

Learning Activity Sheets for Effective Communication

CORE SUBJECT



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

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LEARNING ACTIVITY SHEET (LAS)

Learning Area	Effective Communication	Term	1
Lesson Exemplar	1	Date	
Lesson Topic/Title	Communication Process Detective		
Name		Grade & Section	

Directions: Read each communication scenario carefully and identify how the communication processes of Interpretation, Engagement, and Expression influence the outcome of the interaction.

Scenario 1

Ana replied, "Okay, boss," after Mark reminded the group to submit their project on time.

Scenario 2

A youth leader announced, "Everyone is expected to join the barangay clean-up drive tomorrow."

Scenario 3

A teacher told a student, "You need to improve your eye contact during presentations."

Scenario 4

A student posted on Facebook, "Some people really need to learn proper manners."

Scenario	Interpretation <i>How is the message understood?</i>	Engagement <i>How do participants interact?</i>	Expression <i>How is the message delivered?</i>
1			
2			
3			
4			

Learning Area	Effective Communication	Term	1
Lesson Exemplar	1	Date	
Lesson Topic/Title	Communication Breakdown Analysis		
Name		Grade & Section	

Directions: Read the communication case scenario below. Identify which communication process failed and suggest ways to improve the interaction.

Case Scenario

During a group project, Lea sent a message in the class group chat: *“Please submit your assigned parts tonight.”* Miguel did not submit his work because he thought the message was only a reminder and not an urgent deadline.

Case Analysis Organizer

Component	Response
1. What happened in the situation?	
2. What misunderstanding occurred?	
3. What was the result of the misunderstanding?	

Which Communication Process Failed Most? (Please check)

- ☐ Interpretation (How the message was understood)
☐ Engagement (How participants interacted)
☐ Expression (How the message was delivered)

Evidence and Solution

Communication Process	Evidence from the Case	Suggested Improvement
1. Interpretation		
2. Engagement		
3. Expression		

Learning Area	Effective Communication	Term	1
Lesson Exemplar	1	Date	
Lesson Topic/Title	The Tone-Switch Gallery Walk		
Name		Grade & Section	

Directions: Using the Comparison Checklist, analyze the features of different stations of communication.

What to look for:	Station A: Formal Letter	Station B: TikTok Script	Station C: Folk Narrative
Respectful Titles (e.g., Sir, Madam, The Honorable)			
Slang or Emojis			
Lengthy and Detailed Sentences			
Short, Fast, and Punchy Sentences			
Storytelling Words (e.g., Long ago, Once there was)			
Strong Emotions (e.g., feeling urgent, excited, or loud)			

Processing Questions

1. Looking at your Comparison Checklist, what specific language patterns do you notice are unique to the formal letter versus the TikTok script?

2. How would the purpose of the traditional folk narrative be affected if it were rewritten using the emotional directness and slang of a viral TikTok script?

3. Based on the stations you visited, how does a speaker's social role (e.g., student vs. storyteller) dictate the level of formality and inclusive language used?

Learning Area	Effective Communication	Term	1
Lesson Exemplar	1	Date	
Lesson Topic/Title	Community Interaction Observation		
Name		Grade & Section	

Directions: Observe a real-life conversation between two people with different social roles (e.g. vendor and customer; teacher and student; employer and employee). Focus on how tone is used to maintain a respectful interaction.

Observation Record

Observation Area	Response
1. Social Roles Observed	
2. Location of the Interaction	
3. Purpose of the Conversation	
4. Tone Used by the Speaker(s)	
5. Outcome of the Interaction	

Observation Note

How was tone used to maintain a respectful relationship?

Interaction Analysis

Guide Questions	Response
1. Was the interaction collaborative or confrontational?	
2. What words or expressions showed respect?	
3. How did the receiver respond to the speaker's tone?	

Learning Area	Effective Communication	Term	1
Lesson Exemplar	1	Date	
Lesson Topic/Title	Audience Adaptation Workshop		
Name		Grade & Section	

Directions: Read the message below. Rewrite it for each audience by adjusting the language, tone, and structure appropriately.

Original Message

“We need volunteers for a community clean-up drive.”

Message Adaptation Table

Audience	Revised Message
Friends	
Barangay Officials	
Community Elders	

Communication Choices

Element Changed	Explanation
Language	
Tone	
Structure	

Learning Area	Effective Communication	Term	1
Lesson Exemplar	1	Date	
Lesson Topic/Title	Digital Communication Video Analysis		
Name		Grade & Section	

Directions: Watch the YouTube video “**Interactions Through Digital Media Can Have a Real Impact**” and analyze how language, tone, and responses affect digital communication. Identify examples of trust-building communication, inclusive language, and communication breakdowns. Then, revise the digital message given for a specific audience.

Video Link: <https://www.youtube.com/watch?v=V2mrvhMY4QA>

Video Observation Table

Observation Area	Findings
1. Example of Trust-Building Communication	
2. Example of Inclusive Language	
3. Example of Communication Breakdown	
4. Tone Used in the Interaction	
5. Effect of the Communication Choices	

Communication Analysis

Questions	Response
1. How did the language affect the interaction?	
2. How did the tone influence the receiver's response?	
3. What communication choice helped build trust?	

Learning Area	Effective Communication	Term	1
Lesson Exemplar	1	Date	
Lesson Topic/Title	Advocacy Post Blueprint		
Name		Grade & Section	

Directions: Choose a social or cultural issue that is relevant to your community. Complete the Advocacy Post Blueprint below to plan a social media advocacy post. Consider your target audience, main message, inclusive language, and call to action.

Advocacy Post Blueprint

Component	Response
1. Social or Cultural Issue	
2. Target Audience	
3. Main Message	
4. Inclusive Language to Use	
5. Call to Action	

Message Planning

Draft Caption or Slogan:

Audience and Impact Analysis

Questions	Response
1. Why is this issue important to your community?	
2. How will your message encourage participation?	
3. How will your post show respect for different groups in the community?	

Learning Area	Effective Communication	Term	1
Lesson Exemplar	1	Date	
Lesson Topic/Title	Paper and Pen Test		
Name		Grade & Section	

Directions: Read each question carefully and choose the best answer from the given options. Write the letter of the correct answer on the space provided.

