Strengthened Senior High School

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DEPARTMENT OF EDUCATION

# Lesson Exemplars for Effective Communication

## CORE SUBJECT

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## FEATURES OF THE SENIOR HIGH SCHOOL LESSON EXEMPLAR

The **Senior High School Lesson Exemplar (LE)** is designed to support teachers in delivering meaningful, engaging, and standards-based instruction that responds to the diverse needs of Senior High School learners. Anchored on the **Senior High School Instructional Design Framework (SHSIDF**), the LE ensures constructive alignment among curriculum standards, teaching and learning experiences, and assessment practices. Through this alignment, learners are provided with opportunities to develop the knowledge, skills, and competencies necessary for higher education, skills development, employment, and entrepreneurship.

At the heart of the LE is the **AID** Instructional Flow, a structured approach to teaching and learning composed of three interconnected phases: Activating Prior Knowledge, Instituting New Knowledge, and Demonstrating Knowledge and Skills. This instructional flow guides teachers in creating coherent learning experiences that build from what learners already know, deepen understanding through meaningful engagement, and provide opportunities for authentic application and assessment.

The **Activating Prior Knowledge** phase serves as the entry point of the lesson. It helps learners connect prior experiences and existing knowledge to new concepts, making learning more relevant and meaningful. This phase also establishes the purpose of the lesson by clarifying learning goals, highlighting real-life applications, and motivating learners to actively engage in the learning process.

The **Instituting New Knowledge** phase focuses on the development of understanding and mastery of concepts. Learners are introduced to new ideas through carefully selected examples, guided exploration, and explicit instruction. Through discussions, collaborative activities, and structured practice, learners progressively deepen their understanding and develop the skills necessary to achieve the intended learning outcomes.

The **Demonstrating Knowledge and Skil**ls phase provides opportunities for learners to apply, synthesize, and showcase their learning. Through practical applications, reflective activities, evaluations, and differentiated follow-up tasks, learners demonstrate their understanding while teachers gather evidence of learning. This phase also ensures that learners receive appropriate support through remediation, reinforcement, or enrichment activities based on their individual learning needs.

To further enhance learning experiences, the LE incorporates several key program integrations. **Integrative Performance Tasks (IPTs**) are embedded and scaffolded throughout the lessons to ensure that learners gradually develop the competencies required to successfully complete authentic and interdisciplinary performance assessments. Rather than being treated as isolated end-of-quarter projects, IPTs are woven into classroom instruction, allowing learners to build the necessary knowledge and skills over time.

Recognizing the demands of a rapidly evolving digital world, the LE also promotes **EdTech Integration**. Educational technologies are strategically incorporated to enrich instruction, foster collaboration, encourage creativity, and provide learners with engaging and interactive learning experiences.

In addition, the LE strengthens **Literacy and Numeracy** by embedding literacy and numeracy skills across learning activities and assessments. This integration ensures that learners continuously develop the competencies needed to interpret information, communicate effectively, solve problems, make informed decisions, and navigate real-life situations confidently.

Through these features, the Senior High School Lesson Exemplar serves as a practical and comprehensive guide for teachers, supporting the delivery of high-quality instruction that is learner-centered, inclusive, relevant, and responsive to the aspirations of Senior High School learners and the demands of the 21st century.

# GUIDE FOR FACILITATING INTEGRATIVE PERFORMANCE TASKS (IPT)

The **Integrative Performance Task (IPT)** is designed to serve as authentic demonstrations of learning that synthesize competencies across learning areas. To ensure that an IPT becomes the natural culmination of classroom instruction rather than a stand-alone project assigned at the end of a grading period, teachers are encouraged to observe the following principles in the development and implementation of IPT.

First, the Performance Standard should be translated into a concrete, authentic, and real-world product, performance, or solution. Clearly defining the expected output enables teachers and learners to understand the purpose of instruction and maintain focus on the desired end goal throughout the learning cycle.

Second, the accomplishment of the IPT should be developmental and cumulative. Learning Competencies (LCs), technical skills, and disciplinary knowledge required for the final output should be strategically distributed across learning areas and taught within the appropriate lessons. Each lesson should contribute a meaningful component toward the completion of the IPT.

Third, when establishing the purpose of the lesson, teachers should draw from the same real-world context or scenario presented in the IPT. Introducing the scenario early in the learning cycle helps learners recognize the relevance of each lesson and encourages them to continually connect newly acquired knowledge and skills to the final task. The IPT should be presented at the beginning of the quarter and revisited regularly as a reference point throughout instruction.

Fourth, in Finding Practical Applications part of the lesson, teachers should design learning activities that mirror the thinking processes, skills, or performance requirements of the IPT. These formative tasks serve as opportunities for practice and feedback. Whenever possible, teachers should use criteria aligned with the IPT rubric to help learners understand expectations and improve their performance progressively.

Fifth, any digital platforms, educational technologies, mathematical procedures, research methods, laboratory techniques, or other tools required for the successful completion of the IPT should be explicitly taught during the discussion, guided practice, and mastering the concept. Learners should have sufficient opportunities to practice using these tools before they are expected to apply them independently in the IPT.

Sixth, summative assessments should contribute directly to the development of the IPT. Rather than functioning as isolated evaluation activities, these assessments should require learners to produce or refine components of the final output of IPT. This approach strengthens the coherence between instruction, assessment, and performance expectations.

Lastly, the final Lesson Exemplar in the learning cycle should provide opportunities for learners to consolidate, refine, and complete their IPT outputs. This stage may include peer review, consultation, revision, rehearsal, and final polishing of outputs before formal presentation or submission. Teachers should facilitate reflection and feedback to ensure that learners demonstrate both mastery of competencies and meaningful application of learning.

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| **Learning Area** | EFFECTIVE COMMUNICATION | **Lesson Exemplar No.** | 1 |
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| **I. OBJECTIVES** | |
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| **A. Content Standard** | The learners demonstrate effective communication in personal, interpersonal, social, and cultural contexts through spoken, written, and multimodal forms; they understand that interaction patterns are adaptive, collaborative, and reflective of social roles, group norms, and cultural diversity; and that trust-building, emotional reciprocity, contextual understanding, openness, intercultural sensitivity, inclusive language, and ethical considerations foster meaningful relationships and respectful engagement with diverse communities in both physical and digital spaces. |
| **B. Performance Standard** | The learners are able to perform specific roles in controlled and uncontrolled personal, interpersonal, social, and cultural communication events; engage in intrapersonal communication, including goal-setting, reflection, and journaling; participate in extended conversations and discussions on a variety of personal, interpersonal, social, and cultural topics; provide short and extended responses to questions pertaining to the content and intent of conversations and correspondences; produce short and extended personal and interpersonal correspondence in formats such as letters, email, texting and messaging, and social media posts; participate in communicative events involving diverse social and cultural groups with sensitivity to cultural norms and social practices; and produce spoken, written, and multimodal texts such as public service announcements, opinion pieces, cultural narratives, community blog posts, and reflective commentaries that promote inclusive and ethical social communication. |
| **C. Learning Competencies** | 1. Determine how language and tone are used purposefully in discussing a variety of personal, interpersonal, social, and cultural topics.<br>2. Use language, tone, and structure appropriately for audience, purpose, and context in discussing a variety of personal, interpersonal, social, and cultural topics.<br>3. Compose well-structured personal, interpersonal, social, and cultural communication, showing awareness of audience and purpose (e.g., reporting observations, narrating experiences, articulating opinions, advocacy posts).<br>4. Describe processes of interpretation, engagement, and expression used for communication in personal, interpersonal, social, and cultural contexts, demonstrating awareness of their purposes. |
| **D. Communicative Event** | Writing advocacy letters or opinion pieces for community platforms |
| **II. REFERENCES and MATERIALS** | **REFERENCES**<br>*Manila Standard*. "Political cartoon of an undernourished child surrounded by scraps and the torn Philippine flag rising from the rubble." Editorial cartoon. *Manila Standard*, December 11, 2024. https://manilastandard.net/opinion/314534402/314534402.html<br>MediaSmarts. HabiloMédias. 2018. "Interactions Through Digital Media Can Have a Real Impact \| Digital Literacy 101." YouTube video, 1:50. May 25, 2018. https://www.youtube.com/watch?v=V2mrvhMY4QA.<br>UNESCO. "If I were … an Indigenous Filipino." Produced and directed by Breech Asher Harani. Published April 25, 2017. Video, 1:00. https://www.youtube.com/watch?v=4Ffz52imAXM. |

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| | **MATERIALS**<br>● Printed Visual Prompt Images/Posters<br>● Communication Process Detective Sheets<br>● Communication Breakdown Analysis Case Sheets<br>● Observation Note Sheets<br>● Comparison Checklists<br>● Gallery Walk Station Texts/Posters<br>● Ethical Dilemma Scenario Sheets<br>● Advocacy Post Blueprint Templates<br>● Message-To-Post Organizer Worksheets<br>● Process Reflection Triangle Organizers<br>● Printed Advocacy Images<br>● Printed Reflection Notes Template<br>● Printed Assessment Questionnaire<br>● All appendices can be accessed through the Google Drive link: https://bit.ly/EffectiveCommunicationAppendices | |
| **III. CONTENT** | Language, Tone, and Structure in Diverse Contexts | |
| **IV. OBJECTIVES** | At the end of the session, the learners are expected to:<br>1. Differentiate how tone and language choices shift when discussing a topic across personal, interpersonal, social, and cultural contexts;<br>2. Adjust the language, tone, and format of a communication piece to match a specific audience and context;<br>3. Compose a well-structured social media advocacy post using inclusive language to address a specific cultural issue.<br>4. Describe how the processes of interpretation, engagement, and expression affect the success of communication within varied contexts. | |
| **IV. PROCEDURES** | | **ANNOTATIONS** |
| **A. Activating Prior Knowledge** | ***A.1. Activating Prior Knowledge*** | |
| | **Option 1: How Do You Say Hello?** | |
| | **Time Allotment:** 15 minutes<br>**Target Objective/s:** See Objective 1.<br><br>**a. Teachers' Instructions:**<br>1. Show four images on screen or printed based on the descriptions listed below: | This activity uses a **Contextualized and Constructivist Approach** by allowing learners to connect prior experiences with different communication situations. It is anchored on the **SHS Framework's Contextualization and Learner-Centered Learning Principles**, helping |

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| | 2. Visual Prompt (Slide or Poster):<br>a. A learner introducing themselves to a new classmate;<br>b. A person introducing themselves to a job interviewer;<br>c. A gamer introducing themselves in an online chat; and<br>d. A person introducing themselves to a politician.<br>3. Ask the learners this question: *If you were the person in this situation, how would you say hello?*<br>4. Through pair work, instruct learners to share their answers with their seatmates. Have them discuss the exact words they would use and how their tone or body language might change.<br>5. After 3-5 minutes, ask for volunteers to act out their version of each greeting.<br>6. Please refer to Appendix A for the four images to be printed.<br><br>**Processing Questions**<br>1. How did your tone or choice of words change in different situations?<br>2. Why did you choose to speak to a job interviewer and to your classmates in different ways?<br>3. What would happen if you used the wrong tone in one of these situations?<br><br>**b. Learners' Directions:**<br>1. Look at the four images displayed on the screen or posters (a student with a classmate, a job candidate with an interviewer, a gamer in a chat, and a person with a politician).<br>2. In pairs, share the exact words you would use for each situation and how your tone or body language would change.<br>3. Act out your version of each greeting to the class. Answer questions about why your choice of words shifted when speaking to a job interviewer versus a classmate, and what might happen if you used an inappropriate tone. | learners recognize how language and tone vary according to audience and context. |

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| | **Option 2: Tone Swap** | |
| | **Time Allotment:** 15 minutes<br>**Target Objective/s:** See Objective 1.<br>**a. Teachers' Instructions:**<br>1. First, prepare 3–5 simple sample lines on the board or slide. Examples:<br>✓ "Nice to meet you."<br>✓ "How are you?"<br>✓ "I didn't expect that."<br>✓ "Thanks a lot."<br>2. Next, instruct learners to work in pairs. Ask them to choose one line, and they will act it out in two different ways, using different tones or situations. For example, you may say: *Nice to meet you, as if you're meeting your best friend... then say it again to someone you don't like.*<br>3. Then, after 2-3 minutes, have volunteers present both versions. After each pair.<br>4. Please refer to Appendix B for the sample lines to be shown on screen or to be printed.<br><br>**Processing Questions**<br>1. Did the meaning change even though the words stayed the same?<br>2. How did body language and facial expression help show the tone?<br>3. Why is this important in skit performances or real- life conversations?<br>**b. Learners' Directions:**<br>1. First, work with a partner to select a simple line from the board, such as *Nice to meet you* or *Thanks a lot.*<br>2. Next, act out the same line in two different ways, using different tones or situations (example: saying *Nice to meet you* to a best friend vs. someone you don't like).<br>3. Then, after 2-3 minutes, volunteer to present both versions after each pair. | This activity uses **Experiential Learning** through role-play and performance. It supports the **SHS Framework's Multiliteracies and Communication Competence Principles** by helping learners understand how tone, facial expressions, and body language influence meaning. |

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| | ***A.2. Establishing the Purpose of the Lesson*** | |
| | **Option 1: Communication Process Detective** | |
| | **Time Allotment:** 15 minutes<br>**Target Objective/s:** See Objective 4.<br><br>**a. Teachers' Instructions:**<br>1. Present four communication scenarios involving misunderstandings or successful interactions.<br>2. Distribute a Communication Process Detective Sheet with three columns:<br>● Interpretation;<br>● Engagement; and<br>● Expression.<br>3. Ask learners to identify:<br>● how the receiver interpreted the message;<br>● how the communicators engaged with each other; and<br>● how the message was expressed.<br>4. Facilitate a class discussion highlighting how these processes affect communication outcomes.<br>5. Encourage learners to support their answers using proof from the scenario. Clarify that communication success depends on how messages are interpreted, how participants engage, and how ideas are expressed.<br>6. Please refer to Appendix C for the four communication scenarios to be shown on screen or to be printed.<br>7. Please refer to LAS entitled "Communication Process Detective" for the activity sheet.<br>**Processing Questions:**<br>1. How did the receiver's interpretation affect the outcome of the interaction?<br>2. What engagement behaviors helped or hindered communication?<br>3. How did the way the message was expressed contribute to success or misunderstanding? | This activity uses **Inquiry-Based Learning** as learners investigate communication scenarios and identify communication processes. It is anchored on the **SHS Framework's Constructivist and Reflective Learning Principles**, promoting critical analysis and meaning making. |

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| | **b. Learners' Directions:**<br>1. Read each communication scenario carefully.<br>2. Complete the Communication Process Detective Sheet.<br>3. Identify the interpretation, engagement, and expression involved.<br>4. Share your analysis during class discussion. | |
| | **Option 2: Communication Breakdown Analysis** | |
| | **Time Allotment:** 15 minutes<br>**Target Objective/s:** See Objective 4.<br><br>**a. Teachers' Instructions:**<br>1. Divide learners into small groups.<br>2. Distribute the same communication breakdown case per group.<br>3. Ask learners to identify which communication process failed:<br>• Interpretation;<br>• Engagement; and<br>• Expression.<br>4. Let groups propose solutions and present them.<br>5. Select culturally relevant and age-appropriate scenarios. Ensure learners focus on communication processes rather than assigning blame.<br>6. Please refer to Appendix D for the Communication Breakdown Case and Communication Breakdown Organizer to be shown on screen or to be printed.<br>7. Please refer to LAS entitled "Communication Breakdown Analysis" for the activity sheet.<br><br>**Processing Questions:**<br>1. Which communication process contributed most to the misunderstanding?<br>2. How could the participants have improved engagement?<br>3. What changes in expression could have prevented the communication breakdown? | This activity uses **Problem-Based and Collaborative Learning** by requiring learners to analyze communication failures and propose solutions. It supports the **SHS Framework's Higher-Order Thinking and Collaboration Principles** through discussion and problem-solving. |

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| | **b. Learners' Directions:**<br>1. Analyze the assigned communication case.<br>2. Identify which communication process failed.<br>3. Suggest ways to improve the interaction.<br>4. Present your group's findings. | |
| **B. Instituting New Knowledge** | ***B.1. Presenting Examples*** | |
| | **Option 1: The Tone-Switch Gallery Walk** | |
| | **Time Allotment:** 15 minutes<br>**Target Objective/s:** See Objective 1.<br><br>**a. Teachers' Instructions:**<br>1. Setup three stations:<br>✓ **Station A:** Focuses on high-stakes communication, specifically *a formal letter to a mayor.*<br>✓ **Station B:** Focuses on modern advocacy specifically *a viral TikTok script about climate change*<br>✓ **Station C:** Focuses on cultural storytelling using rhythmic or traditional language, specifically *a traditional folk narrative.*<br>2. Provide a Comparison Checklist focusing on: *Honorifics used, Sentence complexity, and Emotional directness.*<br>3. Learners spend 4 minutes at each station, ticking off features that indicate the purpose of the text.<br>4. Please refer to Appendix E for the sample formal letter to a mayor, sample viral TikTok script, sample traditional folk narrative, and comparison checklist for learners' reference to be shown on screen or to be printed.<br>5. Please refer to LAS entitled "The Tone-Switch Gallery Walk" for the activity sheet. | This activity uses **Collaborative Discovery Learning** through the Gallery Walk strategy. It is anchored on the **SHS Framework's Multiliteracies and Experiential Learning Principles**, allowing learners to examine diverse communication forms and contexts. |

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| | **Processing Questions:**<br>1. Looking at your Comparison Checklist, what specific language patterns did you notice were unique to the formal letter versus the TikTok script?<br>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?<br>3. Based on the stations you visited, how does a speaker's social role (example: learner vs. storyteller) dictate the level of formality and inclusive language used?<br>**b. Learners' Directions:**<br>1. Visit three stations: Station A (Formal letter to a mayor), Station B (TikTok script on climate change), and Station C (Traditional folk narrative).<br>2. Spend 4 minutes at each station and use the Comparison Checklist to tick off features you see, such as respectful titles, slang, or long sentences.<br>3. Discuss how a speaker's social role dictates the level of formality and the type of language used. | |
| | **Option 2: Community Interaction Observation** | |
| | **Time Allotment:** 30 minutes<br>**Target Objective/s:** See Objective 1.<br>**a. Teachers' Instructions:**<br>1. Instruct learners to observe a real-life conversation between people of different social roles, for example:<br>● A customer buying fruits from a market vendor;<br>● A student asking a teacher for clarification; and<br>● A visitor asking the guard for directions.<br>2. Provide Observation Note Sheets where learners can write a brief observation note on how Tone was used purposefully to maintain a respectful relationship in real-life conversation.<br>3. Please refer to Appendix F for the Community Interaction Observation sheet to be shown on screen or to be printed.<br>4. Please refer to LAS entitled "Community Interaction Observation" for the activity sheet. | This activity uses **Authentic and Experiential Learning** by connecting classroom concepts to real-world communication practices. It supports the **SHS Framework's Contextualization and Community-Based Learning Principles**. |

