name		Grade & Section	

Directions: Read the argument carefully. Analyze the speaker’s claim, supporting evidence, possible bias, and strongest point. Record your analysis in the spaces provided.

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.”

COMPONENT	RESPONSE
CLAIM	
EVIDENCE	
POSSIBLE BIAS	
STRONGEST POINT	
RESPECTFUL RESPONSE	
CLARIFYING QUESTIONS	

Why is respectful communication important in academic discussions?

LEARNING ACTIVITY SHEET (LAS)

Learning Area	Effective Communication		
Lesson Exemplar	5	Date	
Lesson Topic/Title	Fact or Opinion		
Name		Grade & Section	

Directions: Read each statement carefully. The statements are drawn from news reports, social media posts, and academic discussions. Classify each statement as a Fact, Opinion, Biased Statement, or Evidence-Based Statement. Then, provide a brief justification for your classification in the space provided.

1. **Statement:** “According to a 2023 study by the Department of Education, 68% of senior high school students reported improved research skills after completing a dedicated communication course.”

- **Classification:** _____
- **Justification:**

2. **Statement:** “Online learning is completely useless, and traditional face-to-face classes are the only real way for anyone to learn anything valuable.”

- **Classification:** _____
- **Justification:**

3. **Statement:** “I believe that group presentations are much more enjoyable to deliver than individual speeches.”

- **Classification:** _____
- **Justification:**

4. **Statement:** “The Earth revolves around the Sun, taking approximately 365.25 days to complete one full orbit.”

- **Classification:** _____
- **Justification:**

LEARNING ACTIVITY SHEET (LAS)

Learning Area	Effective Communication		
Lesson Exemplar	6	Date	
Lesson Topic/Title	The Text Detective Sheet		
Name		Grade & Section	

Directions: Read or examine the text, infographic, chart, or article carefully. Discuss with your group and complete the sheet below.

1. MAIN IDEA

What is the central message or most important point of the text/material?

2. SUPPORTING DETAILS

List at least three details that support the main idea.

- a. _____
 b. _____
 c. _____

3. PURPOSE

Why do you think the author created this text/material?

- ☐ To inform ☐ To entertain
☐ To persuade ☐ To explain
☐ Other: _____

Evidence from the text/material:

4. TONE

How does the author feel about the topic?

- ☐ Serious ☐ Critical
☐ Concerned ☐ Persuasive
☐ Informative ☐ Neutral
☐ Optimistic ☐ Other: _____

Evidence:

5. ARGUMENT OR CLAIM

What argument, opinion, or claim is being presented?

6. EVIDENCE CHECK

What facts, data, examples, or visuals support the claim?

7. GROUP INSIGHT

What did your group learn from this material?

8. QUESTIONS WE STILL HAVE

Write one question that remains unanswered.

Detective Rating:

How well did your group understand the material?

☐ Excellent

☐ Good

☐ Fair

☐ Needs More Investigation

LEARNING ACTIVITY SHEET (LAS)

Learning Area	Effective Communication		
Lesson Exemplar	6	Date	
Lesson Topic/Title	Spot The Difference – Text Type Investigation		
Name		Grade & Section	

Directions: Carefully examine the three sample texts provided by your teacher: a Summary, an Abstract, and a Reaction Paper. Work with your group to analyze each text. Identify their purpose, tone, structure, and key features. Complete the activity sheet based on your observations and discussion.

1. TEXT IDENTIFICATION

Identify each text type.

Text A: _____

Text B: _____

Text C: _____

2. PURPOSE DETECTIVE

Determine the main purpose of each text.

Text	Purpose
-------------	----------------

Text A _____

Text B _____

Text C _____

3. TONE CHECK

What tone is used in each text?

Text	Tone
-------------	-------------

Text A _____

Text B _____

Text C _____

Possible tones:

- ☐ Objective
- ☐ Formal and Academic
- ☐ Personal yet Analytical
- ☐ Informative
- ☐ Reflective
- ☐ Other: _____

4. STRUCTURE INVESTIGATION

Identify the organizational structure of each text.

Text	Structure
-------------	------------------

Text A _____

Text B _____

Text C _____

Evidence from the text:

- a. _____
- b. _____
- c. _____

5. FEATURE HUNT

List at least three clues or features that helped your group identify the texts.

- a. _____
- b. _____
- c. _____

6. COMPARISON CHART

Complete the table below.

Text Type	Purpose	Tone	Key Features
Summary	_____	_____	_____
Abstract	_____	_____	_____
Reaction Paper	_____	_____	_____

7. GROUP ANALYSIS

Answer the following questions.

- a. Which text type was easiest to identify? Why?

- b. Which text type was most challenging to distinguish? Why?

- c. How did your group decide where to place the labels and annotations?

LEARNING ACTIVITY SHEET (LAS)

Learning Area	Effective Communication		
Lesson Exemplar	6	Date	
Lesson Topic/Title	Letter to my Future Self		
Name		Grade & Section	

Directions: Reflect on your learning about academic writing. Write a short letter to your future self by answering the guide questions provided by your teacher. After writing, share your reflection with the class if requested. Complete the activity sheet below before writing your final reflection letter.

1. MY UNDERSTANDING OF ACADEMIC WRITING

What is the most important thing you learned about academic writing?

2. ACADEMIC WRITING IN MY FUTURE

How can academic writing help you in college and future work?

- a.

- b.

- c.

3. WRITING FORM PREFERENCE

Which writing form do you find most useful?

- ☐ Summary
- ☐ Abstract
- ☐ Reaction Paper
- ☐ Other:

Why do you find it useful?

4. PERSONAL REFLECTION

What skills related to writing would you like to improve?

5. GOALS FOR MY FUTURE SELF

What are your goals as a writer in the future?

6. EVIDENCE OF LEARNING

Give at least three things you learned from this lesson on academic writing.

- a. _____
b. _____
c. _____

7. MESSAGE TO MY FUTURE SELF

Write one important piece of advice or encouragement for your future self.

8. REFLECTION LETTER PLANNER

Before writing your final letter, complete the outline below.

Dear Future Me,

What I learned about academic writing:

How academic writing can help me in the future:

The writing form I find most useful and why:

My goal as a writer:

What is one question you still have about academic writing?

How well do you understand the importance of academic writing?

- ## Effort Rating

☐ Excellent ☐ Fair

☐ Good ☐ Needs Improvement

Write your final reflection letter below. The letter should answer the following questions:

-
- This image shows a single sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.