- _____ 1. A student is preparing a formal letter to the City Mayor regarding a local environmental issue. Which linguistic feature is most appropriate for this specific social role and purpose?
 - A. Frequent use of punchy sentences and emojis
 - B. Use of informal slang to appear more relatable
 - C. Inclusion of respectful titles and honorifics
 - D. Rhythmic storytelling words like "Once there was"

- _____ 2. When transitioning from a casual group chat with friends to a job interview, what is the most critical adjustment a communicator should make?
 - A. Maintain the same vibe to show authenticity.
 - B. Shift from a low and intimate register to a professional tone.
 - C. Use more hashtags to emphasize important points.
 - D. Decrease sentence complexity to avoid confusion.

- _____ 3. You are creating a TikTok script to advocate climate change awareness. How should the structure and tone differ from a traditional academic report?
 - A. It should use long, detailed sentences to provide maximum data.
 - B. It should be characterized by short, fast, and punchy sentences.
 - C. It must avoid emotional directness to remain strictly objective.
 - D. It should use the frozen register to command authority.

- _____ 4. Why might a gesture like a thumbs up lead to a communication breakdown in an intercultural exchange?
 - A. Because gestures are always less effective than written words
 - B. Because it lacks the rhythmic stress found in prosody
 - C. Because cultural norms dictate how gestures are interpreted
 - D. Because it is considered a high register form of communication

- _____ 5. In a digital space, such as a community blog or social media post, which element contributes most to intercultural sensitivity?
 - A. Using technical jargon to prove expertise
 - B. Employing inclusive language that respects diverse identities
 - C. Responding immediately with unedited emotional reactions
 - D. Limiting communication to individuals within your own social group

- _____ 6. A youth leader uses inclusive language during a presentation to a diverse community board. What is the primary purpose of this choice?
- A. To confuse the audience with complex sentence structures
 - B. To ensure communication promotes respectful engagement
 - C. To follow a specific rhythmic folk narrative pattern
 - D. To make the presentation sound more like a private group chat
- _____ 7. Which of the following best describes contextual understanding in communication?
- A. Speaking at the same volume regardless of the environment
 - B. Recognizing why a joke in a private chat might fail on LinkedIn
 - C. Using the same set of honorifics for peers and elders
 - D. Ignoring the feedback of the receiver during a conversation
- _____ 8. When writing in role as a community mediator to settle a conflict, what should be the primary focus of your tone?
- A. Persuading the audience through aggressive and loud language
 - B. Maintaining a tone that respects both youth norms and elderly cultural practices
 - C. Using as many emojis as possible to lighten the serious mood
 - D. Expressing personal biases to ensure authenticity
- _____ 9. How does multimodal analysis help a communicator understand a digital message?
- A. It focuses only on the literal definition of the words used.
 - B. It looks at how images, layout, and text work together to create meaning.
 - C. It requires the sender to use audio clips instead of written text.
 - D. It eliminates the need for tone and emotional reciprocity.
- _____ 10. What is the main benefit of reflective journaling after a communicative event?
- A. It allows the communicator to set goals for future interpersonal growth.
 - B. It provides a platform to criticize the audience's cultural diversity.
 - C. It replaces the need for actual interaction with others.
 - D. It ensures that communication patterns never have to change.

LEARNING ACTIVITY SHEET (LAS)

Learning Area	Effective Communication	Term	1
Lesson Exemplar	2	Date	
Lesson Topic/Title	Talk Show Recall		
Name		Grade & Section	

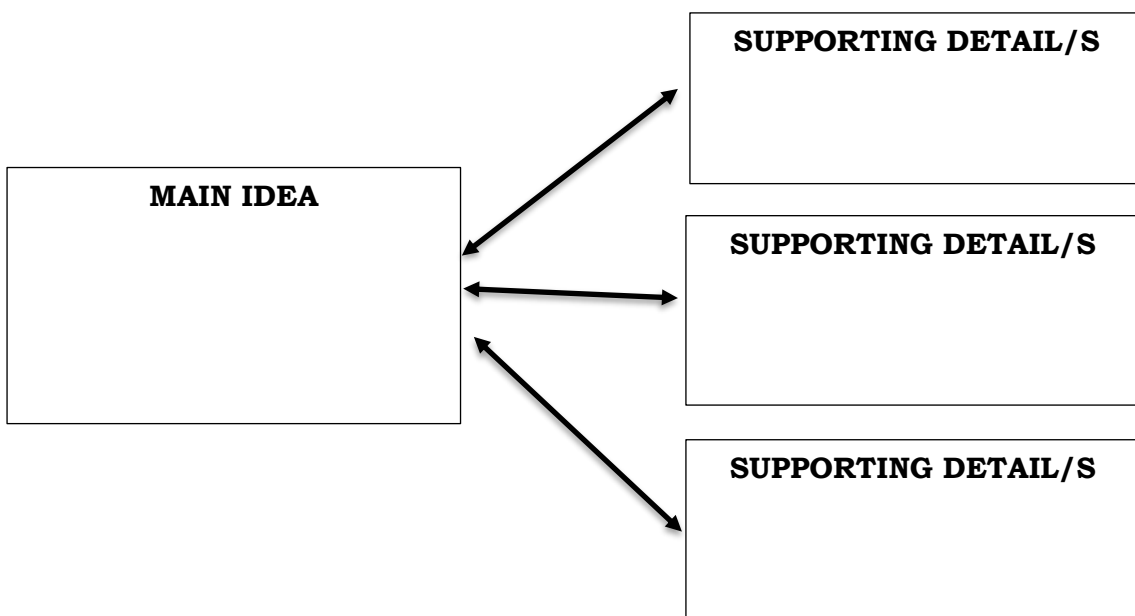
Directions: Recall a specific interview or recorded discussion you recently watched on platforms like TikTok, YouTube, or Facebook.

Summarize: Write the central message (Topic/Main Idea) of the interview in exactly one sentence.

Detail: List three specific key points or examples the guest shared to support that main idea.

1. _____
2. _____
3. _____

Map: Create a concept map with your one-sentence main idea in the center and the three supporting details branching out.