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| | **Processing Questions:**<br>1. What unspoken group norms did you observe that were not explicitly mentioned in our classroom discussion?<br>2. How did the context of the environment (Example: a busy market vs. a quiet office) influence the structure of the speakers' sentences?<br>3. Was the interaction collaborative or confrontational, and how did the tone of the Receiver affect the next move of the Sender?<br>**b. Learners' Directions:**<br>1. Find two people with different social roles (Example: vendor/customer, boss/employee) having a conversation.<br>2. Write a short note on how their Tone was used to maintain a respectful interaction through the Observation Note Sheets. | |
| | ***B.2. Discussing New Concept*** | |
| | **Option 1: The Adaptive Audience Jigsaw** | |
| | **Time Allotment:** 15 minutes<br>**Target Objective/s:** See Objective 2.<br>**a. Teachers' Instructions:**<br>1. Divide the class into Expert Groups. Give each group the same topic: Requesting a community space for a youth event.<br>2. Instruct the class of the following:<br>● **Group 1:** Adjusts the tone for Peers;<br>● **Group 2:** Adjusts for Community Leaders; and<br>● **Group 3:** Adjusts for Cultural Elders.<br>3. Learners return to their Home Groups and teach their classmates how the Structure and Tone shifted based on the audience's social role.<br>4. For Struggling Learners, provide sentence starters and audience-specific vocabulary then allow pair work when preparing explanations. On the other hand, Advanced Learners, ask learners to add persuasive details to their request. Also, challenge them to explain how tone and structure change across all three audiences.<br>5. Please refer to Appendix G for the Adaptive Audience Jigsaw worksheet to be printed. | This activity uses the **Jigsaw Cooperative Learning Strategy** to promote peer teaching and shared responsibility for learning. It is anchored on the **SHS Framework's Collaborative and Learner-Centered Learning Principles**. |

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| | **Processing Questions:**<br>1. What were the primary differences in the structure of your request when addressing an elder compared to a peer?<br>2. Why is it necessary to change your tone when speaking to community leaders if the goal of the message remains the same?<br>3. How does mastering different communication styles for different audiences help in building emotional reciprocity?<br>**b. Learners' Directions:**<br>1. In your assigned Expert Group, master how to adjust a request for a community space for a specific audience: Peers, Community Leaders, or Cultural Elders.<br>2. Return to your Home Group and explain to your classmates how the Structure and Tone must shift based on the social role of your assigned audience. | |
| | **Option 2: Audience Adaptation Workshop** | |
| | **Time Allotment:** 15 minutes<br>**Target Objective/s:** See Objective 2.<br>**a. Teachers' Instructions:**<br>1. Present the message:<br>"We need volunteers for a community clean-up drive."<br>2. Assign audiences:<br>● Friends;<br>● Barangay Officials; and<br>● Community Elders.<br>3. Ask learners to rewrite the message for their assigned audience.<br>4. Emphasize audience awareness and appropriateness. Encourage learners to explain not only what they changed but why they made those changes.<br>5. Facilitate comparison of outputs.<br>6. Please refer to Appendix H to the Message Adaptation table to be shown on screen or to be printed.<br>7. Please refer to LAS entitled "Audience Adaptation Workshop" for the activity sheet. | This activity uses **Application-Based Learning** by allowing learners to adapt messages for different audiences. It supports the **SHS Framework's Contextualized Learning Principle** through authentic communication tasks. |

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| | **Processing Questions:**<br>1. What changes did you make to your language and tone?<br>2. How did the audience affect your communication choices?<br>3. Why is adaptation important in communication?<br>**b. Learners' Directions:**<br>1. Rewrite the message for your assigned audience.<br>● Friends;<br>● Barangay Officials; and<br>● Community Elders.<br>2. Adjust the language, tone, and structure appropriately.<br>3. Explain your communication choices. | |
| | ***B.3. Developing Mastery*** | |
| | **Option 1: The Ethical Dilemma Controversy** | |
| | **Time Allotment:** 15 minutes<br>**Target Objective/s:** See Objective 2.<br>**a. Teachers' Instructions:**<br>1. Present a scenario: *Should a learner leader use informal slang when addressing a diverse community board to sound more relatable?*<br>2. Divide learners into pairs. Learner A argues for Authenticity/Slang, and Learner B argues for Traditional/Inclusive Language.<br>3. After 5 minutes, they switch sides. Finally, they reach a consensus on how Ethical Considerations should guide their choice.<br>4. Please refer to Appendix I for the Ethical Dilemma Controversy activity to be shown on screen or to be printed.<br>**Processing Questions:**<br>1. Which side of the argument felt more ethical to you, and did your perspective change after being forced to switch sides?<br>2. How can slang both build trust with one group and break respect with another in a social communication event?<br>3. What ethical considerations should a leader prioritize when their audience is culturally diverse? | This activity uses **Structured Academic Controversy and Values-Based Learning** to develop ethical communication decision-making. It aligns with the **SHS Framework's Critical Thinking and Responsible Citizenship Principles**. |

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| | **b. Learners' Directions:**<br>1. In pairs, take a side on whether a learner leader should use slang to be relatable to a diverse board.<br>2. After 5 minutes, swap roles and argue the opposite side.<br>3. Work together to reach a consensus on how ethical considerations should guide communication choices. | |
| | **Option 2: Digital Communication Video Analysis** | |
| | **Time Allotment:** 15 minutes<br>**Target Objective/s:** See Objective 2.<br>**a. Teachers' Instructions:**<br>1. Present a short YouTube video which shows examples of digital communication, including misunderstandings and positive online interactions.<br>**YouTube Video Title:** "Interactions Through Digital Media Can Have a Real Impact"<br>https://www.youtube.com/watch?v=V2mrvhMY4QA or Refer to Appendices with the title "Interactions Through Digital Media Can Have a Real Impact"<br>https://bit.ly/EffectiveCommunicationAppendices<br>2. Ask learners to describe the language, tone, and responses as mentioned in the video.<br>3. Facilitate a discussion on how communication choices affected the interaction.<br>4. Guide learners in identifying examples of trust-building and inclusive language.<br>5. Provide a sample digital message from the video and ask learners to revise it for a specific audience (e.g., a friend, teacher, or community leader), adjusting the language and tone appropriately.<br>6. Allow volunteers to share their revised messages.<br>7. Please refer to Appendix J for the Digital Communication Video Analysis guide and Video Observation Table to be shown on screen or to be printed.<br>8. Please refer to LAS entitled "Digital Communication Video Analysis" for the activity sheet. | This activity uses **Media Literacy and Reflective Analysis** to evaluate communication in digital spaces. It supports the **SHS Framework's Multiliteracies and Digital Citizenship Principles**. |

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| | **Processing Questions:**<br>1. Why did some messages in the video lead to misunderstanding while others-built trust?<br>2. What changes did you make to the language, tone, and structure of your revised message?<br>3. How did your intended audience influence your communication choices?<br>**b. Learners' Directions:**<br>1. Watch the YouTube video carefully.<br>2. Describe how language and tone are used in different digital communication situations as mentioned in the video.<br>3. Identify examples of trust-building communication, inclusive language, and communication breakdowns.<br>4. Participate in the class discussion by sharing your observations.<br>5. Revise the assigned digital message for a specific audience by adjusting its language, tone, and structure.<br>6. Share your revised message and explain why your communication choices are appropriate for the intended audience. | |
| **C. Demonstrating Knowledge and Skills** | ***C.1. Finding Practical Application*** | |
| | **Option 1: Writing in Role: The Community Mediator** | |
| | **Time Allotment:** 20 minutes<br>**Target Objective/s:** See Objective 3.<br>**a. Teachers' Instructions:**<br>1. Assign learners to the role of a Community Youth Mediator.<br>2. Task: Write a Cultural Narrative or a formal letter addressing a local conflict (e.g., waste disposal near a sacred site).<br>3. Learners must use Inclusive Language and a tone that respects both youth group norms and elderly cultural practices.<br>4. Please refer to Appendix K for the sample Cultural Narrative or Formal Letter and template to be shown on screen or to be printed. | This activity uses **Authentic Performance-Based Learning** through role-based writing tasks. It is anchored on the **SHS Framework's Authentic Learning and Contextualization Principles**. |

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| | **Processing Questions:**<br>1. How did assuming the role of a Mediator change the way you structured your opening statement?<br>2. What specific inclusive language did you include to ensure the sacredness of the site would be respected by both the youth and the elders?<br>3. How does this written task reflect your ability to perform specific roles in a cultural communication event?<br>**b. Learners' Directions:**<br>1. Act as a Community Youth Mediator.<br>2. Compose a cultural narrative or formal letter addressing a local conflict, such as waste disposal near a sacred site.<br>3. Use inclusive language and a tone that respects both youth norms and elderly cultural practices. | |
| | **Option 2: Advocacy Flex** | |
| | **Time Allotment:** 20 minutes<br>**Target Objective/s:** See Objective 3.<br>**a. Teachers' Instructions:**<br>1. Instruct learners to create an Advocacy Post that addresses a specific cultural issue and promotes intercultural sensitivity.<br>2. Learners may choose either:<br>a. A digital design using Canva or a similar platform; and<br>b. A hand-drawn poster/infographic layout using recycled or available materials.<br>3. Remind learners that their Advocacy Post should combine visuals and text to communicate their message effectively.<br>4. Require learners to use inclusive language and an appropriate tone for their intended audience.<br>5. Ask learners to write a brief caption explaining how their chosen tone and structure promote respectful and inclusive social communication. | This activity uses **Project-Based and Multimodal Learning** by integrating visual and textual communication. It supports the **SHS Framework's Multiliteracies and Learner-Centered Learning Principles**. |

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| | 6. Please refer to Appendix L for the sample Digital Poster and sample Hand Drawn Poster to be shown on screen or to be printed for learners' reference.<br><br>**Processing Questions:**<br>1. Why is multimodal form (images + text) more effective for advocacy than a plain-text message in a digital space?<br>2. How does your post demonstrate respectful engagement with a community that might have different views than your own?<br>3. How did your goal setting for this post influence the color, imagery, and tone you chose?<br><br>**b. Learners' Directions:**<br>1. Create an Advocacy Post about a specific cultural issue.<br>2. You may use Canva and other similar digital platforms or create a hand-drawn poster/infographic layout using recycled or available materials.<br>3. Include visuals and text that promote intercultural sensitivity and inclusive communication.<br>*4.* Write a brief caption explaining your choice of tone and structure and how they support respectful engagement. | |
| | ***C.2. Making Generalization*** | |
| | **Option 1: Advocacy Post Blueprint** | |
| | **Time Allotment:** 15 minutes<br>**Target Objective/s:** See Objective 3.<br>**a. Teachers' Instructions:**<br>1. Distribute the Advocacy Post Blueprint Template.<br>2. Ask learners to identify a social or cultural issue that matters to their community.<br>3. Instruct learners to complete the template by identifying:<br>• Target Audience;<br>• Main Message;<br>• Inclusive Language to Use; and<br>• Call to Action.<br>4. Facilitate a brief sharing of responses. | This activity uses **Scaffolded Learning** to help learners organize ideas before composing an advocacy post. It aligns with the **SHS Framework's Constructivist and Learner-Centered Principles**. |

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| | 5. Encourage learners to focus on issues that affect both youth and community members to prepare them for the Performance Task.<br>6. Please refer to Appendix M for the Advocacy Post Blueprint Template to be shown on screen or to be printed.<br>7. Please refer to LAS entitled "Advocacy Post Blueprint" for the activity sheet.<br><br>**Processing Questions:**<br>1. How did identifying your audience help you plan your message?<br>2. Why is inclusive language important in advocacy communication?<br>3. How can a clear call to action encourage audience participation?<br>**b. Learners' Directions:**<br>1. Choose a social or cultural issue relevant to your community.<br>2. Complete the Advocacy Post Blueprint Template.<br>3. Identify your audience, message, inclusive language, and call to action.<br>4. Share your ideas with the class. | |
| | **Option 2: Message-to-Post Organizer** | |
| | **Time Allotment:** 10 minutes<br>**Target Objective/s:** See Objective 3.<br><br>**a. Teachers' Instructions:**<br>1. Present a community issue (e.g., preserving a local historical site, environmental conservation, or cultural heritage awareness).<br>2. Ask learners to complete the organizer by writing:<br>● One key issue;<br>● One audience;<br>● One advocacy message; and<br>● One inclusive statement. | This activity uses **Guided Synthesis and Scaffolded Instruction** to consolidate key communication concepts. It supports the **SHS Framework's Progressive Skill Development Principle**. |

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| | 3. Allow volunteers to share their responses.<br>4. Synthesize how these elements contribute to an effective advocacy post.<br>5. Please refer to Appendix N for the Message-to-Post Organizer activity sheet to be printed.<br>6. Ensure that learners are guided in crafting messages that are respectful, audience-centered, and solution-oriented.<br>**Processing Questions**<br>1. What message do you want your audience to remember?<br>2. How does your inclusive statement make the message more respectful?<br>3. How can a well-structured message strengthen advocacy efforts?<br>**b. Learners' Directions:**<br>1. Read the community issue presented by your teacher.<br>2. Complete the Message-to-Post Organizer.<br>3. Write a key message and an inclusive statement for your chosen audience.<br>4. Share your responses during the discussion. | |
| | ***C.3. Evaluating Learning*** | |
| | **Option 1: Reflective Commentary** | |
| | **Time Allotment:** 15 minutes<br>**Target Objective/s:** See Objective 4.<br>**a. Teachers' Instructions:**<br>1. Ask learners to write a short, reflective commentary in their journals.<br>2. Prompt: *Reflect on how interpretation, engagement, and expression influenced your communication during today's activities. How did these processes affect your ability to communicate effectively with different audiences?*<br>3. Please refer to Appendix O for the Reflective Commentary activity sheet to be printed.<br>4. Please refer to LAS entitled "Reflective Commentary" for the activity sheet. | This activity uses **Reflective and Metacognitive Learning** by encouraging learners to examine their communication experiences. It is anchored on the **SHS Framework's Reflective Learning Principle**. |

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| | **Processing Questions**<br>1. How did your interpretation of the situation or audience influence your communication choices?<br>2. How did your level of engagement affect the success of the interaction?<br>3. How did your expression (language, tone, or delivery) help convey your message effectively?<br>**b. Learners' Directions:**<br>Write a short commentary explaining how interpretation, engagement, and expression influenced your communication during the lesson activities and how these processes contributed to effective communication. | |
| | **Option 2: Process Reflection Triangle** | |
| | **Time Allotment:** 10 minutes<br>**Target Objective/s:** See Objective 4.<br>**a. Teachers' Instructions:**<br>1. Distribute a triangle organizer divided into three sections labeled:<br>● **Interpretation** - How messages are understood or given meaning;<br>● **Engagement -** How communicators participate, listen, respond, and interact with others; and<br>● **Expression -** How ideas, feelings, and messages are conveyed through language, tone, and delivery.<br>2. Instruct learners to reflect on their participation in the lesson and write one key lesson, realization, or insight for each section of the triangle.<br>3. After completion, invite selected learners to share one response from their triangle with the class.<br>4. Guide learners to connect their responses to activities completed during the lesson.<br>5. Please refer to Appendix P for the Process Reflection Triangle organizer to be shown on screen or to be printed. | This activity uses **Metacognitive Reflection** through a visual organizer. It supports the **SHS Framework's Reflective Practice and Learner Agency Principles**. |

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| | **Processing Questions:**<br>1. How does interpretation affect communication?<br>2. Why is engagement necessary for effective communication?<br>3. How does expression influence meaning?<br>**b. Learners' Directions:**<br>1. Complete the triangle organizer.<br>2. Write one lesson learned under each communication process.<br>3. Share your responses. | |
| | ***C.4. Additional Activities*** | |
| | **Option 1: Advocacy Caption Builder** | |
| | **Time Allotment:** 15 minutes<br>**Target Objective/s:** See Objective 3.<br>**a. Teachers' Instructions:**<br>1. Display an image related to a social or cultural issue.<br>2. Ask learners to create an advocacy caption using inclusive language.<br>3. Let learners explain how they considered the audience and purpose.<br>4. Encourage learners to focus on audience awareness and clarity of purpose rather than simply writing persuasive statements.<br>5. Please refer to Appendix Q for the image reference to be shown on screen or to be printed.<br>**Processing Questions:**<br>1. How did you organize your message?<br>2. Who is your intended audience?<br>3. How did you ensure your language promotes inclusivity?<br>**b. Learners' Directions:**<br>1. Study the advocacy image.<br>2. Write a well-structured advocacy caption.<br>3. Use inclusive language appropriate for your audience. | This activity uses **Authentic Writing and Performance-Based Assessment** to develop audience-centered communication. It aligns with the **SHS Framework's Authentic Learning Principle**. |

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| | **Option 2: Watch, Reflect and Write** | |
| | **Time Allotment:** 15 minutes<br>**Target Objective/s:** See Objective 3.<br>**a. Teachers' Instructions:**<br>1. Instruct learners to watch a short YouTube video titled "If I were an Indigenous Filipino".<br>*Youtube Video Title:* "If I were an Indigenous Filipino"<br>https://www.youtube.com/watch?v=4Ffz52imAXM or<br>Refer to Appendix R with the title "If I were an Indigenous Filipino"<br>https://bit.ly/EffectiveCommunicationAppendices<br>2. After watching, ask them to reflect on the following reflection prompt:<br>*Imagine you are an indigenous Filipino living in a modern city. Write a brief reflection or narrative sharing your thoughts and feelings about your identity, culture, and the challenges you face. Consider who will read your writing and what message you want to convey about your experiences and heritage.*<br>3. Please refer to Appendix R for the video to be shown on screen.<br><br>**Processing Questions:**<br>1. How did you express your identity and culture in your reflection?<br>2. What challenges did you face as an indigenous Filipino living in a modern city?<br>3. What message do you want readers to learn about indigenous culture and heritage?<br>**b. Learners' Directions:**<br>1. Watch the video "If I Were an Indigenous Filipino."<br>2. Imagine that you are an indigenous Filipino living in a modern city.<br>3. Write a brief reflection or narrative describing your identity, culture, experiences, and challenges. | This activity uses **Reflective and Contextualized Learning** by engaging learners in reflective writing based on an audiovisual text. It is anchored on the **SHS Framework's Reflective Learning, Multiliteracies, and Social Relevance Principles**, promoting cultural awareness, audience-centered communication, and meaningful self-expression. |