Learning Area	Effective Communication	Term	1
Lesson Exemplar	2	Date	
Lesson Topic/Title	Talk Show Recall		
Name		Grade & Section	

Directions: Follow the instructions carefully. While watching the recorded interaction provided by your teacher, listen for specific conversation strategies and mark an “X” on your Bingo card each time you hear or observe a strategy being used (e.g., Greet warmly, Interrupts politely, or Nods/Gestures). The first learner to complete five consecutive boxes horizontally, vertically, or diagonally should call out, “Bingo!”

Greet warmly	Interrupts politely	Uses filler words (e.g., “uh,” “you know”)	Changes topic smoothly	Uses humor
Asks follow-up question	Nods or uses gestures to show interest	Summarizes a point	Clarifies a statement	Makes a comparison
Paraphrases speaker’s idea	Expresses agreement	FREE SPACE	Disagrees respectfully	Gives an example
Uses pause for effect	Encourages other to speak	Asks for opinion	Uses a politeness marker	Reacts with surprise
Shifts back to main topic	Uses body language	Acknowledges misunderstanding	Builds on an idea	Uses turn-taking phrases

Learning Area	Effective Communication	Term	1
Lesson Exemplar	2	Date	
Lesson Topic/Title	Dialogue Analysis		
Name		Grade & Section	

Directions: Follow the instructions carefully.

1. Form a triad and assign the roles of **Host, Guest, and Observer**.
2. Perform: The Host and Guest will engage in a 5-minute conversation on a given topic.
3. Observe: The Observer will use the checklist to mark strategies used, such as turn-taking, active listening, and asking for clarification
4. Rotate: Switch roles until each member performs all three positions.

CHECKLIST	OBSERVED	NOT OBSERVED
Turn-taking		
Active Listening		
Feedback-giving		
Asking for Clarification		
Asking for Repetition		
Interrupting Politely		
Showing Agreement		
Disagreeing Politely		
Summarizing		
Asking Questions		
List of Polite Markers observed		

Learning Area	Effective Communication	Term	1
Lesson Exemplar	2	Date	
Lesson Topic/Title	Commu-Case Analysis		
Name		Grade & Section	

Directions: Read each case carefully. Then write your answers in the organizer by identifying the **main idea**, **purpose**, **audience**, and **communication features** used in the exchange. Use complete and clear answers.

Case 1 – Asking Permission from a Teacher

Case: During recess, Ana approaches her adviser and says, “Good morning, Ma’am. May I ask permission to leave early today? I have a dental appointment this afternoon.” Her teacher replies, “All right, Ana, but please make sure to submit your seatwork before you leave.”

Main Idea	Purpose	Audience	Communication Features

Case 2 – Asking about a Barangay Program

Case: Paolo visits the barangay hall and asks the youth desk officer, “Good afternoon, Sir. I would like to ask about the clean-up drive this Saturday. Can learners still join?” The officer answers, “Yes, you may join. Please write your name on the registration sheet before Friday.”

Main Idea	Purpose	Audience	Communication Features

Case 3 – Asking an Elder for a Piece of Advice

Case: Before a family reunion, Mika says to her grandmother, “Lola, may I ask for your advice? I’m not sure what to wear for the program later.” Her grandmother replies, “Of course, dear. Wear something simple and respectful since many elders will be there.”

Main Idea	Purpose	Audience	Communication Features

Case 4 – Inviting a Classmate to Join a Group Discussion

Case: During class, Ken tells his classmate, “Hi, Bea. Would you like to join our group discussion after lunch? We still need one more member.” Bea answers, “Sure, thank you for inviting me. What topic will you be working on?”

Main Idea	Purpose	Audience	Communication Features

Case 5 – Asking a Parent for Clarification

Case: At home, Jessa says to her mother, “Mom, excuse me, may I ask what time we will leave for church tomorrow?” Her mother responds, “We will leave at 7:00 in the morning, so please wake up early.”

Main Idea	Purpose	Audience	Communication Features

Case 6 – Reporting a Lost Item in School

Case: Carlo goes to the school guard and says, “Good afternoon, Kuya. I think I left my umbrella near the canteen. Has anyone turned it in?” The guard replies, “Please check the lost and found table in the office. Someone may have brought it there.”

Main Idea	Purpose	Audience	Communication Features

Case 7 – Asking for Help During a Community Event

Case: During a barangay fiesta, Lea tells a volunteer, “Excuse me, Ate, could you please tell me where the registration table is? I need to sign in for the youth dance contest.” The volunteer replies, “It is beside the covered court. You can go there now before the program starts.”

Main Idea	Purpose	Audience	Communication Features

Case 8 – Reminding a Younger Sibling Respectfully

Case: At home, an older sister tells her younger brother, “Please lower the volume of the television. I’m attending my online class right now.” The younger brother answers, “Sorry, Ate. I’ll lower it now.”

Main Idea	Purpose	Audience	Communication Features

Case 9 – Talking to a Market Vendor

Case: In the public market, a student says, “Good morning, po. How much is one kilo of mangoes?” The vendor replies, “It’s 120 pesos per kilo, iho. Would you like me to pick the ripe ones for you?”

Main Idea	Purpose	Audience	Communication Features

Case 10 – Asking a Class Monitor About Assignments

Case: A learner who was absent says to the class monitor, “Hello, Mark. May I ask what assignment was given in English yesterday?” The monitor replies, “We were asked to write a short reflection. I can send you the details later.”

Main Idea	Purpose	Audience	Communication Features

Reflection

What did you learn about effective and respectful communication from the cases?

Learning Area	Effective Communication	Term	1
Lesson Exemplar	2	Date	
Lesson Topic/Title	Communication Portfolio		
Name		Grade & Section	

Directions: Create a communication portfolio using this worksheet. Include a sample message or dialogue; analyze its main idea, purpose, and intended audience; identify the polite markers used; and write a short reflection on what you learned about respectful and effective communication.

PART I – COMMUNICATION CONTEXT

1. What kind of communication is this? Put a check (✓) on the correct answer.

☐ Conversation ☐ Text message ☐ Announcement ☐ Formal letter
☐ Online post ☐ Classroom interaction ☐ Other: _____

2. Briefly describe the situation. (Where and why did the communication happen?)

PART II – SAMPLE MESSAGE OR DIALOGUE

Write your sample message, conversation, or dialogue below.

Title (optional): _____

PART III – ANALYSIS OF THE MESSAGE

A. Main Idea

What is the main idea of the message?

B. Purpose

Why was the message communicated?

☐ To inform ☐ To ask for help ☐ To request ☐ To explain
☐ To apologize ☐ To persuade ☐ To greet ☐ Other: _____

Explain your answer.

C. Intended Audience

Whom is the message for?

☐ Classmate ☐ Teacher ☐ Parent/Guardian ☐ Friend
☐ Barangay official ☐ General public ☐ Other: _____

Explain why this audience is the intended receiver.

PART IV – POLITE MARKERS AND COMMUNICATION STRATEGIES

A. Polite Expressions Used

List the polite words, phrases, or expressions found in the message.

1. _____
2. _____
3. _____
4. _____
5. _____

B. What kind of polite markers are these?

Match each expression with its purpose.

Polite Expression	Purpose / Function

Examples of functions: greeting, requesting politely, thanking, apologizing, showing respect, asking permission, clarifying politely.

C. Communication Signals or Strategies Used

Put a check (✓) on the strategies used in the message.

☐ Greeting politely ☐ Asking clearly ☐ Showing respect ☐ Listening/responding properly
☐ Clarifying ideas ☐ Taking turns in conversation ☐ Using kind words ☐ Ending the conversation politely

Give examples from the message.

PART V – EFFECTIVENESS OF THE COMMUNICATION

A. What made the communication effective?

B. What could be improved?

C. Rewrite one part of the message to make it more respectful or effective.

Original Line:

Improved Version:

PART VI – PERSONAL REFLECTION

What did you learn about communicating respectfully and effectively?

Write a short reflection (about 4–6 sentences).

PART VII – CREATIVITY AND PRESENTATION

You may improve your worksheet by adding color, borders, symbols, drawings, icons, neat headings, or a creative layout.

Describe any creative element you added.

LEARNING ACTIVITY SHEET (LAS)

Learning Area	Effective Communication	Term	1
Lesson Exemplar	3	Date	
Lesson Topic/Title	You're Not Writing If You're Not Annotating		
Name		Grade & Section	

Directions: Read the excerpt of a news article your teacher will give you. Then, answer the questions that follow:

1. Who are the parties involved in the communicative event?

2. What attitudes may be gleaned from Mr. Padilla's remarks?

3. What assumptions did he have about language and race?

4. If you were to take the contestant's perspective, how would you have responded to Mr. Padilla?

Learning Area	Effective Communication	Term	1
Lesson Exemplar	3	Date	
Lesson Topic/Title	Talk Show Clip Analysis		
Name		Grade & Section	

Directions: Watch the clip your teacher will play. Then, fill out the tables below with your details observed from the clip.

A. Attitudes, Assumptions, Perspectives

Statement from the video <i>(Copy two only.)</i>	Assumption <i>(What belief is exposed by the statement?)</i>	Attitude <i>(What is the speaker's attitude towards the topic?)</i>	Perspective <i>(From whose point of view is the speaker speaking? What point of view do they not represent?)</i>

B. Verbal Strategies

Statement from the video <i>(Copy two only.)</i>	Transitional Devices	Hedging	Signposting for Emphasis

C. Non-verbal Strategies

Mark whether the nonverbal strategy given in the left-most column is observed or not. If it is observed, write a brief description of how it happens or is done by the speaker.

Non-verbal Strategy	Observed	Not Observed/ Not Applicable in This Case	Brief Description, if observed	Effect on Message
Facial Expression				
Kinesics (posture, gesture, overall body language)				

Paralanguage (pitch, volume, speed)				
Oculesics (eye contact, avoidance, etc.)				
Proxemics (social space or physical distance)				
Haptics (various forms of physical touch)				
Appearance and artifacts (clothes, accessories, styling)				

Learning Area	Effective Communication	Term	1
Lesson Exemplar	3	Date	
Lesson Topic/Title	See Comments Section		
Name		Grade & Section	

Directions: Read the comments section of a Facebook post your teacher will provide. Note the transitional devices, hedging, and emphasis techniques used by the commenters in the table below:

Transitional Devices	Hedging Techniques	Signposts (for emphasis)

Learning Area	Effective Communication	Term	1
Lesson Exemplar	3	Date	
Lesson Topic/Title	Talk Show Role-Play Drills		
Name		Grade & Section	

Directions: Read the following instructions carefully:

1. Form groups of three. Assign a host, a guest, and an observer.
2. Choose a socially relevant topic that will allow you to exhibit your attitude, challenge assumptions, and explore other perspectives.
3. The host opens the conversation about a topic while the guest answers. Your conversation should last for 3 minutes, max.
4. The observer shall fill out the checklist and observation notes and shall report their observations to the class.

CHECKLIST:

	Observed	Not Observed	Suggestions for Improvement
Transitional Devices			
Hedging			
Signposting (for Emphasis)			

Observation Notes:

	Description of Attitude	Suggestions for Improvement
Attitude Exhibited About the Topic		
Assumptions Revealed or Challenged		
Perspectives Explored		

Learning Area	Effective Communication	Term	1
Lesson Exemplar	3	Date	
Lesson Topic/Title	Advocacy Campaign: Be the Difference: Speak Up, Act Now		
Name		Grade & Section	

Directions:

1. Inspect the posters in the corners of the room.
2. Choose the topic you're most interested in. Find your respective Task Cards below and write a 2–3-minute advocacy video script on the topic/issue given in them. Your teacher shall provide you with a separate AV Script format for this purpose. Refer to *SHS_EC_T1_LAS3 Appendix 2*:

TASK CARD 1: Bullying: Recognize, Stop, and Replace with Friendship

Write an advocacy video script answering this question: *What attitudes and assumptions allow bullying to continue, and how can learners challenge them?*

Requirements:

- Interview clips
 - One perspective of victim
 - One perspective of bystander/third party
- One proposed action