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| **V. ASSESSMENT** | **Part I. Multiple Choice**<br>*Directions:* Read each question carefully and choose the best answer from the given options. Write the letter of the correct answer in a ¼ piece of paper. *(Please refer to the LAS for the activity sheet.)*<br><br>1. A learner 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?<br>A. Frequent use of punchy sentences and emojis<br>B. Use of informal slang to appear more relatable<br>**C. Inclusion of respectful titles and honorifics**<br>D. Rhythmic storytelling words like "Once there was"<br>2. When transitioning from a casual group chat with friends to a job interview, what is the most critical adjustment a communicator should make?<br>A. Maintain the same vibe to show authenticity.<br>**B. Shift from a low/intimate register to a professional tone.**<br>C. Use more hashtags to emphasize important points.<br>D. Decrease sentence complexity to avoid confusion.<br>3. You are creating a TikTok script to advocate for climate change awareness. How should the structure and tone differ from a traditional academic report?<br>A. It should use long, detailed sentences to provide maximum data.<br>**B. It should be characterized by short, fast, and punchy sentences.**<br>C. It must avoid emotional directness to remain strictly objective.<br>D. It should use the frozen register to command authority.<br>4. Why might a gesture like a thumbs up lead to a communication breakdown in an intercultural exchange?<br>A. Because gestures are always less effective than written words<br>B. Because it lacks the rhythmic stress found in prosody<br>**C. Because cultural norms dictate how gestures are interpreted**<br>D. Because it is considered a high register form of communication<br>5. In a digital space, such as a community blog or social media post, which element contributes most to intercultural sensitivity?<br>A. Using technical jargon to prove expertise<br>**B. Employing inclusive language that respects diverse identities**<br>C. Responding immediately with unedited emotional reactions<br>D. Limiting communication to individuals within your own social group<br>6. A youth leader uses inclusive language during a presentation to a diverse community board. What is the primary purpose of this choice?<br>A. To confuse the audience with complex sentence structures<br>**B. To ensure that the communication promotes respectful engagement** |

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| | C. To follow a specific rhythmic folk narrative pattern<br>D. To make the presentation sound more like a private group chat<br>7. Which of the following best describes contextual understanding in communication?<br>A. Speaking at the same volume regardless of the environment<br>**B. Recognizing why a joke in a private chat might fail on LinkedIn**<br>C. Using the same set of honorifics for peers and elders<br>D. Ignoring the feedback of the receiver during a conversation<br>8. When writing in a role as a community mediator to settle a conflict, what should be the primary focus of your tone?<br>A. Persuading the audience through aggressive and loud language<br>**B. Maintaining a tone that respects both youth norms and elderly cultural practices**<br>C. Using as many emojis as possible to lighten the serious mood<br>D. Expressing personal biases to ensure authenticity<br>9. How does multimodal analysis help a communicator understand a digital message?<br>A. It focuses only on the literal definition of the words used.<br>**B. It looks at how images, layout, and text work together to create meaning.**<br>C. It requires the sender to use audio clips instead of written text.<br>D. It eliminates the need for tone and emotional reciprocity.<br>10. What is the main benefit of reflective journaling after a communicative event?<br>**A. It allows the communicator to set goals for future interpersonal growth**.<br>B. It provides a platform to criticize the audience's cultural diversity.<br>C. It replaces the need for actual interaction with others.<br>D. It ensures that communication patterns never have to change.<br><br>**Part II. Performance Task**<br>***Task Title:*** The Bridge-Builder Multi-Channel Advocacy Campaign<br>***Goal:*** To demonstrate the ability to adapt language, tone, and structure across different communicative contexts while promoting inclusive and ethical social communication.<br>***The Scenario:*** A local historical site in your community is being considered for a modern commercial development. The youth group wants the development for job opportunities, while the community elders want to preserve the site for its cultural and sacred value. You have been appointed as the Community Youth Mediator.<br>**a. Teachers' Instructions:**<br>Please refer to Appendix T for the rubrics in each task to be shown on screen or to be printed.<br><br>**b. Learners' Directions:**<br>1. *Formal Proposal (Written)-* Draft a letter to the Local Government Council requesting a mediation meeting. You must use high register, formal honorifics, and complex sentence structures to show respect for the institution. |

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| | 2. *Social Media Advocacy Post (Multimodal)*- Create a design (using Canva or a similar tool) for an Instagram or Facebook post that addresses both the youth and the elders. The post must use inclusive language and visual elements that demonstrate intercultural sensitivity.<br>3. *Reflective Commentary (Intrapersonal)*- Write a 200-word journal entry explaining the process of interpretation you went through. Discuss why you chose specific tones for each audience and how you balanced authenticity with ethical considerations. |
| **VI. REFLECTION** | **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:<br>1. Which activities engage learners the most?<br>2. How many learners achieved 80% on the assessment? How many learners need remediation?<br>3. Which of my teaching strategies worked well?<br>4. Which activities took longer than expected and how can I manage time more efficiently in future sessions?<br>5. What difficulties did I encounter in the delivery of the lesson? How did I resolve these concerns? |
| **VII. USE OF GENERATIVE AI** | In preparing this Learning Exemplar (LE), the author(s) used the Gemini AI tool to efficiently structure the instructional design. The author(s) reviewed and finalized the writing of the content. The author takes full responsibility for the content of this LE. |

| **Learning Area** | EFFECTIVE COMMUNICATION | **Lesson Exemplar No.** | 2 |
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| **I. OBJECTIVES** | |
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| **A. Content Standard** | The learners demonstrate effective communication in personal, interpersonal, social, and cultural contexts through spoken, written, and multimodal forms; they understand that interaction patterns are adaptive, collaborative, and reflective of social roles, group norms, and cultural diversity; and that trust-building, emotional reciprocity, contextual understanding, openness, intercultural sensitivity, inclusive language, and ethical considerations foster meaningful relationships and respectful engagement with diverse communities in both physical and digital spaces. |
| **B. Performance Standard** | The learners are able to perform specific roles in controlled and uncontrolled personal, interpersonal, social, and cultural communication events; engage in intrapersonal communication, including goal-setting, reflection, and journaling; participate in extended conversations and discussions on a variety of personal, interpersonal, social, and cultural topics; provide short and extended responses to questions pertaining to the content and intent of conversations and correspondences; produce short and extended personal and interpersonal correspondence in formats such as letters, email, texting and messaging, and social media posts; participate in communicative events involving diverse social and cultural groups with sensitivity to cultural norms and social practices; and produce spoken, written, and multimodal texts such as public service announcements, opinion pieces, cultural narratives, community blog posts, and reflective commentaries that promote inclusive and ethical social communication. |
| **C. Learning Competencies** | ● Extract main points from spoken, written, and multimodal texts (e.g., recorded and live extended personal interactions, culturally significant communication events).<br>● Analyze the content and intent of personal, interpersonal, social, and cultural communication (e.g., conversation, correspondence, speeches, media broadcasts, cultural performances).<br>● Use politeness markers and conversation management signals and strategies (e.g., topic nomination, topic shift/control, turn-taking, back-channeling, feedback-giving, and topic termination).<br>● Describe processes of interpretation, engagement, and expression used for communication in personal, interpersonal, social, and cultural contexts, demonstrating awareness of their purposes. |
| **D. Communicative Event** | Participating in intercultural conversations or community dialogues |
| **II. REFERENCES and MATERIALS** | **REFERENCES**<br>Asenso Barangay Kalunasan. 'Notice of Public Hearing – Barangay Kalunasan.' Facebook post, June 2026. https://www.facebook.com/AsensoBarangayKalunasan/posts/notice-of-public-hearing-barangay-kalunasan-this-official-notice-announces-a-pub/1222246867941166 72/<br>Azad, Maulana. n.d. 'English Communication Skills-I SLM Based on Distance & Regular Mode Synchronized Syllabus Directorate of Distance Education.' https://drive.google.com/file/d/1M-yxT7dJ_OsKyB4GRqGVs3TGPZXunnbE/view?usp=sharing |

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| | Conversation Strategy Charades. Google Slides presentation. Accessed June 17, 2026. https://docs.google.com/presentation/d/1aa0sQ2eD4VT35BwPygFmBUaVepMz0Map/edit?slide=id.p1#slide=id.p1<br>Decoding Everyday Conversations. Google Slides presentation. Accessed June 17, 2026. https://docs.google.com/presentation/d/1sPyV2uja0v5JpHdOg8zvkyRHsFRnV-Bi/edit?slide=id.p1#slide=id.p1<br>Ellii. n.d. '10 Expressions to Help You Sound More Polite in English Conversations.' Ellii.com. https://ellii.com/blog/10-expressions-to-help-you-sound-more-polite-in-english-conversations<br>Kindt, Prof. 'Conversation Strategies.' Prof. Kindt's EFL Website. Accessed June 12, 2026. https://profkindt.com/site/strategies.html<br>Level Up Your English: Your Ultimate Conversation Playbook. Google Slides presentation. Accessed June 17, 2026. https://docs.google.com/presentation/d/1NcTUTVz6Vbp9cQJq9ZBkOcDWPWNx845-/edit?slide=id.p1#slide=id.p1<br>Liza Soberano on Mental Health in the Philippines. YouTube Shorts. Accessed June 11, 2026. https://www.youtube.com/shorts/o6CGi4aPc1g<br>Mastering the Art of Interaction. Google Slides presentation. Accessed June 17, 2026. https://docs.google.com/presentation/d/1V-ZV7d43CByAsb4IISM6VcKrhKftWT-g/edit?slide=id.p1#slide=id.p1<br>Myfreebingocards.com. n.d. 'Free Custom Bingo Card Generator.' https://myfreebingocards.com/bingo-card-generator<br>The Perfect Paragraph. Google Slides presentation. Accessed June 17, 2026. https://docs.google.com/presentation/d/1yNuPvA3mCsqDgWccCr30ML7fK1jQxjlm/edit?slide=id.p1#slide=id.p1<br>Profkindt.com. 2025. 'Conversation Strategies.' https://profkindt.com/site/strategies.html<br><br>**MATERIALS**<br>• All appendices can be accessed through the Google Drive link: https://bit.ly/EffectiveCommunicationAppendices |
| **III. CONTENT** | Politeness Markers, Conversation Management, and Intercultural Dialogues |
| **IV. OBJECTIVES** | At the end of the session, students are expected to:<br>1. Identify the main ideas from spoken, written, and multimodal communication texts;<br>2. Explain the purpose and audience of personal, interpersonal, social, and cultural messages;<br>3. Use polite expressions and conversation signals in intercultural and community dialogues; and<br>4. Describe how they listen, speak, and show respect in intercultural and community conversations. |

| IV. PROCEDURES | | ANNOTATIONS |
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| **A. Activating Prior Knowledge** | ***A.1. Activating Prior Knowledge*** | |
| | **Option 1: Message Hunt** | |
| | **Time Allotment:** 5-10 minutes<br>**Target Objective/s:** See Objective 1.<br>**a. Teachers' Instructions:**<br>1. Begin the activity by telling the class that they will practice identifying the main idea of different messages they may encounter in school and in the community.<br>2. Present three short samples one at a time using Google Slides, Padlet, or printed visuals, and make sure each sample is clear and easy to read or hear.<br>3. Read aloud the first sample, which is a **short-spoken dialogue**:<br><br>***Teacher:*** *Good morning, class. Please remember that our youth forum will be held this Saturday at 2:00 p.m. in the covered court.*<br>***Learner:*** *Will parents be invited too?*<br>***Teacher:*** *Yes, parents and barangay officials are also invited.*<br>***Teacher:*** *We will discuss ways to keep our school and community clean and safe.*<br>***Learner:*** *Okay, we will inform our classmates and families.*<br><br>4. Have the learners explain orally what the message is about and identify the part they think is most important. Then, ask two to three learners or groups to share their answers aloud.<br>5. Reveal that the main idea is that the class is being reminded of an upcoming youth forum where learners, parents, and barangay officials will discuss school and community cleanliness and safety. Here's the second sample, which is a **written notice**. You can refer to **Appendix LE2A** for the sample Barangay Written Notice at this link: https://tinyurl.com/APPENDIXLE2A<br>6. Present the second sample, which is a written Notice of Public Hearing, and ask the learners to examine the details in **Appendix LE2A**. Ask the same guiding questions and let two to three learners or groups respond before revealing that the main idea is that residents of Barangay Kalunasan and other concerned stakeholders are invited to attend a | This activity uses a constructivist, task-based approach where learners identify main ideas from spoken, written, and multimodal texts through guided questioning and peer sharing. Literacy is integrated via listening, reading, summarizing, and visual literacy skills; numeracy is lightly included by interpreting dates, times, and simple quantities in the messages. EdTech (Google Slides or Padlet) presents samples and displays learners' responses for quick feedback. The 5–10-minute learner-centered task builds accurate information extraction and concise reporting aligned with Grade 11 communication outcomes. |

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| | public hearing regarding a proposed ordinance on the establishment of a barangay-wide CCTV System, Public Address (PS) System, and Alarm Siren System for disaster preparedness, peace and order, discipline, and time reminders within the barangay.<br>7. Play the video *"How miscommunication happens (and how to avoid it)"* as a multimodal text. This video uses audio narration and animated analogies, such as comparing communication to a game of catch with a lump of clay to illustrate how complex and subjective human interaction can be. The video sample material can be accessed through this link: https://tinyurl.com/APPENDIXLE2B it can also be accessed on the Appendices as **Appendix LE2B.**<br>8. Ask learners for the main message in one sentence. Explain that the main idea is that communication is a complex two-way street shaped by our personal experiences and perceptual filters, but we can prevent miscommunication through active listening and striving for a shared understanding.<br>9. End the activity by affirming the learners' responses and explaining that the spoken, written, and multimodal samples helped activate their prior knowledge about identifying the main idea. Tell them that this background knowledge will be useful as they proceed to the next part of the lesson.<br><br>If there is a further need to discuss back on the main idea and supporting details, the teacher can access this discussion explainer on the Appendices labeled as **Appendix LE2C.** Here's the link: https://tinyurl.com/AppendixLE2C | |
| | **Option 2: TALK SHOW RECALL** | |
| | **Time Allotment:** 20-30 minutes<br>**Target Objective/s:** See Objective 1.<br>**Teachers' Instructions:**<br>1. Direct the learners to recall a specific interview or recorded discussion that they have recently watched on platforms such as TikTok, YouTube, or Facebook. Let them focus on a spoken or multimodal text such as an interview, documentary clip, or discussion rather than a variety show segment. | This activity uses a task-based, learner-centered approach where learners extract main ideas and supporting details from recorded interviews through focused recall, summarizing, and mapping. Literacy is integrated via listening comprehension, one-sentence |

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| | **Sample Video:**<br>Liza Soberano on Mental Health in the Philippines<br>https://youtube.com/shorts/o6CGi4aPc1g?si=XJzbkU2smN8Y-8gU<br><br>2. Ask the learners to summarize the central message of their chosen interview in one sentence. Monitor their responses to ensure that they are identifying the topic or main idea, not merely retelling events.<br>3. Instruct learners to identify two to **three key points** or examples they remember from the interview that support the main idea. Encourage them to think about how these details were emphasized or clarified during the conversation.<br>4. Have learners create a simplified **graphic organizer** or **concept map** based on the templates in the **Learning Activity Sheet (LAS)** titled **TALK SHOW RECALL**. Tell them to place their one-sentence Main Idea in the center and branch out with the Supporting Details they identified in Step 3. This will help them visualize the relationship between the central idea and the supporting information.<br>5. Lead a brief class discussion using targeted processing questions that focus on identifying content.<br><br>**Processing Questions:**<br>● How did the host's introduction help you identify what the main topic was going to be?<br>● What specific verbal or non-verbal cues helped you remember an important detail?<br>● Why is it necessary to distinguish between the main idea and the supporting details for effective listening?<br><br>6. Conclude the activity by having learners reflect on the ease or difficulty of identifying the main idea and supporting details from memory. | summarizing, and organizing ideas in a graphic organizer. Learners practice distinguishing topic/main idea from narrative description. Numeracy is minimally included through sequencing (ordering points) and counting supporting details to ensure completeness. EdTech is optional. Learners view online videos (YouTube/TikTok/Facebook) and may use digital graphic organizer templates or slides to create and display their maps. The 20–30-minute task develops selective listening, concise reporting, and analytical note-making aligned with Grade 11 communication competencies. |
| | ***A.2. Establishing the Purpose of the Lesson*** | |
| | **Option 1: Communication Web** | |
| | **Time Allotment:** 5-8 minutes<br>**Target Objective/s:** See Objectives 1 and 2.<br>**a. Teachers' Instructions:** | This activity uses an interactive, constructivist approach that models conversation mapping to help learners analyze how topic, purpose, |

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| | 1. Discuss the processing questions with the class and clarify that the previous activity helped them practice identifying the main idea, purpose, and audience of communication texts.<br><br>**Processing Questions:**<br>● What is the importance of communicating our feelings or emotions to other people?<br>● How do you communicate with other people? Are there things to take into consideration?<br><br>**Transition Statement:** Now that we have understood our learning goal for this week, let's dive deeper into understanding the conversation strategies that we can use to extend a conversation.<br><br>2. Discuss the slides found in **Appendix LE2D** and the accompanying presentation link - https://tinyurl.com/APPENDIXLE2D). Clearly explain the concepts of Topic/Main Idea, Purpose, Audience, Setting, and Politeness Markers/Signals, emphasizing that every message functions as a network in which the main idea is supported by its context and the communication strategies used by the speaker<br><br>3. After the discussion, present the following examples as short drills. You can use these slides found in the appendices as **APPENDIX LE2E** (https://tinyurl.com/APPENDIXLE2E**);** this contains a simplified short discussion and the examples revealing their answers).<br><br>4. Facilitate a discussion to fill the web. Web found on the appendices titled **APPENDIX LE2F -** https://tinyurl.com/APPENDIXLE2F or an editable file https://tinyurl.com/5t2h6e7r.<br><br>5. Use the situations below as both an example and an activity.<br><br>**Situation 1:** A learner asks an elder, *"Excuse me, po. May I ask for your advice about our group project?"*<br>● Topic: Requesting project advice<br>Politeness Markers: "Excuse me, po" shows respect and helps soften the request. | audience, setting, and politeness markers work together in real-life exchanges. Literacy is integrated through explicit vocabulary (politeness markers), discourse analysis, and summarizing nodes in the conversation web; learners practice reading context clues and explaining choices in one to two sentences. Numeracy is lightly present via sequencing (ordering conversational moves) and counting nodes/supporting points to ensure completeness. EdTech (projected Conversation Mapping Web and the linked infographic) visually scaffolds discussion and supports whole-class co-construction of meaning. The 5–8-minute learner-centered task develops pragmatic awareness, active listening, and adaptive communication aligned with Grade 11 outcomes. |

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| | • Audience/Setting: The learner-to-elder relationship calls for a high level of politeness.<br>**Situation 2:** A barangay official announces, *"All residents are invited to join the clean-up drive this Sunday morning."*<br>• Topic: Invitation to a clean-up drive<br>• Purpose: To invite and inform<br>• Audience: All residents<br>• Context: This shows a shift from personal to public communication.<br><br>**Question for discussion:** How would the message change if it were sent as a private text to a friend instead of being announced publicly?<br><br>**Situation 3:** Two classmates exchange greetings before discussing their ideas during a community forum.<br>• Focus: Conversation management<br>• Setting: Community forum<br>• Politeness Strategy: Exchanging greetings helps start a conversation politely.<br><br>. Lead a brief **Making Generalization** discussion based on the completed web.<br>**Processing Questions:**<br>● Which part of our map changed the most across the three scenarios?<br>● Why is it necessary to identify the **audience** before we choose our **Politeness Markers**?<br><br>7. Conclude by highlighting that interaction patterns are adaptive and collaborative, depending on what we want to achieve and who we are talking to. | |
| | **Option 2: Purpose Path Cards** | |
| | **Time Allotment:** 7-10 minutes<br>**Target Objective/s:** See Objective 1and 2.<br><br>**a. Teachers' Instructions:**<br>1. Introduce the activity by explaining that every message has a purpose and is meant for a specific audience. Use Appendix LE2G for support: | This activity uses a cooperative, task-based approach where small groups classify short situations by communicative purpose (ask, inform, invite, show respect) and justify their choices through textual and |

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| | https://tinyurl.com/APPENDIXLE2G. The answer key for the situation cards is already included in Slides 13–18.<br><br>2. Divide the class into small groups and give each group a printed copy of the three situation cards.<br>• **Card 1:** A learner politely asks a teacher for permission to leave early.<br>• **Card 2:** A community leader invites residents to attend a cultural celebration.<br>• **Card 3:** A friend shares instructions on how to join a class activity.<br><br>3. Ask each group to read the cards and discuss the purpose of each message.<br><br>4. Let the groups identify whether each message is used to ask, inform, invite, or show respect.<br><br>5. Have the groups sort the cards under the correct purpose labels on the board or table chart.<br><br>6. Call on each group to explain one card and share the clues that helped them identify its purpose.<br><br>7. Guide the discussion by connecting each situation to the lesson on message purpose and audience.<br><br>8. Reveal and explain the correct answers, emphasizing how **tone, word choice, and context** show the purpose of a message.<br><br>9. Conclude the activity with these **Processing Questions:**<br>• What helped you identify the purpose of each message?<br>• How does the audience affect the way a message is delivered?<br>• Why is it important to understand the purpose and audience of a message? | contextual clues. Literacy is integrated through close reading, vocabulary for speech acts (e.g., request, invitation), and oral explanation; learners practice identifying tone, word choice, and context to determine purpose. Numeracy is lightly included via sorting and counting items per category to ensure balanced classification. EdTech is optional (using a projected chart or shared document to collect group placements). The 7–10-minute learner-centered task builds pragmatic awareness, audience sensitivity, and concise reasoning aligned with Grade 11 communication objectives. |

<table>
<tr><td rowspan="3">B. Instituting New Knowledge</td><td colspan="2">B.1. Presenting Examples</td></tr>
<tr><td colspan="2">Option 1: Polite Dialogue Posters</td></tr>
<tr><td>Time Allotment: 15-20 minutes<br>Target Objective/s: See Objective 3.<br>a. Teachers' Instructions:<br>1. Begin with a short discussion by asking learners to recall situations where they talked to someone from a different age group, religion, or place (an elder, barangay official, or classmate from another region).<br><br>Guide Question:<br>How did you speak to them?<br>• Did you use 'po,' 'opo,' sir/ma'am, or other polite words?"<br>• Emphasize that polite expressions and conversation signals help build respect in intercultural and community dialogues.<br>2. Introduce the activity by explaining that learners will practice using polite expressions and conversation signals (e.g., greetings, topic opening, turn-taking, feedback, and topic closing) in examples of intercultural and community dialogues.<br>3. Provide each group with a short sample dialogue (printed or projected) showing a polite or mildly impolite intercultural or community exchange, such as:<br>a) A learner asking an elder about a local tradition;<br>b) A youth joining a brief barangay or school meeting; and<br>c) Or a teen talking to a teacher or staff member.<br>4. Ask learners to read the dialogue twice:<br><br>First, identify any polite or impolite expressions and signals.<br>Second, rewrite or improve the dialogue to make it more polite and respectful, using markers like "po/opo," "thank you," "I'm sorry to interrupt," "Can I ask…?", and clear turn-taking cues.<br><br>While revising, remind them to:<br>a) Show respect for age, position, or culture;<br>b) Use a clear topic opening and closing; and<br>c) Practice back-channeling and feedback ("I see," "I understand," "Thank you for sharing").</td><td>This activity uses an inquiry-based, task-oriented approach where learners analyze and revise short dialogues to practice polite expressions and conversation signals in intercultural and community contexts. Literacy is integrated through close reading, rewriting for register, and composing a short explanatory rationale; learners practice vocabulary for politeness and coherent turn-taking language. Numeracy is minimal but present via simple organization tasks (three-part poster, counting signals used) to ensure completeness. EdTech (LMS or digital poster tools) supports creation, display, and peer feedback but is optional. The learner-centered task develops pragmatic competence, respectful interaction, and metacognitive awareness of language use aligned with Grade 11 communication outcomes.</td></tr>
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| | 5. Each group then creates a simple A4 or digital "Polite Dialogue Poster" with three parts:<br>1. The original example dialogue;<br>2. The improved polite version; and<br>3. One short explanation of at least three polite expressions or conversation signals they used and why they matter in intercultural and community dialogues.<br><br>A sample can be accessed on this link https://canva.link/y7pc54x2ks44k5q or found at the Appendices as **APPENDIX LE2H**.<br><br>6. Groups post or present their posters around the class or on the screen, and their classmates give brief feedback on which polite expressions or signals they notice.<br>7. Conclude with a short class reflection: "Which polite expressions or signals felt most natural to use? Which ones did you not usually use in real life?"<br>8. Use this activity as a clear example-based practice for using polite expressions and conversation signals in intercultural and community dialogues. Scoring Rubric for the poster can be accessed on the Appendices as **APPENDIX LE2I.**<br>**Processing Questions:**<br>1. Why is it important to use polite expressions when talking to elders, officials, or people from different cultures?<br>2. How do small signals like "Can I ask…?" or "Thank you for sharing" change the tone of a conversation?<br>3. In what community or school situations do you think you should be extra polite and careful with your words? | |
| | **Option 2: Talk Show Bingo** | |
| | **Time Allotment: 20 minutes**<br>**Target Objective/s:** See Objective 3.<br>**a. Teachers' Instructions:**<br>1. The teacher starts the activity with the processing questions below.<br>• If you needed to ask a teacher for permission to leave early, what polite expressions would you use to make your request respectful? | This activity uses a gamified, learner-centered approach (Bingo) that focuses attention on real-time conversation strategies while watching a recorded interaction. Literacy is integrated through listening for discourse markers, |

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| | • How can you tell if a speaker's purpose is to invite people rather than to inform them?<br>• In a talk show or community discussion, how can you disagree or interrupt politely while still showing active listening?<br>2. The teacher will then process the learners' responses and proceed with the Talk Show Bingo!<br>3. Provide learners with a Bingo card that contains conversation strategies. While watching the video to be found at this link, https://www.youtube.com/watch?v=5fBrINGT0Dg or can be found in the Appendices as **APPENDIX LE2J**, learners will mark off these strategies on the Bingo card.<br>4. The first to get 5 in a row (horizontal, vertical, or diagonal) calls out 'Bingo!'. Bingo cards can be accessed on the **Learning Activity Sheets (LAS)** titled **Bingo Cards**. If the teacher wants to modify the card, she or she can generate and access at this link: https://myfreebingocards.com/bingo-card-generator<br>5. After the game, the teacher will then process the answers of the learners and discuss using the material on the Appendices, such as **APPENDIX LE2K** or link - https://tinyurl.com/APPENDIXLE2K. | paraphrasing, and recognizing pragmatic functions (e.g., clarifying, summarizing); students practice identifying language features and explaining them after the game. Numeracy is lightly included via pattern recognition and tallying (marking items, tracking rows to reach Bingo), which reinforces careful monitoring. EdTech is optional: the suggested video link provides the stimulus, and the Bingo sheet can be digital (shared form) or printed for easy collection and quick feedback. The task promotes active listening, pragmatic awareness, and peer discussion aligned with Grade 11 communication objectives. |
| | ***B.2. Discussing New Concept*** | |
| | **Option 1: CONVERSATION STRATEGY CHARADES** | |
| | **Time Allotment**: 10-15 minutes<br>**Target Objecive/s:** See Objectives 2 and 3.<br>**Teachers' Instructions:**<br>1. Divide the class into 2-4 groups depending on the class size. Prepare a set of cards with one conversation strategy and politeness markers written on each slide. Cards can be accessed at the Appendices as APPENDIX LE2L https://tinyurl.com/APPENDIXLE2L2.<br>2. The teacher may print and cut out the numbers on the first slide, then place them in a bowl for the learners to pick. Each number should correspond to a specific situation/strategy card assigned by the teacher.<br>3. Alternatively, the teacher may hyperlink each number to a slide containing a specific situation or strategy. The teacher should only click the number after a group has answered the charade correctly. | This cooperative charades-style activity develops pragmatic awareness by having learners mime conversation strategies and politeness markers while peers identify the strategy, target audience, and purpose. Literacy is reinforced through quick vocabulary recall and one-sentence justifications; numeracy appears in timing rounds and keeping score. EdTech (timer app or digital cards) is optional. |

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| | 4. The numbers should still be printed so that the actor can be assigned to the correct card or slide.<br>**Game Mechanics:**<br>a. One learner from each group draws a card and silently acts out the strategy using gestures and facial expressions.<br>b. The rest of the group must guess which strategy is being portrayed, the target audience and the purpose.<br>c. Set a time limit (1 minute) for each round.<br>d. After the game, the teacher will then process the answers based on the scenarios being played.<br>5. The teacher asks the learners the following processing questions to synthesize their learning from the activity:<br>• How did the gestures, facial expressions, and clues help you identify the conversation strategy, target audience, and purpose;<br>• Why is it important to use appropriate politeness markers and conversation strategies based on the audience and situation; and<br>• What did you learn from the activity about communicating clearly, respectfully, and appropriately in various contexts?<br>6. The teacher then processes the learners' responses and emphasizes the importance of using suitable conversation strategies, observing politeness, and being aware of audience and purpose in communication. | |
| | **Option 2: Communication Scenario Carousel** | |
| | **Time Allotment:** 15 minutes<br>**Target Objective/s:** See Objectives 2 and 3.<br>**a. Teachers' Instructions:**<br>1. Begin the activity by telling the class that they will move through different communication situations and examine how people speak or write depending on the audience and purpose.<br>2. Prepare four scenario stations on a digital board, slides, or printed cards, each showing a short, localized communication situation from school, home, or the community. The teacher can access the sample scenarios and scripts from the Appendices as **APPENDIX LE2M** or this link:<br>• https://tinyurl.com/APPENDIXLE2M<br>3. Ask the learners to work in small groups and rotate from one scenario to the next. | This station-rotation activity uses a task-based, learner-centered approach where groups analyze audience, purpose, speaker, and politeness signals across local scenarios. Literacy is integrated through reading, writing complete-sentence explanations, and identifying discourse markers. Numeracy appears when learners count respectful expressions per scenario. EdTech (digital board/shared space) supports |

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| | 4. At each station, instruct them to identify who is speaking, who the audience is, what the purpose of the message is, and which polite expressions or conversation signals are used.<br>5. Let them write their answers directly on the digital board or in a shared class space with the teacher's guidance.<br>6. After each rotation, ask one representative from the group to explain their answer using complete sentences.<br>7. Guide the class in noticing how the communication changes depending on whether the situation involves a teacher, elder, classmate, barangay official, or community member.<br>8. Ask learners to count the number of respectful expressions or conversation signals they found in each scenario.<br>9. Confirm the correct answers after each round and briefly emphasize the importance of choosing language that is appropriate, respectful, and clear.<br>10. End the activity by telling the class that effective communication depends on understanding context, audience, and the right way to express ideas. | collaboration and easy recording but is optional. |
| | ***B.3. Developing Mastery*** | |
| | **Option 1: DIALOGUE ANALYSIS** | |
| | **Time Allotment:** 20 minutes<br>**Target Objective/s:** See Objectives 3 and 4.<br>**a. Teachers' Instructions:**<br>1. Divide the learners into triads. Each group will consist of a host, a guest, and an observer. Explain the roles to the learners. The host facilitates the discussion by asking relevant and open-ended questions. The guest responds thoughtfully, staying on topic and demonstrating good communication skills. The observer watches and takes notes using the provided checklist to assess the conversation strategies used by both host and guest.<br>2. Provide each observer with a checklist (**Please refer to the Learning Activity Sheet entitled Dialogue Analysis**). Allow each group about 5 minutes per round. After one round, learners rotate roles so that each member experiences all roles. After all rounds, observers share their feedback with their group members.<br>3. Wrap up the activity by asking each group to share their observations with the class. Topic Suggestions can be accessed in the Appendices as **APPENDIX LE2N** or at this link https://tinyurl.com/APPENDIXLE2N. | This triad role-play uses a task-based, learner-centered approach in which learners alternate as host, guest, and observer to practice real-time conversation strategies. Literacy is integrated through notetaking, checklist-based reflection, and giving concise verbal feedback. Numeracy appears in timing rounds (5 minutes each) and tallying observed behaviors. EdTech is optional (shared checklist or timer app) to record observations and streamline rotations. |

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| | **Option 2: Reflection and Response Board** | |
| | **Time Allotment:** 15 minutes<br>**Target Objective/s:** See Objectives 3 and 4.<br>**a. Teachers' Instructions:**<br>1. Begin the activity by telling the class that they will respond to short communication situations that they may actually experience in school, at home, or in the community.<br>2. Open a shared digital board and post three to four short scenarios one by one.<br><br>**Sample Scenarios:**<br>• **Scenario 1:** You need to remind your classmate to wait for the teacher's signal before speaking during a group presentation.<br>• **Scenario 2:** You want to ask your cousin to lower their voice because the family is having an online meeting.<br>• **Scenario 3:** You are speaking to a barangay staff member and need to ask about the requirements for a youth program.<br>• **Scenario 4:** You want to join a classroom discussion but need to politely interrupt a classmate who is still speaking.<br><br>3. Read the first scenario aloud: *"You need to ask your groupmate to speak more respectfully during your research presentation because your teacher is watching."*<br>4. Ask the learners to write or post a short response using polite expressions and a conversation signal that shows turn-taking or feedback.<br>5. After a few responses are posted, call attention to the different ways the learners answered and ask them which response sounded most respectful and appropriate.<br>6. Present another scenario involving a family conversation, a barangay event, or a school group chat, and let the learners respond again on the digital board.<br>7. Ask them to count the number of polite expressions or conversation signals they used in their response.<br>8. Invite learners to explain why they chose those words and how their answers would sound in real-life communication. | This activity uses a communicative, learner-centered approach where learners post polite responses to real-life scenarios and reflect on tone, audience, and conversational signals. Literacy is integrated through composing concise written replies, choosing an appropriate register, and explaining word choices. Numeracy is minimal (counting polite markers used). EdTech (shared digital board) enables live posting, comparison, and teacher feedback. The 15-minute task develops pragmatic writing, audience sensitivity, and reflective communication aligned with Grade 11 outcomes. |

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| | 9. Guide the class in noticing how communication changes depending on the person they are speaking to and the situation they are in.<br>10. End the activity by reminding the class that reflection helps them become more thoughtful and respectful communicators in both local and digital spaces. | |
| **C.Demonstrating Knowledge and Skills** | ***C.1. Finding Practical Application*** | |
| | **Option 1: COM-UNITY TALK SHOW** | |
| | **Time Allotment:** 20 minutes<br>**Target Objective/s:** See Objectives 3 and 4.<br>**a. Teachers' Instructions:**<br>1. Divide the class into 3-5 groups (depending on the class size). Teachers may assign groups randomly, by interest, or allow learners to choose.<br>2. Instruct learners to choose a recent local, national, or global issue. Topic suggestions and Script Template can be accessed in the Appendices as **APPENDIX LE2O** or at this link: https://tinyurl.com/APPENDIXLE2O .<br>3. Ask each group to plan a simulated talk show based on their topic. Roles may include Host and Guest/s.<br>4. Each group presents their talk show for 3-5 minutes. After each presentation, provide constructive feedback.<br>5. The teacher will then ask the **processing questions** to wrap up the activity:<br>• How did your group decide which information and viewpoints to include in your talk show, and why were these important to the issue you discussed?<br>• What communication strategies did the host and guests use to keep the discussion clear, engaging, and respectful?<br>• What challenges did your group encounter while preparing or presenting the talk show, and how did you work together to overcome them?<br>5. Scoring Rubric can be accessed in the Appendices as **APPENDIX LE2P** or at this link https://tinyurl.com/APPENDIXLE2P . | This task-based learner-centered activity makes learners research an issue and perform a short talk show to practice audience awareness and polite speaking. Literacy is integrated via topic selection, scripting, and presentation skills. Numeracy appears in timing and turn planning, while EdTech (recording/slides) is optional. The 15–20-minute task builds pragmatic competence, topical awareness, and collaboration aligned with Grade 11 outcomes. |