TASK CARD 2: How are you? Working Together for Mental Wellness

Write an advocacy video script answering this question: *What assumptions about mental health should be challenged among the older generation?*

Requirements:

- Myth versus facts section
- Personal perspective
- Community perspective
- Call to action

TASK CARD 3: Voices of the Indigenous: Speaking Out Against Displacement

Write an advocacy video script answering this question: *How do differing perspectives shape responses to indigenous displacement?*

Requirements:

- Indigenous perspectives
- Government/community perspective
- Advocacy statement/Call to action

TASK CARD 4: Speaking the Language of Inclusion

Write an advocacy video script answering this question: *How do attitudes and assumptions about language affect opportunities and inclusion?*

Requirements:

- Perspective of an English speaker
- Perspective of a non-English speaker
- A direct challenge to an assumption
- A call to action

TASK CARD 5: More than Grades: Promoting Balance and Holistic Growth

Write an advocacy video script answering this question: *What assumptions do people hold about success and achievement?*

Requirements:

- Student perspective
- Parent perspective
- Teacher perspective
- Advocacy message/Call to Action

Learning Area	Effective Communication	Term	1
Lesson Exemplar	3	Date	
Lesson Topic/Title	The Mirror Beside The Door (Exit Reflection)		
Name		Grade & Section	

Directions: Answer the following reflection prompts:

Part 1: In Hindsight

- a. What was the most important insight you gained about attitudes, assumptions, or perspectives?

- b. What did you learn about audience awareness and consideration of their perspective?

Part 2: In General

Complete the statements:

- Communication is most effective when

- Advocacy becomes persuasive when

- Non-verbal communication matters because

- Technology can improve communication by

Part 3: In Real Situations

Explain how these lessons can help you:

- As a student

- As a citizen of the country

- As a netizen

Learning Area	Effective Communication	Term	1
Lesson Exemplar	3	Date	
Lesson Topic/Title	Video Critique		
Name		Grade & Section	

Directions: Watch the sample advocacy video your teacher will provide. Note how the creators' attitudes and assumptions and their verbal and nonverbal communication techniques by answering the questions that follow:

1. What were the authors' attitude towards the topic? Were they able to highlight this attitude? How? Suggest points for improving the clarity of the creators' attitude towards the topic, if any.

2. Were the creators able to use transitional devices/signposts effectively? How? Cite instances from the clip.

3. Comment on the creators' use of nonverbal communication techniques. Cite an instance where they were able to use them effectively. Cite another example which can be improved and suggest how the same can be enhanced.

LEARNING ACTIVITY SHEET

Learning Area	Effective Communication	Term	1
Lesson Exemplar	4	Date	
Lesson Topic/Title	Mirror, Window, Door Reflection		
Name		Grade & Section	

Mirror: Looking at Yourself

What did I learn about myself as a communicator?

Reflect on your communication strengths and how you participated in the activity.

Guide Questions:

- What did I do well during the activity?
- How did I express my ideas?
- How did I listen to and respond to others?

Response:

Window: Looking at Others

What did I learn from the communication behaviors of others?

Reflect on what you observed from your classmates or group members.

Guide Questions:

- What positive communication behaviors did I observe?
- How did others show respect, empathy, or inclusivity?
- What communication practices would I like to emulate?

Response:

Door: Looking Ahead**What communication skills will I improve?**

Reflect on how you can become a more effective, inclusive, and ethical communicator.

Guide Questions:

- What communication skills do I need to improve?
- Why are these skills important?
- What specific action will I take to improve it?

Response:

Personal Communication Goal

One communication practice I will strengthen after this lesson is:

Learning Area	Effective Communication	Term	1
Lesson Exemplar	4	Date	
Lesson Topic/Title	Reflect and Write		
Name		Grade & Section	

Directions: Read the following questions carefully, then write a clear and concise response for each question.

1. How does being culturally aware and sensitive influence the way I interpret and respond to messages or situations in diverse social contexts, both online and offline?

2. In what ways can creating blog posts or social media content about cultural identity, heritage, or social causes help me express my values while respecting the perspectives of others?

3. How can my understanding of different cultures and social issues shape the way I engage with communities and contribute to meaningful conversations or positive change?

Learning Area	Effective Communication	Term	1
Lesson Exemplar	4	Date	
Lesson Topic/Title	Match Me Right		
Name		Grade & Section	

Directions: Match each communication concept in Column A with its correct description in Column B. Write only the letter of your answer in the Answer column.

Answer	Column A	Column B
	1. Active Listening	A. Avoiding assumptions about people based on their group membership
	2. Cultural Sensitivity	B. Communicating through online platforms such as social media, messaging apps, and email
	3. Non-verbal Communication	C. Using words that make people feel valued, respected, and included
	4. Ethical Communication	D. Considering the impact of messages on others before communicating
	5. Digital Interaction	E. Paying close attention to understand a speaker's message
	6. Inclusive Language	F. Checking the accuracy and reliability of information before sharing it
	7. Cultural Awareness	G. Understanding and recognizing cultural differences and similarities
	8. Verifying Information	H. Using gestures, facial expressions, posture, and eye contact to convey meaning
	9. Stereotyping	I. Showing consideration for others' opinions, beliefs, and feelings during communication
	10. Respectful Communication	J. Respecting and responding appropriately to cultural differences and perspectives

Learning Area	Effective Communication	Term	1
Lesson Exemplar	4	Date	
Lesson Topic/Title	Assessment		
Name		Grade & Section	

Directions: Read and answer each item carefully. Write the letter of your answer on the space provided before each number.

- _____ 1. Which strategy helps a person accurately understand a speaker's message before responding?
 - A. Critical listening
 - B. Making assumptions
 - C. Ignoring nonverbal cues
 - D. Interrupting to share opinions

- _____ 2. Which of the following is an example of culturally appropriate verbal communication?
 - A. Generalizing cultural practices
 - B. Mocking another person's accent
 - C. Using stereotypes when describing a culture
 - D. Speaking respectfully and avoiding offensive language

- _____ 3. A learner reads a social media post about a cultural festival and checks whether the information comes from a reliable source. Which strategy is being used?
 - A. Passive viewing
 - B. Critical reading
 - C. Selective listening
 - D. Cultural stereotyping

- _____ 4. Why is cultural sensitivity important in digital interaction?
 - A. It helps people avoid learning about other cultures.
 - B. It prevents people from participating in online discussions.
 - C. It allows users to express opinions without considering others.
 - D. It encourages respect and empathy for diverse perspectives.