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| | **Option 2: RESPECTFUL COMMUNICATION ROLE PLAY** | |
| | **Time Allotment:** 20 minutes<br>**Target Objective/s:** See Objectives 3 and 4.<br>**a. Teachers' Instructions:**<br>1. Tell the class that they will do short role-plays about respectful communication in everyday situations.<br>2. Group the learners and give each group a scenario from a Philippine school, family, or community setting.<br><br>**Sample Scenarios:**<br>1. A learner asks permission from a teacher to leave early for a family appointment.<br>2. A learner politely asks a barangay official about a youth program.<br>3. A grandchild asks an elder for advice before a community event.<br>4. A learner invites a classmate to join a group project discussion.<br><br>3. Ask each group to prepare and rehearse a short dialogue using polite expressions, turn-taking signals, and respectful responses appropriate to the situation.<br>4. Let each group perform in front of the class.<br>5. After each role-play, discuss the polite expressions and conversation signals used, how the dialogue applies to real life, and why respectful communication is important with teachers, parents, elders, classmates, and community members.<br>6. Wrap the discussion with the **processing questions** below:<br>• What polite expressions and turn-taking signals were used in the role-plays, and how did they make the conversations respectful?<br>• Why is it important to adjust the way we speak depending on whether we are talking to a teacher, parent, elder, classmate, or community member<br>• How can the respectful communication shown in the role-plays help you in real-life situations at school, at home, or in the community?<br><br>7. Scoring Rubric can be accessed in the Appendices as **APPENDIX LE2Q** or at this link: https://tinyurl.com/APPENDIXLE2Q. | This collaborative, contextualized role-play approach engages learners in practicing respectful interaction within authentic school, family, and community settings, ensuring the task remains learner-centered and meaningful. Literacy is integrated via scenario analysis, dialogue construction, and the application of politeness markers and conversation management signals to enhance speaking and listening competencies. Numeracy is incorporated through the systematic counting and observation of respectful expressions and signals utilized during the performance. EdTech integration includes the use of digital scoring rubrics and timers accessed through online links to manage the 15–20-minute activity with precision and provide immediate feedback. |

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| | ***C.2. Making Generalization*** | |
| | **Option 1: COMMUNICATION CONCEPT MAP** | |
| | **Time Allotment:** 12 minutes<br>**Target Objective/s:** See Objective 4.<br>**a. Teachers' Instructions:**<br>1. Begin the activity by asking the class to think about the different cultural communication situations they discussed in the lesson.<br>2. Present a few short examples involving local traditions, family gatherings, barangay events, or community celebrations.<br>3. Ask learners what they noticed about how people speak, listen, and respond in these situations.<br>4. Guide them to identify common patterns such as respect for elders, careful word choice, polite greetings, and thoughtful turn-taking.<br>5. Ask the learners to write these ideas on a concept map or communication web. The template can be accessed in the Appendices as **APPENDIX LE2R** or at this link: https://tinyurl.com/APPENDIX-LE2R.<br>6. Let them complete the map individually or in pairs. Afterwards, invite a few learners to share the generalization they formed from the examples.<br>7. Help the class turn their observations into one clear statement about communication in cultural settings.<br>8. End the activity by reinforcing that communication becomes more effective when it respects culture, relationships, and social context.<br>**Processing Questions**<br>• What common communication practices do you notice in cultural celebrations, family gatherings, or community events?<br>• Why is it important to consider culture, relationships, and social context when speaking and responding in different situations?<br>• How can understanding these communication practices help you interact more respectfully and effectively in real-life cultural settings? | This reflective, inquiry-based activity uses an inductive approach where learners identify communication patterns in cultural contexts and form a generalization from examples. Literacy is integrated through observation notes, concept mapping, and composing a concise statement. Numeracy is minimal (organizing/map elements and counting patterns). EdTech (digital concept maps or shared boards) is optional for collaboration and display. The 10–12-minute task strengthens cultural sensitivity, pattern recognition, and concise generalization aligned with Grade 11 communication outcomes. |
| | **Option 2: One Rule for Respectful Culture Poster** | |
| | **Time Allotment:** 10 minutes<br>**Target Objective/s:** See Objective 4. | This reflective, inductive activity develops a single generalization about respectful communication in cultural settings. Literacy is integrated through composing |

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| | **a. Teachers' Instructions:**<br>1. Begin the activity by telling the class that they will create one general rule about respectful communication in cultural settings.<br>2. Ask them to review the examples and discussions from the lesson, especially those involving family traditions, community events, and intercultural exchanges.<br>3. Guide them to think about what these situations have in common.<br>4. Ask each learner to write one sentence that summarizes the most important idea they learned about communicating respectfully in cultural contexts.<br>5. Encourage them to make their statement clear, meaningful, and specific.<br>6. Ask the learners to translate these statements into creative posters (i.e., digital). After creating, invite a few learners to share their generalization with the class.<br>7. Let the class listen and notice common ideas across the responses.<br>8. Conclude by helping them refine the ideas into a single class generalization about respectful cultural communication.<br>9. End the activity by reminding the class that communication is not only about speaking clearly, but also about showing respect for culture, people, and shared traditions.<br>10. Sample Output can be accessed in the Appendices as **APPENDIX LE2S** and can be accessed at this link https://tinyurl.com/APPENDIXLE2S .<br>11. Scoring Rubric can also be accessed in the Appendices as **APPENDIX LE2T** or at this link: https://tinyurl.com/APPENDIXLE2T. | concise sentences and synthesizing lesson examples. Numeracy is minimal (organizing and counting shared ideas). EdTech (digital posters/Facebook) is optional for publishing student outputs and amplifying audience awareness. The 10-minute learner-centered task strengthens cultural sensitivity, concise writing, and collaborative meaning-making aligned with Grade 11 communication outcomes. |
| | ***C.3. Evaluating Learning*** | |
| | **Option 1: Commu-Case Analysis** | |
| | **Time Allotment:** 20 minutes<br>**Target Objective/s:** See Objectives 1 and 4.<br>**a. Teachers' Instructions:**<br>1. Begin the activity by telling the class that they will examine short communication cases from school, home, and community settings and answer questions about them. Suggested communication cases shall be found in the Appendices as **APPENDIX LE2U** or can be accessed at the link: https://tinyurl.com/APPENDIXLE2U .<br>2. Give each group a case card that includes a short dialogue, message, or situation rooted in the Philippine context. The activity sheet can be | This activity uses a task-based, learner-centered approach in which groups analyze short, localized communication cases to identify main idea, purpose, audience, and communication features. Literacy is integrated through close reading/listening, concise summarizing, and explaining pragmatic features. The learners |

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| | accessed in the Learning Activity Sheets entitled **COMMU-CASE ANALYSIS.**<br>3. Ask the learners to read the case carefully and identify the main idea of the message.<br>4. Guide them to determine the purpose of the communication and the audience being addressed.<br>5. Instruct the learners to look for polite expressions, turn-taking signals, and other communication features used in the exchange.<br>6. Ask each group to write their answers in a simple organizer with four parts: main idea, purpose, audience, and communication features.<br>7. Let the groups present one case to the class and explain how they arrived at their answers.<br>8. Ask the class to listen and count how many correct communication clues each group identified.<br>9. After the presentation, provide brief feedback and clarify any incorrect responses.<br>10. End the activity by reminding the class that effective communication depends on understanding the content, context, and respectful language. | practice distinguishing topic vs. supporting details. Numeracy is lightly present via counting identified clues and organizing responses in a four-part chart. EdTech is optional (digital organizers or slides for presenting and tallying answers). The 15–20-minute task develops accurate information extraction, audience sensitivity, and respectful language use aligned with Grade 11 communication outcomes. |
| | **Option 2: My Communication Portfolio** | |
| | **Time Allotment:** 20 minutes<br>**Target Objective/s:** See Objectives 1-4.<br>**a. Teachers' Instructions:**<br>1. Begin the activity by telling the class that they will create a short communication portfolio showing what they learned from the lesson.<br>2. Explain that the portfolio must include one sample message or dialogue, one explanation of the main idea, one explanation of the purpose and audience, one identification of polite expressions or conversation signals, and one short reflection.<br>3. Provide learners with a template or guide showing the required parts of the portfolio.<br>4. Ask them to choose a communication situation from school, family, or the community and write a short response or analysis about it.<br>5. Encourage them to make the output neat, clear, and organized so that their learning is visible.<br>6. Allow learners to include drawings, headings, boxes, or symbols to make their portfolio more creative and attractive. | This summative portfolio task uses a reflective, learner-centered approach in which learners compile a short communication portfolio demonstrating analysis, application, and reflection. Literacy is integrated through composing a sample message, writing concise main idea and audience/purpose explanations, and producing a short reflective paragraph. The learners practice clear organization and register. Numeracy is minimal (structuring sections, possibly counting items included). EdTech (digital templates or e-portfolios) can be used to create, submit, and display work for |

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| | 7. After writing, ask a few learners to present one part of their portfolio to the class.<br>8. Invite the class to identify the communication skills demonstrated in each output.<br>9. Collect the portfolios or display them in class for feedback.<br>10. End the activity by reminding the learners that communication skills are best shown when they can analyze, apply, and reflect on real-life situations.<br>11. Sample Portfolio can be seen in the Appendices as **APPENDIX LE2V**. Guide can also be found in the Learning Activity Sheets entitled **MY COMMUNICATION PORTFOLIO,** and the rubric in the Appendices as **APPENDIX LE2Z.** | feedback. The 20-minute activity promotes metacognition, evidence of learning, and respectful communication aligned with Grade 11 competencies. |
| | ***C.4. Additional Activities*** | |
| | **Option 1: Communication Meme Challenge** | |
| | **Time Allotment:** 15 minutes<br>**Target Objective/s:** See Objectives 1-4.<br>**a. Teachers' Instructions:**<br>1. The learners create a meme that captures either a "DO" or a "DON'T" in conversations based on what they have learned in class about effective communication strategies, politeness markers, and active listening during talk shows or discussions.<br>**Example:**<br>DO: Listen actively without interrupting.<br>DON'T: Use offensive language.<br><br>2. The learners may use a free meme generator tool (such as Canva, Imgflip, or Meme Generator) or create their own using any drawing or editing app.<br>The meme must include:<br>a. A relevant image (funny or dramatic);<br>b. A concise caption that clearly illustrates the 'do' and 'don't' behaviors; and<br>c. Optional: Include a short hashtag or title.<br>3. Scoring rubric can be found in the Appendices as **APPENDIX LE2W.** | This activity uses a creative, task-based approach in which learners design a meme to reinforce conversation DOs and DON'Ts. Literacy skills are developed through concise caption writing and appropriate language use, while EdTech tools such as Canva or meme generators support creation and sharing. The 10–15-minute activity promotes digital literacy, communication skills, and pragmatic awareness aligned with Grade 11 outcomes. |

<table>
<tr><td></td><td colspan="2">Option 2: Message Mystery Box</td></tr>
<tr><td></td><td>Time Allotment: 12 minutes<br>Target Objective/s: See Objectives 1-4.<br>a. Teachers' Instructions:<br>1. Begin the activity by preparing a box containing several short communication cards.<br>2. Tell the class that each card contains a mystery message they must decode.<br>3. Let one learner from each group draw a card from the box. Ask the group to read the message aloud and identify its main idea, purpose, and audience.<br>4. Then ask them to look for polite expressions or conversation signals used in the message.<br>5. After that, let the group give a short response explaining how the message would be useful in a real-life situation.<br>6. Encourage them to answer creatively, either through a short oral explanation, a sentence, or a quick class sharing.<br>7. Ask the class to count the number of communication clues they found in the card. Repeat the process with the remaining groups.<br>8. End the activity by telling the class that communication becomes more meaningful when we can understand, explain, and apply it in everyday life.<br>Mystery Box Messages Cutouts can be found in the Appendices as APPENDIX LE2X.</td><td>This game-like, task-based activity has groups decode mystery communication cards by identifying main idea, purpose, audience, and polite signals, then explaining real-life usefulness. Literacy is integrated through reading aloud, concise summarizing, and oral explanation. Numeracy appears in counting communication clues per card. EdTech is optional (digital cards or projector), and the 10–12- minute task builds pragmatic awareness, audience sensitivity, and application aligned with Grade 11 outcomes.</td></tr>
<tr><td>V. ASSESSMENT</td><td colspan="2">Part I. Multiple Choice<br>Directions: Read each question carefully. Choose the letter of the best answer.<br><br>1. Read the message carefully. "Good morning, Ma'am. Our group is almost done with the output, but we still need a little more time to check the final part. If it is all right with you, may we submit it after class instead?" Which statement best expresses the main idea of the message?<br>A. The learners are explaining why their work was delayed during class.<br>B. The learners are asking permission to submit their work later than scheduled.<br>C. The learners are informing the teacher that the group task is nearly complete.<br>D. The learners are asking whether they may revise their work before submitting it.</td></tr>
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| | 2. Read the notice carefully. *"All residents are encouraged to take part in the clean-up drive this Saturday at 7:00 a.m. Participants are requested to bring gloves, trash bags, and drinking water."* What is the primary purpose of the notice?<br>A. To explain what usually happens during a clean-up drive<br>B. To instruct residents on how to prepare their homes for inspection<br>**C. To encourage community members to join an upcoming activity**<br>D. To describe the supplies needed for proper waste disposal<br>3. Read this line: *"Excuse me, po. May I ask if the youth forum has already started?"* Who is the most appropriate audience for this message?<br>A. A fellow learner who is also attending the event<br>**B. A person responsible for assisting participants at the venue**<br>C. A parent waiting outside the activity area<br>D. A friend who forgot to attend the forum<br>4. Which statement shows the most appropriate polite language for a formal interaction?<br>A. "Please listen first because I need to explain something important."<br>B. "Wait a moment—I think you missed what I was trying to say."<br>**C. "Excuse me, po. May I share my question for a moment?"**<br>D. "Let me talk now so I can make my point clear."<br>5. During a discussion, a learner says, *"Sorry to interrupt, but may I add something related to that point?"* What does this statement show best?<br>A. The speaker is disagreeing with the previous idea in a respectful way.<br>**B. The speaker is asking to enter the conversation while observing turn-taking.**<br>C. The speaker is correcting the group so the topic will not change.<br>D. The speaker is trying to end the current point and move to another one.<br>6. Read the situation carefully. A learner approaches a barangay official and says, *"Good afternoon, po. I would like to ask about the youth leadership program. I hope you can help me understand the requirements."* The learner listens carefully, waits for the official to finish explaining, and then responds, *"Thank you, po. That explanation was very helpful."* What communication skill is most clearly shown in the situation?<br>A. The ability to speak confidently in unfamiliar situations<br>B. The ability to gather information by asking several questions<br>**C. The ability to communicate respectfully and appropriately in a formal setting**<br>D. The ability to make a conversation longer by responding politely |

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| | 7. Read the situation: During a fiesta planning meeting, a learner volunteer says, *"Perhaps we could begin with the games committee first, if that is all right with everyone."* Why is this kind of speech effective in a community meeting?<br>A. It helps the speaker sound more formal than the other participants.<br>**B. It allows the speaker to suggest an idea without sounding demanding.**<br>C. It makes the conversation shorter and easier to end immediately.<br>D. It shows that the speaker is more prepared than the rest of the group.<br>8. Read the reflection: *"At first I answered right away whenever someone paused, but later I realized that listening until the speaker fully finished helped me respond more clearly and respectfully."* What insight does the speaker show in this reflection?<br>A. Good communication depends mostly on confidence and quick speaking.<br>**B. Listening carefully can improve both the timing and quality of a response.**<br>C. Speaking less often helps avoid mistakes in every discussion.<br>D. Respectful conversations happen only when everyone agrees with one another.<br>9. Read the situation carefully: During a school assembly, one learner already has the microphone and is explaining an announcement. Another learner wants to clarify the details. Which action shows the best communication behavior in this situation?<br>**A. Raising a hand and waiting to be acknowledged before asking the question**<br>B. Moving closer to the speaker and quietly asking while the explanation continues<br>C. Calling out the question immediately before the speaker forgets the point<br>D. Waiting until the program ends, even if the question is important to the group<br>10. Read the statements below.<br>I. Good communication depends on understanding the message.<br>II. The speaker must consider who the audience is.<br>III. Respectful language helps make communication appropriate and effective.<br>IV. Speaking loudly is usually the most important part of communication.<br>Which combination best shows the most accurate lesson about communication in school and community settings?<br>**A. I, II, and III only**<br>B. I, III, and IV only<br>C. II and IV only<br>D. I, II, III, and IV |

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| | **Part II.** Performance Task: Speak Respectfully, Share Clearly<br>**Teacher's Instruction**<br>1. Tell the class that they will create a short podcast or vlog about respectful communication in real-life situations at school, at home, or in the community, working in pairs or small groups.<br>2. Explain the goal: to show polite expressions, respectful responses, proper turn-taking, and awareness of purpose and audience in intercultural or community conversations.<br>3. Ask each group to choose a realistic Philippine communication situation and prepare a script that includes a short conversation, monologue, or interview, plus a brief reflection on respectful communication.<br>4. Give time for rehearsal and recording, and remind learners to make their message natural, respectful, and appropriate to the setting and the people involved.<br>5. Let selected groups present their output, then have the class identify the purpose, audience, polite expressions, and signs of respect used, followed by brief teacher feedback and a closing reminder on the importance of respectful communication.<br>6. **Differentiated Instruction and Assessment Criteria:** Refer to Appendices as **APPENDIX LE2Y.** |
| **VI. REFLECTION** | **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.<br>1. Which activities have engaged the learners the most?<br>2. How many learners achieved 80% on the assessment? How many learners need remediation?<br>3. Which of my teaching strategies worked well?<br>4. Which activities took longer than expected, and how could the time be managed more efficiently in future sessions?<br>5. What difficulties did I encounter in the delivery of the lesson? How did I resolve these concerns? |
| **VII. USE OF GENERATIVE AI** | In preparing this Learning Exemplar (LE), the author(s) used Copilot and LM Notebook in order to design slide decks and polish sentence structure and instructions. The author(s) reviewed and finalized the writing of the content. The author(s) take(s) full responsibility for the content of this LE. |

| **Learning Area** | EFFECTIVE COMMUNICATION | **Lesson Exemplar No.** | 3 |
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| **I. OBJECTIVES** | |
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| **1. Content Standard** | The learners demonstrate effective communication in personal, interpersonal, social, and cultural contexts through spoken, written, and multimodal forms; they understand that interaction patterns are adaptive, collaborative, and reflective of social roles, group norms, and cultural diversity; and that trust-building, emotional reciprocity, contextual understanding, openness, intercultural sensitivity, inclusive language, and ethical considerations foster meaningful relationships and respectful engagement with diverse communities in both physical and digital spaces. |
| **2. Performance Standard** | The learners are able to perform specific roles in controlled and uncontrolled personal, interpersonal, social, and cultural communication events; engage in intrapersonal communication, including goal-setting, reflection, and journaling; participate in extended conversations and discussions on a variety of personal, interpersonal, social, and cultural topics; provide short and extended responses to questions pertaining to the content and intent of conversations and correspondences; produce short and extended personal and interpersonal correspondence in formats such as letters, email, texting and messaging, and social media posts; participate in communicative events involving diverse social and cultural groups with sensitivity to cultural norms and social practices; and produce spoken, written, and multimodal texts such as public service announcements, opinion pieces, cultural narratives, community blog posts, and reflective commentaries that promote inclusive and ethical social communication. |
| **3. Learning Competencies** | ● Recognize underlying attitudes, assumptions, or perspectives related to social or cultural topics in various culturally significant communication events.<br>● Use appropriate non-verbal strategies to enhance the quality of personal, interpersonal, social, and cultural conversation.<br>● Compose public-facing texts, e.g., blogs, commentaries, social media advocacy posts, or short opinion pieces that promote inclusivity, equity, or social awareness.<br>● Describe processes of interpretation, engagement, and expression used for communication in personal, interpersonal, social, and cultural contexts, demonstrating awareness of their purpose. |
| **4. Communicative Event** | Writing advocacy letters or opinion pieces for community platforms |
| **II. REFERENCES and MATERIALS** | **REFERENCES**<br>ABS-CBN Entertainment. 2026. Elijah, River lead debate: should vloggers disclose their political affiliations? *Y Speak 2.0. https://www.youtube.com/watch?v=3XF4_ZG_mvU&list=PLPcB0_P-Zlj7vg1tcfygsAhSR0hyHiVvv*<br><br>Cruz, Jovie. 2025. Lesson Exemplar in Effective Communication Quarter 1 LE 3. |