- _____ 5. Which action demonstrates ethical communication in an online discussion?
 - A. Excluding people with different beliefs
 - B. Posting offensive memes about traditions
 - C. Sharing unverified information about a cultural group
 - D. Using respectful language when disagreeing with others

- _____ 6. While watching a video about indigenous practices, a learner pays attention to both spoken words and body language. Which strategy is being applied to?
 - A. Cultural bias
 - B. Passive listening
 - C. Critical viewing
 - D. Selective reading

- _____ 7. Read the statement: "People from that culture are all the same." What makes this statement inappropriate?
- A. It provides factual information.
 - B. It encourages cultural appreciation.
 - C. It promotes ethical communication.
 - D. It relies on stereotypes and overgeneralization.
- _____ 8. A social media post uses respectful language but includes misleading information about a cultural practice. Which aspect of communication needs improvement?
- A. Grammar only
 - B. Length of the post
 - C. Visual design only
 - D. Accuracy of information
- _____ 9. Which digital response best demonstrates culturally responsive communication?
- A. A post criticizing unfamiliar cultural practices
 - B. A comment dismissing another person's experience
 - C. A meme that exaggerates cultural differences for humor
 - D. A video that respectfully explains and appreciates cultural traditions
- _____ 10. A learner is creating a social media post about cultural diversity. Which option best reflects inclusive, ethical, and culturally sensitive communication?
- A. While cultures are different, some traditions may need to change to fit modern society.
 - B. People should adapt to the communication styles that are most commonly used online.
 - C. Cultural practices deserve respect as long as they do not conflict with our personal beliefs.
 - D. Understanding cultural differences can help us build respectful and meaningful relationships with others.

LEARNING ACTIVITY SHEET (LAS)

Learning Area	Effective Communication	Term	1
Lesson Exemplar	5	Date	
Lesson Topic/Title	Decoding the Food Vlog Effect		
Name		Grade & Section	

Directions: Study the engagement statistics below. Answer the guide question in the space provided. Then, watch the assigned food review video. As you watch, pay attention to how the reviewer presents the food and the place. After watching, answer the remaining questions in complete sentences using the spaces provided.

Engagement Data (As of May, 2026)		Count
Views		3,300,000
Likes		94,200
Favorites		4,572
Shares		13,1000
Comments		4,657

1. Does popularity make online content credible? Why or why not?

2. What is highlighted positively or negatively?

3. How does the reviewer speak about the food and the place?

4. What emotions or opinions are emphasized?

5. Is the review fair? Explain your answer.

Learning Area	Effective Communication	Term	1
Lesson Exemplar	5	Date	
Lesson Topic/Title	How Messages Shape Meaning Online		
Name		Grade & Section	

Directions: Study the sample social media posts using the links below. Complete the comparison chart based on each communication example. Then, answer the guide questions in complete sentences.

1. Advertisement Post (Brand) Aerie (Instagram, October 2025)
<https://tinyurl.com/ECADPOST>
2. Influencer Travel Caption <https://tinyurl.com/ECTRAVCAP>
3. Opinion Post/Travel Influencer Critique of Positano
<https://tinyurl.com/ECOPTPOST> OR <https://tinyurl.com/ECORGOPTPOST>

Text Type	Audience	Purpose	Tone	Language Features	Structure	Key Observations
	Who is the intended recipient of the message? Who will most likely read, watch, or be influenced by it?	Why is the post created? Is it meant to inform, persuade, entertain, promote, criticize, or influence people?	What feeling or attitude does the message show? (Example: friendly, persuasive, excited, sarcastic, serious, biased, emotional)	What words, phrases, emojis, hashtags, or expressions stand out? Are emotional words, exaggerations, slang, or persuasive words used?	How is the message structured? Does it begin with a hook, opinion, question, description, rating, or a call to action?	What important things do you notice about the message? Is it fair, persuasive, respectful, biased, exaggerated, or influential?
Advertisement						
Influencer caption						
Short opinion post						

a. Why are certain tones or word choices used in the post?

b. Are these communication choices appropriate or inappropriate? Why?

c. How does communication style affect how people interpret the message?

d. How does the understanding the audience help improve communication?

Learning Area	Effective Communication	Term	1
Lesson Exemplar	5	Date	
Lesson Topic/Title	Same Topic, Different Message		
Name		Grade & Section	

Directions: Read the two digital communication examples using Appendix D: Spot the Difference to access the screenshots of the sample social media posts or use the following links. Compare them by completing the guide below. Then, write a short reflection by answering the questions in complete sentences.

- Example A: <https://tinyurl.com/ECEG1>
- Example B: <https://tinyurl.com/ECEXAMPLE2>

Guide Question	Example A	Example B
What tone does the message use? (What feeling or attitude does it express? Is it friendly, excited, angry, sarcastic, persuasive, respectful, or emotional?)		
Which words or expressions stand out? (What words, phrases, emojis, or expressions catch your attention? Look for strong, emotional, exaggerated, or persuasive words.)		
Does the message sound fair or exaggerated? (Does the message sound balanced and honest, or does it sound too dramatic, one-sided, or overreacting?)		
How might readers or viewers react to it? (How do you think people may feel or respond after reading or watching the message? Will they believe it, get emotional, agree, become angry, or be influenced?)		
Which example sounds more responsible? Why? Which message communicates more carefully, respectfully, and fairly? Explain why you think it is more responsible.		

Why is responsible communication important in digital and public spaces?

Learning Area	Effective Communication	Term	1
Lesson Exemplar	5	Date	
Lesson Topic/Title	Learn the Concepts		
Name		Grade & Section	

Directions: Analyze the social media post using this link, <https://tinyurl.com/ECAUTHENTICPOST>. Complete the table; write an 80–100-word responsible online response; use the checklist to review your work; and complete the reflection statements.

Guide Question/s	Response
What is the main message of the post?	
What bias or propaganda device can be observed?	
Which audience may be affected by the statement?	
Why might some people agree with the statement?	
Why might some people disagree with the statement?	
What piece of evidence is missing from the post?	
Which form of engagement occurred most often?	
What does the number of shares suggest about the spread of the message?	
Does high engagement automatically mean the message is accurate? Explain.	

Write an 80–100-word responsible online response to the post.

Before submitting your response, use the checklist below.

Criteria	Yes	No
I identified possible bias.		
I used respectful language.		
I considered other viewpoints.		
I provided logical reasons.		
I communicated responsibly.		

Complete the following reflection statements.

- One communication skill I demonstrated effectively was _____.
- One area I still need to improve is _____.
- After this lesson, I realized that responsible communication _____.

Learning Area	Effective Communication	Term	1
Lesson Exemplar	5	Date	
Lesson Topic/Title	Self-Ethical Communication Audit		
Name		Grade & Section	

Directions: Review your ethical response from the previous activity. Complete the self-audit sheet; identify one strength and one area for improvement for each evaluation area; revise your response; answer the reflection questions; and attach both your original and revised responses.

Evaluation Area	Guide Questions	Strength	Area for Improvement
Respectfulness	Does my response avoid insulting, offensive, or discriminatory language?		
Inclusivity	Does my response acknowledge different perspectives and experiences?		
Evidence and Reasoning	Are my ideas supported by logical reasons or evidence?		
Ethical Communication	Does my response promote fairness, responsibility, and respect?		
Communicative Competence	Is my language appropriate for the audience, purpose, and situation?		

Revise your response by improving at least one area identified during your self-audit.

a. Which aspect of your response did you improve after reviewing it?

b. What communication practice do you still need to improve?

c. How can reviewing and revising your own communication help promote responsible communication in real-life digital interactions?

Learning Area	Effective Communication	Term	1
Lesson Exemplar	5	Date	
Lesson Topic/Title	My Turn to Decide: Ethical Communication in Everyday Life		
Name		Grade & Section	

Directions: Read the real-life situations below and choose the one most relevant to your life, interests, or future goals. You may also use the links provided as references. Answer the guide questions in complete sentences; then, complete the statement below.

- **Situation A: School Life**
A classmate shares an unverified rumor in a class group chat.
- **Situation B: Family Conversations**
A family member shares misleading information online and encourages others to repost it.
- **Situation C: Workplace Communication**
A working student notices a co-worker posting an unfair comment about a customer on social media.
- **Situation D: Community Engagement**
A community page publishes a one-sided statement about a local issue.
- **Situation E: Content Creation and Influence**
A content creator notices that a misleading post is receiving many likes and shares.

You may also use the following links:

1. Refer to Appendix F Phil Health Viral Post or use this link:

<https://www.facebook.com/share/p/1BqGJVwkNd/>

2. Refer to Appendix G PGMN Flood Control Report or use this link:

https://www.youtube.com/watch?v=8WkD_ogAeA8

3. Refer to Appendix H Senator Erwin Tulfo on Senate Wars or use this link:

<https://www.youtube.com/watch?v=aYxaMulPqAO>

4. Refer to Appendix I News Report on Ateneo Incident or use this link:

<https://www.youtube.com/watch?v=nf9pNMs5i4c>

5. Refer to Appendix J Safe Spaces Act or use this link:

<https://www.facebook.com/share/p/17rsVzWpAE/>

a. What communication issue is present in the situation?

b. What bias, propaganda device, or ethical concern can be identified?

c. What responsible action will you take?

d. How can ethical communication help improve the situation?

e. How can the lessons learned today help you in your studies, future work, family relationships, or community participation?

Learning Area	Effective Communication	Term	1
Lesson Exemplar	5	Date	
Lesson Topic/Title	My Communication Traffic Light		
Name		Grade & Section	

Directions: Study the Communication Traffic Light Organizer below. Reflect on how the concepts relate to responsible communication in public and digital spaces. Then, complete the generalization statement in the space provided.

 STOP	 THINK	 SHARE
Bias	Audience Impact	Respectful Communication
Stereotyping	Evidence and Facts	Ethical Responses
Name-Calling	Fairness	Social Responsibility
Misinformation	Possible Consequences	Inclusive Communication
Emotional Manipulation	Different Perspectives	Responsible Action

Before communicating in public or digital spaces, I should

STOP

THINK

SHARE

Learning Area	Effective Communication	Term	1
Lesson Exemplar	5	Date	
Lesson Topic/Title	Fact, Fair, or Flawed?		
Name		Grade & Section	

Directions: Read and analyze the three online posts using the links provided. Complete the Communication Verdict Sheet; then, answer the guide questions in complete sentences.

- <https://www.facebook.com/share/r/1BDR1mPqEw/>
- <https://www.facebook.com/share/p/1ERSSKv6MD/>
- <https://www.facebook.com/share/v/1CZMLyc6v7/>

Criteria	Post A	Post B	Post C
Presence of Bias			
Fairness of Message			
Evidence of Social Responsibility			
Ethical Communication			
Credibility Rating (1–5)			

a. Which post demonstrates the most ethical communication?

b. Which post demonstrates the greatest bias?

c. Which post would you most likely use as a model for a reaction vlog? Why?

d. Do the engagement numbers match the quality of communication? Explain your answer.

LEARNING ACTIVITY SHEET (LAS)

Learning Area	Effective Communication	Term	1
Lesson Exemplar	6	Date	
Lesson Topic/Title	Decode the Community		
Name		Grade & Section	

Directions: Study the Canva infographic poster about the Barangay Health Drive carefully. Work with a partner to identify its direct message and the implied cultural meanings it conveys. Write your answers clearly and be prepared to share your insights with the class.