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| **III. CONTENT** | Recognizing attitudes, assumptions, and perspectives, using non-verbal communication strategies, composing public-facing texts |

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| **IV. OBJECTIVES** | At the end of the lesson, the learners are expected to:<br>1. identify at least three attitudes, three assumptions, and three perspectives embedded in a given text by completing an annotation activity with at least 80% accuracy based on a teacher-provided rubric;<br>2. present a 2-3 -minute advocacy video/opinion video on a selected societal issue that demonstrates awareness of relevant attitudes, assumptions, and perspectives;<br>3. use appropriate verbal and non-verbal communication strategies by incorporating transitional devices, hedging, signposting, eye contact, facial expressions, gestures, and vocal variety in their advocacy or opinion video, with at least 80% of the indicators in the performance rubric;<br>4. describe a reflective response of at least 150 words evaluating how they interpreted attitudes, assumptions, and perspectives and how they used verbal and non-verbal communication strategies in producing their advocacy video, citing at least three specific insights from the learning process. | |
| **IV. PROCEDURES** | | **ANNOTATIONS** |
| **A. Activating Prior Knowledge** | ***A.1. Activating Prior Knowledge*** | |
| | **Option 1: Recent Encounters - TPS** | |
| | **Time Allotment:** 5 minutes<br>**Target Objective/s:** See Objective 1.<br>**a. Teachers' Instructions:**<br>1. Facilitate a "Think-Pair-Share" (TPS) activity.<br>2. Have learners recall a communication event (whether personal or seen on television or social media) that made them think about culture and inclusion. For example, they may talk about a social media post by a content creator making fun of regional accents or an advertisement that portrays rural communities as inferior to urban ones.<br>3. Ask learners whether the communication event was effective or problematic and require them a short explanation for their answers.<br>4. Allow learners to share their thoughts with their seatmates.<br>5. Processing questions:<br>• How might people from different cultural backgrounds or communities interpret the event differently?<br>• Were there any similarities or differences between your interpretation and your partner's interpretation? What might explain these differences?<br>• How can our attitudes and assumptions affect the way we create and interpret messages about different groups of people? | This activity activates prior knowledge through retrieval and reflection. The Think-Pair-Share structure promotes social construction of meaning, allowing learners to connect personal experiences to the concepts of attitudes, assumptions, and perspectives before formal instruction. |

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| | • As consumers and creators of media, what responsibilities do we have in promoting inclusive and respectful communication?<br>**b. Learners' Directions:**<br>1. Get a partner.<br>2. In the first two minutes, write about a recent communication event that made you think about culture or inclusion.<br>3. Describe whether the communication event was effective or problematic. Provide a brief explanation for your assessment.<br>4. Within the remaining time, discuss your answers with your partner. Be ready to share a synthesis of your dialogue in class. | |
| | **Option 2: You're Not Writing If You're Not Annotating** | |
| | **Time Allotment:** 10 minutes<br>**Target Objective/s:** See Objective 1.<br>**a. Teachers' Instructions:**<br>1. Present a news article to the learners. Refer to Appendix 1 labeled as "SHS_EC_T1_LAS3 Appendix 1".<br>2. Guide learners in reading the given text, focusing on attitudes detected, assumptions inferred, and perspectives represented.<br>3. Refer to LAS labeled as "YOU'RE NOT WRITING IF YOU'RE NOT ANNOTATING".<br>4. Processing questions:<br>1. How might different readers interpret the same article differently based on their experiences or backgrounds?<br>2. How can failure to recognize underlying assumptions and perspectives lead to misunderstandings or biased interpretations of a text?<br>3. Why is critical reading an important skill in an age when people are constantly exposed to information from news and social media?<br>**b. Learners' Directions:**<br>1. Read the news article excerpt to be given by your teacher.<br>2. Annotate the material by detecting attitudes, inferring assumptions, and identifying perspectives. Use the LAS your teacher will provide for this purpose.<br>**3.** Be ready to present your annotation in class. | This activity gives learners the chance to employ close reading and annotation strategies to develop critical literacy. Learners learn to identify implicit meanings in texts by making thinking visible through annotations, fostering metacognitive awareness, and evidence-based interpretation. |

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| | ***A.2. Establishing the Purpose of the Lesson*** | |
| | **Option 1: Stand Your Ground** | |
| | **Time Allotment:** 3 minutes<br>**Target Objective/s:** See Objective 1.<br>**a. Teachers' Instructions:**<br>1. Have learners stand at the back of the room.<br>2. Show controversial but age-appropriate statements. For example:<br>● People who do not speak English are less intelligent.<br>● Learners should always follow time-tested traditions even if they disagree with them.<br>● Social media influencers have a responsibility to promote social issues.<br>● Filipinos should start adapting the practice of confining aging parents to care homes for the aged.<br>● Schools should have a separate comfort room for people who identify as transgender.<br>3. Instruct learners to stand to your right side if they agree with your statements; to your left side if they do not; and in the middle if they are unsure.<br>4. Ask 2-3 learners to explain their positions briefly.<br>5. Bridge this activity to the lesson by stating the purpose of the lesson.<br>6. **Processing Questions:**<br>● Why did you interpret the same statement differently?<br>● How do personal experience and societal backgrounds affect your stand?<br>● What assumptions might people make about someone who takes a different position from theirs? Are these assumptions always accurate?<br>**b. Learners' Directions:**<br>1. Stand at the back of the room.<br>2. Your teacher will show statements on the board or screen. Move to your teacher's right side if you agree with the statement, to their left side if you disagree, and to the middle if you are unsure where to stand.<br>3. Be ready to explain your side. | The activity engages learners in examining their own beliefs and viewpoints before the formal discussion. By taking a position and explaining their responses, learners become aware that people may hold different attitudes, assumptions, and perspectives regarding the same issue. This serves as an effective springboard for the lesson while promoting active participation, critical thinking, and respectful exchange of ideas. |

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<tr><td rowspan="2"></td><td colspan="2">Option 2: The Essential Questions</td></tr>
<tr><td>Time Allotment: 5 minutes<br>Target Objective/s: See Objectives 1-3.<br>a. Teachers' Instructions:<br>1. Divide the class into three groups and give each group one of the following essential questions:<br>• Why is it important to be aware of and to speak about inclusivity, equality, and other societal issues?<br>• How does recognizing underlying attitudes, assumptions, and perspectives help with speaking about societal issues?<br>• How can verbal and non-verbal features of language improve communication and help you speak up about societal issues?<br>2. Allow each group a minute to come up with an answer for the question assigned to them.<br>3. Have representatives report their answers. Allow other groups to add their input should they have any.<br>b. Learners' Directions:<br>● Your teacher will divide you into three groups and assign an essential question to each group.<br>● Discuss this question with your groupmates and come up with a synthesis which you will present in class.<br>● Be open to receiving other learners' input and vice versa.</td><td>This activity uses collaborative effort in coming up with answers to this lesson's essential questions.<br><br>Essential questions encourage higher-order thinking and provide a conceptual anchor that connects individual activities to broader social issues.</td></tr>
<tr><td rowspan="2">B. Instituting New Knowledge</td><td colspan="2">B.1. Presenting Examples</td></tr>
<tr><td colspan="2">Option 1: Talk Show Clip Analysis</td></tr>
<tr><td></td><td>Time Allotment: 15 minutes<br>Target Objective/s: See Objective 1-3.<br>a. Teachers' Instructions:<br>1. Play 1 or 2 short clips of well-known talk shows. It may be international (e.g., The Ellen Show, The Kelly Clarkson Show, Jimmy Kimmel Live) or local (Fast Talk with Boy Abunda, Toni Talks) talk shows. Given below is a clip from ABS-CBN's "Y Speak".<br>2. See this link: https://www.youtube.com/watch?v=3XF4_ZG_mvU&list=PLPcB0_P-Zlj7vg1tcfygsAhSR0hyHiVvv</td><td>This activity allows learners to apply multimodal learning principles by using authentic media texts. Learners analyze real-world communication events to identify rhetorical and linguistic choices, bridging classroom concepts with everyday communication practices.</td></tr>
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| | 3. Alternatively, you may access the downloaded video from the Google Drive link in the materials.<br>4. Provide learners with matrices where they can note the attitudes, assumptions, and perspectives, and verbal and non-verbal strategies used by the speakers. Refer to LAS labeled as "TALK SHOW CLIP ANALYSIS".<br>5. Processing questions:<br>• What was the main topic discussed in the clip?<br>• What were the key points raised by both sides?<br>• How did transitional devices and signposts help speakers in assuring coherence?<br>• What non-verbal strategies did you observe among the speakers? Did those help deliver their messages well? How?<br>**b. Learners' Directions:**<br>1. Refer to LAS labeled as "TALK SHOW CLIP ANALYSIS".<br>2. Be guided by the following questions in filling out the tables in the given LAS:<br>• What was the main topic discussed in the clip?<br>• What were the key points raised by both sides?<br>• Note, as well, the verbal and non-verbal strategies used by both sides and how those affected their delivery. | |
| | **Option 2: See Comments Section** | |
| | **Time Allotment:** 30 minutes<br>**Target Objective/s:** See Objective 3.<br>**a. Teachers' Instructions:**<br>1. Choose a post on Facebook, X, or reddit with a rich comments section.<br>2. Ask learners to annotate the comments section by looking at language structures used by netizens, e.g., transitional devices, hedging, and/or emphasis. You may choose from the following:<br>- https://www.facebook.com/photo?fbid=122162321048977511&set=a.122097228956977511<br>- https://www.facebook.com/photo?fbid=1312528417692461&set=a.566326708979306<br>3. Processing questions:<br>• What language structures (e.g., transitional devices, hedging expressions, or words for emphasis) appeared most frequently in the comments section? Why do you think netizens use these expressions? | This activity helps learners develop digital literacy and critical discourse analysis skills. By examining authentic online interactions, the learners identify how language features such as hedging and cohesive devices function in contemporary communication environments. |

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| | • How did transitional devices help the commenters organize or strengthen their opinions? Provide specific examples from the comments.<br>• Which comments used hedging expressions such as "I think," "maybe," or "perhaps"? How did these expressions affect the tone or credibility of the comments?<br>• Did you notice comments that used emphasis through capitalization, repetition, punctuation, or strong word choices? How did these features influence the message being conveyed?<br>• How did the language structures used by commenters reflect their attitudes, emotions, or perspectives regarding the issue being discussed?<br>**b. Learners' Directions:**<br>1. Read the comments section of a post on Facebook, X, or reddit.<br>2. Annotate the comments section by looking at the following:<br>• Transitional devices used;<br>• Hedging techniques used; and<br>• Emphasis techniques used. | |
| | ***B.2. Discussing New Concept*** | |
| | **Activity 1: Let's Talk About Comms in Harkness** | |
| | **Time Allotment:** 30 minutes<br>**Target Objective/s:** See Objectives 1-3.<br>**a. Teachers' Instructions:**<br>1. Provide learners with a printed lecture on (a) attitudes, assumptions, and perspectives; and (b) non-verbal communication. This may be given on the day before this lesson for learners' annotation.<br>2. Divide the learners into two groups. Have a facilitator, a scribe, a timer, and a tracker elected.<br>3. Facilitate a Harkness Discussion in class based on the handout and the learners' notes.<br>4. Processing Questions:<br>• To what extent do our attitudes, assumptions, and perspectives influence the way we interpret the actions and words of other people?<br>• Can two people witness the same event but have completely different perspectives about it? What factors might explain these differences? | This activity draws from dialogic pedagogy and constructivism. The Harkness format positions learners as co-constructors of knowledge, encouraging active participation, critical questioning, and collaborative meaning-making. |

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| | • Are our attitudes and perspectives primarily shaped by personal experiences, or are they more influenced by family, culture, and society? Explain your position.<br>• In what situations might non-verbal communication be more powerful than verbal communication?<br>• How can misunderstandings arise when people from different cultural backgrounds interpret non-verbal cues differently?<br>• Which has a greater impact on communication: *what we say* or *how we say it*? Defend your answer with examples from your experiences.<br><br>**b. Learners' Directions:**<br>1. Annotate the handout provided by your teacher on a) attitudes, assumptions, and perspectives; and (b) non-verbal communication.<br>2. Annotate the handout, focusing on the given definitions, examples you can think of yourself, and your questions and clarifications about the topic.<br>3. Be ready for a Harkness Discussion in class using the handout and your own notes on it.<br>4. Prepare to discuss the questions processing questions your teacher will give. | |
| | **Activity 2: Let's Go to the World Café – Rhetoric Edition** | |
| | **Time Allotment:** 30 minutes<br>**Target Objective/s:** See Objective 3.<br>**a. Teachers' Instructions:**<br>1. Divide learners into three groups. Assign the following topics to each group:<br>~ Group 1: Transitional devices<br>~ Group 2: Hedging<br>~ Group 3: Signposting (for Emphasis)<br>2. Assign a "barista" to lead each group. They shall facilitate discussions in their own bars.<br>3. Allow the learners to discuss the topic within their respective Café in the first 5 minutes. After this, ring a bell or play a sound signaling the members of each group to move to the next Café. | This activity utilizes cooperative learning and peer teaching. Rotating discussions expose learners to multiple perspectives while promoting accountability, synthesis, and deeper conceptual understanding through repeated explanation and dialogue. |

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| | 4. The "baristas" shall stay in their "cafés" to discuss the topic originally assigned to their groups. The learners continue to move until they have visited all the cafés.<br>5. Require a representative from each café to synthesize what they learned from each café using the following processing questions:<br>• What is the most important takeaway from your café and why is it significant in communication?<br>• How does your assigned topic connect with the other two language structures discussed in the other cafés?<br>• What common theme emerged from all three cafés regarding effective communication?<br>• What applications of these language structures can you observe in everyday communication and digital interactions?<br>**b. Learners' Directions:**<br>1. Group yourselves into three. Assign a "barista" who will act as the facilitator of your group.<br>2. Annotate and discuss the material with your groupmates.<br>3. Move to another "café" when the teacher rings the bell. The "barista" shall stay to discuss the topic assigned to him/her/them with the newcomers.<br>4. Move again to another café when the teacher gives the signal.<br>5. Prepare a summary of the things you learned from each café. Be guided by the processing questions your teacher will give. | |
| | ***B.3. Developing Mastery*** | |
| | **Option 1: Talk Show Role-Play Drills** | |
| | **Time Allotment:** 30 minutes<br>**Target Objective/s:** See Objectives 1,3, and 4.<br>**a. Teachers' Instructions:**<br>1. Divide the learners into triads. Each group will consist of a host, a guest, and an observer. Explain the roles to them.<br>2. The host facilitates the discussion by asking relevant and open-ended questions.<br>3. The guest responds thoughtfully, staying on topic and demonstrating the use of transitional devices, hedging, and emphasis.<br>4. The observer watches and takes notes using the provided checklist to assess both verbal and non-verbal aspects of the conversation. | This activity employs experiential learning and situated practice. Learners apply communication concepts in simulated real-life contexts while receiving immediate peer feedback, supporting the transfer of knowledge into communicative performance. |

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| | 5. Provide each observer with the checklist. Refer to LAS labeled as “TALK SHOW ROLE-PLAY DRILLS”.<br>6. Allow each group 5 minutes per round.<br>7. After one round, learners rotate roles so that each member experiences all roles.<br>8. After all rounds, observers share their feedback with their group members.<br>9. Processing questions:<br>1. How did using transitional devices help the conversation flow more smoothly and logically? Give specific examples from your discussion.<br>2. When did you use hedging expressions during the conversation? How did these expressions affect the tone of the discussion?<br>3. How did signposting or expressions for emphasis help you highlight important ideas or guide your listener's attention?<br>4. How did your experience differ when you acted as the host, the guest, and the observer? Which role did you find most challenging and why?<br>5. In what real-life situations can the practiced skills in this activity—asking questions, responding thoughtfully, and observing communication cues—be useful?<br>6. If you were to participate in another round of the activity, what would you do differently to become a more effective communicator?<br>7. Based on today's activity, what characteristics make a conversation effective, respectful, and meaningful?<br>8. How do verbal structures (transitional devices, hedging, and signposting) and non-verbal cues work together to improve communication?<br>**b. Learners’ Directions**<br>1. Form groups of three. Assign a host, a guest, and an observer.<br>2. Choose a socially relevant topic that will allow you to exhibit your attitude, challenge assumptions, and explore other perspectives.<br>3. The host opens a conversation about the topic while the guest answers. Your conversation should last for a maximum of 3 minutes.<br>4. The observer shall fill out the checklist and observation notes and shall report their observations to the class.<br>5. Change roles until each member has experienced all roles.<br>6. Share your observations in class. | |