A. Explicit Meaning

1. What is the main message of the infographic poster?

2. What health services or reminders are directly mentioned?

B. Implicit Meaning / Cultural Values

1. What Filipino or community values are implied in the poster?

2. How does the poster encourage people to participate in the health drive?

3. What cultural practices or beliefs about health can be inferred?

Learning Area	Effective Communication	Term	1
Lesson Exemplar	6	Date	
Lesson Topic/Title	The Barangay Web		
Name		Grade & Section	

- I. Directions:** Watch the 3-minute YouTube video "Paano Isagawa ang Sesyon ng Barangay." As you watch, observe how the barangay session is conducted, paying close attention to the roles of key leaders such as the Barangay Captain, Kagawad, and SK Chairperson. Participate in the class activity by sharing your observations to help build the Barangay Web and identify the leadership roles and communication dynamics demonstrated during the local assembly. Video link: <https://www.youtube.com/watch?v=XXb4Wxe4PQY>

1. What roles are essential in a barangay session?

2. Why are these roles important in community governance?

3. How do these officials help improve community life?

II. Reflection

1. Which barangay role do you think is most important? Why?

2. How does teamwork appear in a barangay session?

Learning Area	Effective Communication	Term	1
Lesson Exemplar	6	Date	
Lesson Topic/Title	The Ethical Researcher		
Name		Grade & Section	

Directions: Watch the two YouTube video clips and evaluate each one critically for compliance with professional and cultural standards. Analyze the scenarios to identify breaches of research integrity; explain how these actions compromise fieldwork; and propose appropriate and ethical solutions. After watching both videos, answer the three guide questions that follow. Support your answers with specific pieces of evidence from the videos.

SCENARIO 1: <https://www.youtube.com/watch?v=B7SoNGxJVc8>

SCENARIO 2: <https://bit.ly/4eZDaE6>

1. Identify at least three (3) unethical behaviors or behavioral breaches demonstrated by the interviewer in Video B that were handled correctly or professionally in Video A.

2. Explain how a researcher's lack of self-awareness and breach of etiquette negatively affect relationships with and among community members.

3. When an interviewer breaks cultural norms or creates an uncomfortable environment, how do these communication failures ultimately compromise project data validity?

Learning Area	Effective Communication	Term	1
Lesson Exemplar	6	Date	
Lesson Topic/Title	Anatomy of an Interview: The Good vs. The Biased		
Name		Grade & Section	

Directions: Read and analyze the two sample interview transcripts. Then, answer the three guide questions that follow. Support your responses with specific pieces of evidence from the transcripts.

1. What specific words or actions did the interviewer use in Transcript A that showed they were being rude, biased, or disrespectful?

2. What specific phrases or listening techniques did the interviewer use in Transcript B to make the resident feel respected and comfortable?

3. In which of the two interviews did the resident give more honest and detailed answers? Why does the interviewer's attitude change the quality of the data collected?

Learning Area	Effective Communication	Term	1
Lesson Exemplar	6	Date	
Lesson Topic/Title	Non-Verbal Landscapes		
Name		Grade & Section	

Directions: Watch the community video carefully and observe how people interact. Distinguish between visible interactions (e.g., greetings, gestures, and body language) and implicit messages (e.g., trust, discomfort, or unspoken tension). Complete the observation table using evidence from the video, then respond to the reflection prompts that follow.

Video Link: <https://www.youtube.com/watch?v=QMnEP2DYfml>

Visible Interactions	Implicit Messages
1.	1.
2.	2.
3.	3.
4.	4.

Reflection

How do visible and implicit messages affect trust during communication? Explain why careful observation and active listening are important in understanding people's real feelings and experiences during community interactions.

*I realized that communication is not only about spoken words because*_____

Learning Area	Effective Communication	Term	1
Lesson Exemplar	6	Date	
Lesson Topic/Title	The Dry Run: Simulation and Peer Coaching		
Name		Grade & Section	

Directions: Form a group of three and take turns assuming the roles of Interviewer, Community Resident, and Peer Auditor. Conduct a five-minute ethical interview using the Community Intake Sheet. After each interview, use the checklist and rubric to provide constructive feedback that will help improve performance in the next rotation.

1. As the interviewer, how did the 5-minute time limit make it harder for you to listen carefully and stay neutral?

2. As the resident, what specific phrase or body language from the interviewer made you feel respected? What made you feel uncomfortable?

3. Look at your auditor's score sheet. What was the biggest difference between how you thought you performed and what your peer actually saw?

Learning Area	Effective Communication	Term	1
Lesson Exemplar	6	Date	
Lesson Topic/Title	The Core Values Framework		
Name		Grade & Section	

Direction: Analyze the three-pillar framework (Social Responsibility, Diversity, Shared Values). Then, write a brief synthesis explaining how field profiling fosters mutual understanding between institutions and communities.

THREE-PILLAR FRAMEWORK

<p>SOCIAL RESPONSIBILITY</p> <p>How does practicing social responsibility during data gathering ensure that we prioritize human dignity and local norms over our own research objectives?</p>	<p>DIVERSITY</p> <p>In what ways does recognizing and respecting community diversity change the way an institution approaches data profiling to avoid biases or stereotypes?</p>	<p>SHARED VALUES</p> <p>How can identifying shared values between the institution and the community create a foundation of mutual trust, making the data gathering process more ethical and effective?</p>
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Synthesis: Based on the three pillars, how does field profiling transform from a simple data-collection task into a meaningful bridge that fosters understanding between institutions and citizens?

Learning Area	Effective Communication	Term	1
Lesson Exemplar	6	Date	
Lesson Topic/Title	Fieldwork Readiness Rubric Checklist		
Name		Grade & Section	

Directions: Use the Diagnostic Checklist and Rubric to honestly rate your team's readiness from 1–4 for Mastery of Intake Protocol, Professional Communication, and Ethical Awareness; then, identify areas for improvement and propose necessary logistical adjustments for deployment readiness.

A. Team Self-Assessment (Rate 1–4)

(4 – Excellent | 3 – Good | 2 – Fair | 1 – Needs Improvement)

1. Mastery of Intake Protocol: _____
2. Professional Communication: _____
3. Ethical Awareness: _____

B. Evidence of Rating (Brief Justification):

Why did your team give these ratings?

C. Readiness Review:

Is your team ready for field deployment? Why or why not?

D. Urgent Adjustments Needed:

List at least 2 improvements your team must address before deployment.

1. _____
2. _____