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| | **Option 2: Same Message, Different Contexts (Tiktok Challenge)** | |
| | **Time Allotment:** 15 minutes<br>**Target Objective/s:** See Objective 1-3.<br><br>**a. Teachers' Instructions:**<br>1. Ask learners to pair up.<br>2. Give them a line that may be modified depending on the context and that will allow them to employ their understanding of non-verbal communication strategies, e.g., "We need to join the clean-up drive this Saturday."<br>3. Have learners record their versions of the message as tiktok videos depending on the following suggested contexts:<br>• A friend talking to another friend;<br>• A teacher addressing learners;<br>• A barangay councilor talking to community youth leaders; and<br>• A manager orienting her subordinates.<br>4. Have learners present their work in class. Assign observers to note how context changed the non-verbal strategies used by both parties, e.g., tone, proxemics, haptics, etc.<br>5. Processing questions:<br>• How did the same message change when it was delivered in different contexts (friend, teacher, barangay councilor, or manager)?<br>• Which non-verbal cues—such as facial expressions, tone of voice, gestures, posture, or eye contact—changed depending on the speaker's role? Why do you think these changes occurred?<br>• How did proxemics (use of space) and haptics (use of touch) differ among the various situations presented in the videos?<br>• Which version of the message seemed to be the most persuasive or effective? What specific non-verbal strategies contributed to its effectiveness?<br>• How do power relationships (e.g., teacher-student, manager-subordinate) influence the way people communicate non-verbally?<br>• What did this activity teach you about the relationship between verbal messages and non-verbal communication? | This activity allows learners to demonstrate contextualized learning by showing how communication varies according to audience and social roles. The activity develops awareness of non-verbal communication and audience adaptation through authentic digital production. |

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| | **b. Learners' Directions:**<br>1. Find a partner.<br>2. Record a Tiktok video based on the "Supportive-Disappointed-Sarcastic-Flirty" trend.<br>3. In this case however, your teacher will give you a line which you will have to act out and record as the following:<br>• A friend talking to another friend;<br>• A teacher addressing learners;<br>• A barangay councilor talking to community youth leaders; and<br>• A manager orienting her subordinates.<br>4. Be mindful of the nonverbal strategies you learned in our earlier lesson, as another learner will be assigned to assess your performance based on those, e.g., tone, proxemics, haptics, etc. | |
| **b. Demonstrating Knowledge and Skills** | ***C.1. Finding Practical Application*** | |
| | **Option 1: Advocacy Video Script Part 1** | |
| | **Time Allotment:** 30 minutes<br>**Target Objective/s:** See Objectives 1-4.<br>**a. Teachers' Instructions:**<br>1. Introduce the final performance task.<br>2. Require learners to write a script for a 60–90-second prototype video. Refer to the appendix labeled as SHS_EC_T1_LAS3 Appendix 2.<br>3. Provide a peer-review checklist. Refer to the appendix labeled as SHS_EC_T1_LAS3 Appendix 3.<br>4. Organize a gallery walk or digital screening session.<br>5. Processing questions:<br>• How did your interviews with community leaders, stakeholders, or key informants influence the way you presented the issue in your script?<br>• What evidence did you include in your script, and how did it strengthen the credibility and persuasiveness of your message?<br>• How did the inclusion of non-verbal cues (e.g., pauses, tone, facial expressions, gestures, emphasis) enhance the impact of your advocacy message?<br>• If you were to revise your script based on your peers' feedback, what changes would you make and why? | This activity serves as scaffolded performance-task preparation. Learners integrate rhetorical analysis, audience awareness, language structures, and advocacy principles into a meaningful real-world communication product. |

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| | • Based on this activity, what have you learned about the role of effective communication in addressing community issues and promoting social change?<br>**b. Learners' Directions:**<br>1. Write a script for an advocacy video which you will produce as this lesson's Performance Task. Base your script on an issue or reality present in the community.<br>2. Interview community leaders, stakeholders, or key informants and base your script on their attitudes, assumptions, and perspectives.<br>3. Consider the following in writing your script:<br>● An introduction which states the issue;<br>● A set of evidence that presents statistics or survey result;<br>● A demonstration of your attitudes and assumptions, and your understanding of the issue from other perspectives;<br>● A set of persuasive turns that employ appropriate transitional devices, hedging, and/or signposting for emphasis; and<br>● Screen directions that allow for non-verbal cueing, e.g., pauses, emphasis, tone, etc. | |
| | **Option 2: Advocacy Campaign: Be the Difference: Speak Up, Act Now** | |
| | **Time Allotment:** 60 minutes<br>**Target Objective/s:** See Objectives 1-4.<br>**a. Teachers' Instructions:**<br>1. Post pictures in different corners of the room depicting social issues in the community.<br>● Bullying in school<br>● Mental health problems<br>● Environmental issues<br>● Substance abuse<br>● Academic pressure<br>2. Instruct learners to select the corner that interests them the most.<br>3. The learners who stayed in the same corner will be in one group. However, if too many of them remain in the same corner, the teacher can split that large group into smaller groups, each focused on the same topic.<br>4. Refer to LAS labeled as "Advocacy Campaign: Be the Difference: Speak Up, Act Now" for each group's respective Task Cards. | |

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| | 5. Processing questions:<br>• How does the issue you picked affect individuals, families, or the community as a whole?<br>• Who are the stakeholders involved in this issue, and how might their viewpoints differ from one another?<br>• What communication strategies did your group use to persuade others to become aware of or act on the issue?<br>• Which advocacy campaign did you find most compelling and why? What communication techniques made it effective?<br>6. Differentiation Note<br>For Struggling Learners:<br>• Use guided templates, graphic organizers, and sentence starters.<br>• Work with peer support or assigned roles within the group.<br>• Receive exemplars of advocacy scripts and videos.<br>• Produce a shorter advocacy video focusing on one attitude, one assumption, and one perspective.<br>For Advanced Learners:<br>• Examine multiple or competing perspectives on the issue.<br>• Integrate data from surveys, interviews, or secondary sources.<br>• Employ more sophisticated verbal and non-verbal communication techniques.<br>• Defend and justify communication choices during the advocacy presentation and critique.<br>**b. Learners' Directions:**<br>1. Inspect the posters in the corners of the room.<br>2. Choose the topic you are most interested in.<br>3. Do the task given in the Task Card with your groupmates.<br>4. Be ready for presentation and processing in class. | |
| | ***C.2. Making Generalization*** | |
| | **Option 1: The Mirror Beside the Door (Exit Reflection)** | |
| | **Time Allotment:** 10 minutes<br>**Target Objective/s:** See Objective 5.<br>**a. Teachers' Instructions:**<br>1. Ask learners to individually reflect on all activities completed during the two-week lesson. | This activity encourages metacognition by prompting learners to reflect on what they learned and how they learned it. Reflection helps consolidate |

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| | 2. Provide guiding questions. Refer to LAS labeled as "THE MIRROR BESIDE THE DOOR (EXIT REFLECTION).<br>3. Encourage learners to move beyond describing activities and toward identifying broader lessons.<br>4. Collect responses as evidence of learning.<br>**b. Learners' Directions:**<br>1. Answer the following prompts for reflection:<br>**Part 1: In Hindsight**<br>a. What was the most important insight you gained about attitudes, assumptions, or perspectives?<br>**b.** What did you learn about audience awareness and consideration of their perspective?<br>**Part 2: In General**<br>Complete the statements:<br>● Communication is most effective when _____.<br>● Advocacy becomes persuasive when _____.<br>● Non-verbal communication matters because _____.<br>● Technology can improve communication by _____.<br><br>**Part 3: In Real Situations**<br>Explain how these lessons can help you:<br>● As a student;<br>● As a citizen; and<br>● As a netizen. | learning and supports transfer to future communication situations. |
| | **Option 2: This-Influences-That Concept Mapping** | |
| | **Time Allotment:** 15 minutes<br>**Target Objective/s:** See Objective 5.<br>**a. Teachers' Instructions:**<br>1. Post/project the phrase "Effective Communication" at the center of a blank concept map.<br>2. Around it, display the main topics: attitudes, assumptions, perspectives, transitional devices, hedging, signposting, non-verbal communication, advocacy, opinion, and technology.<br>3. Ask learners to suggest connections between and among these concepts.<br>4. With every answer/connection, require learners to complete the statement: "Concept A" influences "Concept B" because _____." | This allows learners to use graphic organizers to support schema-building. The learners visualize relationships among concepts, strengthen conceptual understanding, and promote systems thinking about communication processes. |

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| | 5. Ask volunteers to draw three generalizations from the map the class created.<br>**b. Learners' Directions:**<br>1. Examine all concepts shown on the screen.<br>2. Suggest relationships between concepts, e.g., "Audience influences language choices because different groups have different needs and expectations."<br>3. Explain why the connection exists.<br>4. Answer the following based on the class discussion:<br>● Which concepts appear most connected?<br>● Which of the relationships is most important?<br>● What does the concept map suggest about effective communication in general? | |
| | ***C.3. Evaluating Learning*** | |
| | **Option 1: One-Minute Message** | |
| | **Time Allotment:** 15 minutes<br>**Target Objective/s:** See Objective 1-4.<br>**a. Teachers' Instructions:**<br>1. Instruct learners to write an advocacy letter addressed to a specific audience (a friend, a family member, a community leader, etc.) about a particular problem in school.<br>2. Instruct them to ensure that their message (a) states the issue clearly, (b) demonstrates clear attitude towards the topic, (c) and uses at least three transitional devices.<br>3. Give learners 5 minutes to write their message. Then, invite some of them to read their letters aloud.<br>4. Processing questions:<br>• How did considering another person's perspective influence the way you wrote your message?<br>• Which transitional device did you use? How did it make your message clearer or more persuasive?<br>• What challenges did you encounter in applying different communication strategies in only a few sentences?<br>• How can the communication skills you practice today help you advocate for issues in your school or community? | This activity provides formative assessment data regarding learners' mastery of concepts and skills. It allows them to connect to specific topics, making them feel the coherence of the subject matter. |

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| | **b. Learners' Directions:**<br>1. Write a 10-sentence letter addressed to a specific person about a particular problem in school.<br>2. Your goal is to make your audience aware of the situation and to make them act on it.<br>3. Ensure that the message a) states the issue clearly, (b) demonstrates a clear attitude towards the topic, and (c) uses at least three transitional devices.<br>4. Be prepared to share your letter aloud. | |
| | **Option 2: Video Critique** | |
| | **Time Allotment:** 30 minutes<br>**Target Objective/s:** See Objectives 2-4.<br>**a. Teachers' Instructions:**<br>1. Show learners a sample of an advocacy video.<br>2. Have them evaluate the sample video using a checklist/rubric/observation note. Refer to LAS labeled as "VIDEO CRITIQUE".<br>3. Ask the learners to suggest improvements to the sample video.<br>4. Processing questions:<br>• What attitudes, assumptions, or perspectives were evident in the video? How did these influence the way the issue was presented?<br>• Did the video consider the perspectives of different stakeholders or groups affected by the issue? Explain your answer.<br>• How did the speaker use transitional devices to organize ideas and guide the audience through the message? Provide examples.<br>• If you were the creator of this advocacy video, what specific improvements would you make to strengthen its content, delivery, or overall impact?<br>• Based on your evaluation, what characteristics make an advocacy video effective and persuasive?<br>**b. Learners' Directions:**<br>1. Watch a sample advocacy video.<br>2. Evaluate the video in terms of:<br>• Verbal Communication (i.e., transitional devices, hedging, signposting)<br>• Rhetorics (i.e., attitudes, assumptions, perspectives)<br>• Non-verbal Communication (i.e., eye contact, gestures, facial expressions, voice/tone, impact). | This develops evaluative and analytical skills through authentic assessment. Students apply learned criteria to assess communication products and articulate evidence-based judgments about effectiveness. |

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| | 3. Refer to LAS labeled as "VIDEO CRITIQUE".<br>● Suggest improvements, if any, for the advocacy video. | |
| | ***C.4. Additional Activities*** | |
| | **Option 1: Advocacy Video Script – Part 2** | |
| | **Time Allotment:** 60 minutes<br>**Target Objective/s:** See Objectives 2-4.<br>**a. Teachers' Instructions:**<br>1. Have learners print out the script they wrote under Activity C1 of this lesson: Advocacy Video Script – Part 1. Alternatively, the learners may share their work as Google Doc for easier annotation/editing.<br>2. Ask them to exchange scripts with their classmates for critiquing in terms of the topics discussed in class, e.g., verbal communication, rhetorical turns, and non-verbal techniques.<br>3. Processing questions:<br>• What strengths did you notice in your classmate's script in terms of verbal communication, rhetorical techniques, and non-verbal cues?<br>• What areas of the script need improvement? Why did you identify these aspects as needing revision?<br>• How effectively did the script use transitional devices, hedging, and signposting to organize and strengthen its message?<br>• What feedback from your classmates did you find most helpful? Why?<br>• Were there any suggestions that you chose not to adopt? What factors influenced your decision?<br>• How can constructive criticism help improve both the content and delivery of an advocacy message?<br>• Based on today's activity, what qualities should an effective advocacy video script possess to inform, persuade, and inspire action?<br>**b. Learners' Directions:**<br>● Print the script you wrote under C1: Advocacy Video Script – Part 1, or upload and share the text as Google Doc.<br>● Exchange scripts with your classmates for critiquing based on the verbal communication, rhetorical turns, and non-verbal techniques discussed in class. | This incorporates peer review as a formative assessment strategy. Collaborative critique helps learners refine their work through feedback, revision, and negotiation of meaning, mirroring authentic writing processes. |

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| | • Revise your script based on the suggestions and your negotiations with your classmates. | |
| | **Option 2: New Audience, New Script** | |
| | **Time Allotment:** 45 minutes<br>**Target Objective/s:** See Objective 2-4.<br>**a. Teachers' Instructions:**<br>1. Have learners print the scripts they wrote under Activity C1 (Advocacy Video Script – Part 1). Alternatively, they may also work on Google Docs.<br>2. Ask the learners to identify a new audience for their script and edit it accordingly. For example, a script written for the general public may be rewritten to suit the communicative needs of parents, policymakers, or religious leaders.<br>3. Continually provide feedback based on the objectives of this lesson.<br>• What attitudes, assumptions, values, or perspectives do you think your new audience has regarding the issue?<br>• Which parts of your original script had to be revised the most? Why?<br>• Did you change your use of transitional devices, hedging, or signposting? How did these changes improve the effectiveness of your message?<br>• What challenges did you encounter while adapting your script to a different audience? How did you overcome these challenges?<br>• Why is audience awareness important in advocacy and persuasive communication?<br>• How can adapting your communication to different audiences help you become a more effective advocate and communicator?<br>**b. Learners' Directions:**<br>1. Print the script you wrote under Activity C1: Advocacy Video Script – Part 1 or upload it to Google Docs.<br>2. Identify a new audience and edit the script according to the communicative needs and perspectives of the new audience.<br>3. Consult with your teacher on the progress of your script until they allow it for shooting and production. | This activity reinforces audience-centered communication and rhetorical flexibility. Learners adapt messages for different audiences, demonstrating transfer of learning and deeper understanding of communicative context. |

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| **V. ASSESSMENT** | **Part I. Multiple Choice**<br><br>Directions: Read each item carefully and choose the letter of the correct answer.<br>1. Which term refers to a belief accepted as true without sufficient evidence?<br>A. Perspective B. Attitude<br>**C. Assumption** D. Audience<br><br>2. Which language feature is used to show caution or uncertainty in a statement?<br>A. Emphasis **B. Hedging**<br>C. Repetition D. Parallelism<br><br>3. Which transitional device signals contrast between ideas?<br>A. Therefore B. Furthermore<br>C. For example **D. However**<br><br>4. Which of the following is an example of non-verbal communication?<br>A. Writing a letter<br>B. Sending a text message<br>**C. Using facial expressions while speaking**<br>D. Creating a slogan<br><br>*5.* Learners today spend too much time on social media and therefore perform poorly in school. Which underlying assumption is present in the statement?<br>A. All learners use social media.<br>**B. Social media is the sole cause of poor academic performance.**<br>C. Teachers monitor students' online activities.<br>D. Schools encourage social media use.<br><br>*6.* Many residents support the construction of a public park because it may improve community health and provide recreational opportunities. Which word or phrase functions as a hedge?<br>A. support B. because<br>**C. may improve** D. opportunities |

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| | 7. A learner is presenting an advocacy video encouraging waste segregation. Which action would BEST emphasize the importance of the message?<br>A. Looking away from the camera while speaking<br>B. Reading directly from a script without expression<br>C. Speaking in a monotone voice throughout the video<br>D. **Using vocal stress and deliberate pauses on key points**<br><br>8. Speaker A: Plastic bans are necessary because they reduce environmental damage.<br>Speaker B: Plastic bans may burden small businesses that rely on affordable packaging.<br>What do these statements illustrate?<br>A. Different audiences using the same transition<br>**B. Different perspectives on the same issue**<br>C. Different assumptions about technology<br>D. Different examples of non-verbal communication<br><br>9. Which revision uses transitional devices and hedging most effectively?<br>A. The program was successful. Everyone benefited from it.<br>B. The program was successful, and participants benefited.<br>C. The program was successful; therefore, everyone benefited from it.<br>**D. The program appears successful. Moreover, many participants seem to have benefited from it.**<br><br>10. During a community forum, a youth leader delivers an advocacy speech. The audience appears disengaged. Which adjustment would MOST likely improve audience engagement?<br>A. Read the entire speech directly from the notes.<br>B. Remove all supporting evidence from the speech.<br>**C. Increase eye contact and vary tones and gestures.**<br>D. Continue speaking in the same manner to avoid mistakes.<br><br>**Part II. Performance Task**<br>**A. Lights, Camera, Action!**<br>**Output:** A 2–3-minute advocacy video about an issue grounded in community realities that allows learners to showcase skills in considering audience and perspective, using transitional devices, hedging, and signposting, and employing non-verbal communication strategies. |

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| | **Success Indicators:**<br>Your advocacy/opinion video will be graded based on the criteria to be given by your teacher. Refer to the appendix labeled as SHS_EC_T1_LAS3 Appendix 4.<br><br>**Directions for learners:**<br>1. Refer to the script you wrote under **Finding Practical Applications Option 1: Advocacy Video Script Part 1 or Additional Activities Option 1: Advocacy Video Script – Part 2 or Option 2: New Audience, New Script.**<br>2. Incorporate the suggestions from your teachers and classmates.<br>3. Shoot the advocacy video based on the success indicators above.<br>4. Submit your video for posting on the social media page of your school paper, your school, or your barangay. |
| **VI. REFLECTION** | **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:<br>1. Which activities engage learners the most?<br>2. How many learners achieved 80% on the assessment? How many learners need remediation?<br>3. Which of my teaching strategies worked well?<br>4. Which activities took longer than expected and how can I manage time more efficiently in future sessions?<br>5. What difficulties did I encounter in the delivery of the lesson? How did I resolve these concerns? |
| **VII. USE OF GENERATIVE AI** | In preparing this Learning Exemplar (LE), the author(s) used **Perplexity and ChatGPT** in order to **generate suggested activities and multiple-choice quizzes**. The author(s) reviewed and finalized the writing of the content. The author(s) take(s) full responsibility for the content of this LE. |

| **Learning Area** | EFFECTIVE COMMUNICATION | **Lesson Exemplar No.** | 4 |
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| **I. OBJECTIVES** | |
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| **A. Content Standard** | The learners demonstrate effective communication in personal, interpersonal, social, and cultural contexts through spoken, written, and multimodal forms; they understand that interaction patterns are adaptive, collaborative, and reflective of social roles, group norms, and cultural diversity; and that trust-building, emotional reciprocity, contextual understanding, openness, intercultural sensitivity, inclusive language, and ethical considerations foster meaningful relationships and respectful engagement with diverse communities in both physical and digital spaces. |
| **B. Performance Standard** | The learners are able to perform specific roles in controlled and uncontrolled personal, interpersonal, social, and cultural communication events; engage in intrapersonal communication, including goal-setting, reflection, and journaling; participate in extended conversations and discussions on a variety of personal, interpersonal, social, and cultural topics; provide short and extended responses to questions pertaining to the content and intent of conversations and correspondences; produce short and extended personal and interpersonal correspondence in formats such as letters, email, texting and messaging, and social media posts; participate in communicative events involving diverse social and cultural groups with sensitivity to cultural norms and social practices; and produce spoken, written, and multimodal texts such as public service announcements, opinion pieces, cultural narratives, community blog posts, and reflective commentaries that promote inclusive and ethical social communication. |
| **C. Learning Competencies** | ● Use critical listening, reading, and viewing strategies, including cultural awareness and sensitivity, to interpret various forms of literary, media, and digital communication.<br>● Use culturally appropriate verbal and non-verbal strategies to communicate effectively in navigating diverse social and cultural settings.<br>● Compose critical reviews of culturally significant texts (e.g., films, short stories, poetry, television series).<br>● Review one's participation in personal, interpersonal, social, and cultural communication, identifying strengths and areas for growth to improve communicative competence, personal effectiveness, and inclusive, ethical communication. |
| **D. Communicative Event** | ● Crafting blog posts or social media content on cultural identity, heritage, or social causes |

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| **II. REFERENCES and MATERIALS** | **REFERENCES**<br>Department of Education. Strengthened Senior High School Curriculum: Effective Communication, Grade 11. Pasig City, Philippines: Department of Education, n.d. Accessed May 30, 2026. https://www.deped.gov.ph.<br><br>Department of Education. Effective Communication, Grade 11: Three-Term Budget of Work (BOW) for Learning Competencies. Pasig City, Philippines: Department of Education, 2026. Last updated April 17, 2026. Accessed May 30, 2026. https://www.deped.gov.ph.<br><br>Dela Cruz, Jonalyn T., and Carla Margarita A. Chua. *Lesson Exemplar 4 in Effective Communication*. Lesson exemplar, First Semester, Quarter 1. Department of Education, 2025.<br><br>Jacobe, Algin S. *Lesson Exemplar 4 in Effective Communication*. Lesson exemplar, First Semester, Quarter 2. Department of Education–SDO Rizal, 2025.<br><br>Banks, James A., and Cherry A. McGee Banks, eds. *Multicultural Education: Issues and Perspectives*. 10th ed. Hoboken, NJ: Wiley, 2023.<br><br>Deardorff, Darla K. *The SAGE Handbook of Intercultural Competence*. Thousand Oaks, CA: SAGE Publications, 2009.<br><br>Flores, Nelson, and Jonathan Rosa. "Undoing Appropriateness: Raciolinguistic Ideologies and Language Diversity in Education." *Harvard Educational Review* 85, no. 2 (2015): 149–171. https://doi.org/10.17763/0017-8055.85.2.149.<br><br>Gee, James Paul. *Social Linguistics and Literacies: Ideology in Discourses*. 6th ed. New York: Routledge, 2015.<br><br>Hobbs, Renee. *Digital and Media Literacy: Connecting Culture and Classroom*. Thousand Oaks, CA: Corwin Press, 2011.<br><br>Jandt, Fred E. *An Introduction to Intercultural Communication: Identities in a Global Community*. 10th ed. Thousand Oaks, CA: SAGE Publications, 2021.<br><br>Livingstone, Sonia. *Young People and New Media*. London: SAGE Publications, 2002.<br><br>Matsumoto, David, and Hyi Sung Hwang. *Nonverbal Communication: Science and Applications*. Thousand Oaks, CA: SAGE Publications, 2013. |

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**MATERIALS**

1. Colored card
2. Google Forms, Mentimeter, or similar polling platform (if applicable)
3. Short video clip entitled, "*Modern Family | Lily Goes to a Vietnamese Restaurant for the First Time",* showing intercultural communication
4. Corner labels/signs: Strongly Agree, Agree, Disagree, Strongly Disagree
5. Category labels (Cultural Communication, Digital Interaction, Cultural Sensitivity, Ethical Communication)
6. Padlet, Google Slides, or Canva Whiteboards (optional)
7. Canva and other editing applications
8. Kahoot or Quizizz (optional)
9. Cards labeled TRUE and FALSE for Show Me Boards activity
10. Smartphones/Cameras: For the Voices of Respect: Digital Cultural Communication Campaign (if applicable).
11. Laptops/Mobile Devices: For students to draft their digital outputs.
12. All appendices can be accessed through the Google Drive link: https://bit.ly/EffectiveCommunicationAppendices

<table>
<tr><td>III. CONTENT</td><td colspan="2">Culturally Responsive Communication: Critical Strategies for Inclusive and Ethical Digital Engagement</td></tr>
<tr><td>IV. OBJECTIVES</td><td colspan="2">At the end of the session, the learners are expected to:<br>1. Identify effective listening, reading, and viewing strategies used in literary, media, and digital texts to spot appropriate vs. inappropriate communication online.<br>2. Explain why culturally appropriate verbal and nonverbal communication is important in promoting respect and empathy for diverse cultures.<br>3. Reflect on one's communication experiences by identifying strengths and areas for improvement to become a more effective, inclusive, and ethical communicator.<br>4. Create a short digital response (video, audio, or post) that demonstrates inclusive, ethical, and culturally sensitive communication.</td></tr>
<tr><td colspan="2">IV. PROCEDURES</td><td>ANNOTATIONS</td></tr>
<tr><td rowspan="3">A. Activating Prior Knowledge</td><td colspan="2">A.1. Activating Prior Knowledge</td></tr>
<tr><td colspan="2">Option 1: Online Communication Check</td></tr>
<tr><td>Time Allotment: 5-7 minutes<br>Target Objective/s: See Objectives 1and 2.<br>a. Teachers' Instructions:<br>• Present statements about online communication.<br>• Ask learners to respond through hand signals or raising colored cards.<br>• See Appendix A for the Statements on Online Communication.<br><br>b. Learners' Directions:<br>• Read or listen to each statement carefully.<br>• Indicate whether you agree or disagree with the given statements.<br>• Be prepared to explain the reason for your response when called upon.<br>Processing Questions:<br>1. What communication behaviors do you commonly encounter online?<br>2. What do the class responses tell us about how people think and act online?<br>3. In what ways can understanding different viewpoints help improve communication in digital spaces?</td><td>This activity uses the Constructivist Approach by activating learners' prior knowledge about online communication. It integrates literacy through reading and interpreting statements and numeracy through tallying and analyzing responses. PowerPoint or interactive presentation software may be used to facilitate the activity.<br><br>This task leads learners to recognize that not all communication behaviors are equally effective, preparing them to examine examples.</td></tr>
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| | **Option 2: Digital Communication Poll** | |
| | **Time Allotment:** 5-7 minutes<br>**Target Objective/s:** See Objectives 1 and 2.<br>**a. Teachers' Instructions:**<br>● Present the Online Communication Check using the statements found in Appendix A.<br>● Create a short poll (e.g., Google Forms, Mentimeter, or presentation slides) using selected statements from **Appendix A**.<br>● Share the poll link or display the statements to the class.<br>● Ask learners to respond to each statement based on whether they agree or disagree.<br>● Present and discuss the poll results after all responses have been collected.<br>● Transition: Prepares learners to analyze actual communication samples.<br>**b. Learners' Directions:**<br>● Read each statement from the Online Communication Check poll carefully.<br>● Respond honestly by indicating whether you agree or disagree with each statement.<br>● Observe the class poll results.<br>● Share observations and insights about communication practices based on responses.<br>**Processing Questions:**<br>1. What patterns do you notice in our poll results?<br>2. Why do people sometimes have different views about acceptable online behavior?<br>3. How can we determine whether a communication practice is appropriate or inappropriate? | This activity uses **Inquiry-Based Learning** by engaging learners in data gathering and reflection. It integrates **literacy** through reading and evaluating communication scenarios and **numeracy** through interpreting poll results, percentages, and frequencies. **Google Forms or Mentimeter** may be used to collect and analyze responses.<br><br>In compliance with DepEd Order No. 06, s. 2026, page 11, Provision G, the use of technology in this activity is limited to academic purposes. Learners may utilize approved digital devices, educational platforms, and online resources to complete learning tasks, access instructional materials, and collaborate with peers. The use of technology shall be teacher-supervised and aligned with the intended learning outcomes of the lesson. |
| | ***A.2. Establishing the Purpose of the Lesson*** | |
| | **Option 1: Spot the Difference** | |
| | **Time Allotment:** 5-7 minutes<br>**Target Objective/s:** See *Objectives 1 and 2.*<br>**a. Teachers' Instructions:**<br>● Present two social media posts: one respectful and one insensitive. | This activity applies **Comparative Analysis** to develop learners' critical reading and interpretation skills while promoting the values of **respect** |

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| | ● See **Appendix B** for the sample social media posts illustrating respectful and insensitive communication about culture and identity.<br>● Ask learners to identify the words, phrases, tone, or actions that influence how each message may be received by others.<br>● Facilitate a brief class discussion by encouraging learners to compare the two posts and explain their observations.<br>● Guide learners in recognizing the characteristics of respectful, culturally sensitive, and responsible online communication.<br>**b. Learners' Directions:**<br>● Read and examine the two social media posts presented.<br>● Compare the messages by identifying words, phrases, tone, or actions that make one post more respectful or insensitive than the other.<br>● Decide which post demonstrates more effective and respectful communication.<br>● Share your observations and justify your answers during class discussion.<br>**Processing Questions:**<br>1. What specific words, phrases, or actions made one post more respectful than the other? Explain your answer.<br>2. How might different audiences react to each post? Why?<br>3. Why is it important to consider other people's cultures, identities, and perspectives when communicating online? | **and empathy**. **PowerPoint** may be used to present and compare the communication examples.<br><br>Transition: Leads to examining examples of communication in various media. |
| | **Option 2: Comment Section Analysis** | |
| | **Time Allotment:** 5 minutes<br>**Target Objective/s:** See Objectives 1 and 2.<br>**a. Teachers' Instructions:**<br>● Present a sample screenshot of online comment sections, ensuring that all names, profile pictures, and other identifying information are blurred or removed to protect users' privacy.<br>● See **Appendix C** for the screenshot of the comment section from a reel posted by two male pageant title holders who represented the Philippines in their respective competitions.<br>● Ask learners to examine the comments and identify examples of positive and negative communication behaviors, providing reasons for their observations.<br>● Transition: Introduces critical viewing, reading, and listening strategies. | The lesson uses authentic learning while integrating critical reading of digital texts and fostering digital citizenship, with Google Classroom or Padlet as recommended EdTech tools. Technology will be utilized for academic purposes to support learning activities, access instructional resources, and facilitate collaboration, consistent with DepEd Order No. 06, s. 2026, page 11, Provision G. |

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| | **b. Learners' Directions:**<br>● Examine the comments in the sample online comment section and identify examples of positive and negative communication behaviors.<br>● Analyze how the language, tone, and content of the comments may affect other people or the online community.<br>● Share and justify your observations during the class discussion using pieces of evidence from the comments.<br>**Processing Questions:**<br>1. Which comments promote positive communication and why?<br>2. Which comments could potentially offend or exclude others?<br>3. What communication skills can help us evaluate online interactions? | |
| **B. Instituting New Knowledge** | ***B.1. Presenting Examples*** | |
| | **Option 1: Communication Detective** | |
| | **Time Allotment:** 20 minutes<br>**Target Objective/s:** See Objective 1.<br>**a. Teachers' Instructions:**<br>● Present selected literary excerpts, social media posts, and short advertisements that demonstrate various communication practices and perspectives.<br>● See **Appendix D** for the sample materials for Communication Detective Activity.<br>● Instruct learners to carefully read, view, or listen to each example and pay attention to the verbal and non-verbal communication strategies used.<br>● Guide learners in identifying examples of effective and ineffective communication, including the use of respectful language, cultural awareness, inclusivity, and ethical communication practices.<br>● Encourage learners to examine how the message, tone, choice of words, visuals, and context influence audience interpretation and response.<br>● Facilitate a class discussion by asking learners to justify their observations and relate the examples to real-life communication situations, both online and offline.<br>● Synthesize learners' responses and highlight key concepts related to cultural communication, digital interaction, cultural sensitivity, and ethical communication. | The lesson follows **a guided discovery learning approach** that encourages learners to explore and construct understanding. It integrates reading and viewing comprehension to strengthen literacy skills and includes media literacy activities that teach learners to evaluate digital content critically. |

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| | ● Transition: Leads to a deeper discussion of communication concepts and cultural awareness.<br>● Teacher's Note: Introduce the concept of Critical Listening, Reading, and Viewing Strategies during B.1 Presenting Examples after learners have analyzed the communication samples. Guide learners to recognize that effective communicators do not simply receive information; they actively evaluate messages, identify bias, examine evidence, interpret verbal and non-verbal cues, and consider audience and context before forming judgments.<br>**b. Learners' Directions:**<br>● Carefully analyze each communication example presented by your teacher.<br>● Examine the verbal and non-verbal elements used, such as word choice, tone, gestures, visuals, and context.<br>● Identify communication practices that are effective, respectful, culturally sensitive, and ethical, as well as those that are ineffective or inappropriate.<br>● Explain how the communication strategies used may affect the audience's understanding and response.<br>● Share your findings during the class discussion, using evidence from the examples.<br>**Processing Questions**<br>1. Which communication example was the most effective? What specific elements made it effective?<br>2. If you could revise one of the ineffective communication examples, what changes would you make and why?<br>3. Based on the examples, what characteristics define responsible, respectful, and culturally sensitive communication? | |
| | **Option 2: Video Observation (F2F or Online)** | |
| | **Time Allotment:** 15 minutes<br>**Target Objective/s:** See Objectives 1 and 3.<br>**a. Teachers' Instructions:**<br>● Play a short video clip (Title: *Modern Family \| Lily Goes to a Vietnamese Restaurant for the First Time*) showing intercultural communication.<br>● Ask learners to observe verbal and non-verbal communication strategies. | The activity develops viewing and listening strategies while promoting cultural awareness. Literacy skills are enhanced through analysis and interpretation. EdTech tools such |

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| | ● Guide learners in identifying effective communication practices.<br>● Sample video clip can be accessed through this link: https://www.youtube.com/watch?v=ajb-YbY3-rw .<br>**b. Learners' Directions:**<br>● Watch the video attentively.<br>● List communication behaviors observed.<br>● Share observations with the class.<br>**Processing Questions:**<br>1. Which communication strategies were effective?<br>2. What misunderstandings occurred in the video?<br>3. How could communication be improved? | as videos support multimodal learning.<br>Technology will be utilized for academic purposes to support learning activities, access instructional resources, and facilitate collaboration, consistent with DepEd Order No. 06, s. 2026, page 11, Provision G. |
| | ***B.2. Discussing New Concept*** | |
| | **Option 1: Concept Discovery Carousel (Group Activity)** | |
| | **Time Allotment:** 20 minutes<br>**Target Objective/s:** See *Objectives 1 and 2.*<br>**a. Teachers' Instructions:**<br>● Prepare five stations around the classroom labeled:<br>- Cultural Communication;<br>- Intercultural Communication;<br>- Digital Interaction;<br>- Cultural Sensitivity; and<br>- Ethical Communication.<br>● At each station, provide: a short scenario, an image, a social media post, or a communication example related to the concept.<br>● See **Appendix E** for the Concept Discovery Carousel materials.<br>● Divide the class into five groups and assign each group to a station.<br>● Instruct groups to:<br>- Analyze the example;<br>- Identify what communication behavior is being demonstrated; and<br>- Write keywords, observations, and possible definitions.<br>● After 3–4 minutes, rotate groups to the next station.<br>● Encourage learners to read and build on the ideas left by previous groups. | Guide questions that may help learners connect their opinions to the concepts of cultural communication, intercultural communication, digital interaction, cultural sensitivity, and ethical communication, preparing them for a deeper discussion of the lesson concepts are also provided on Appendix E.<br><br>This activity naturally leads into discussions on **cultural communication, intercultural communication, digital interaction, cultural sensitivity, and culturally appropriate verbal and non-verbal communication strategies. (Appendix J)** |

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| | ● After all rotations, ask groups to examine the completed charts and formulate a working definition for each concept.<br>● Facilitate a class discussion by comparing learners' definitions and refining them into the formal lesson concepts.<br>● Teacher's Note: Discuss Communication Concepts (See **Appendix J** for the content guide) after learners complete each station/example. Use their generated keywords and observations to construct the formal concept.<br>● Transition Statement:<br>"The examples showed that communication was not only about words but was also shaped by culture, experiences, and social practices."<br>**b. Learners' Directions:**<br>● Work collaboratively with your group.<br>● Examine the communication example at each station.<br>● Record your observations and insights.<br>● Add ideas to the work of previous groups.<br>● Develop a possible definition of the concept based on the evidence gathered.<br><br>**Processing Questions:**<br>1. What common characteristics did you notice among the examples under each station?<br>2. How are cultural communication, digital interaction, cultural sensitivity, and ethical communication connected?<br>3. How can understanding these concepts improve communication in real-life and online situations? | |
| | **Option 2: Think–Pair–Define (F2F or Online)** | |
| | **Time Allotment:** 20 minutes<br>**Target Objective/s:** See *Objectives 1 and 2.*<br>**a. Teachers' Instructions:**<br>● Pair learners and assign each pair one communication concept:<br>- Cultural Communication;<br>- Intercultural Communication;<br>- Digital Interaction;<br>- Cultural Sensitivity; and | This activity uses **Collaborative Learning** and **Concept Formation** by allowing learners to construct definitions from examples and communicate their understanding with a partner. It develops critical thinking, communication, and literacy |

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| | - Ethical Communication.<br>● Provide each pair with a short communication scenario, screenshot, social media post, or communication example related to their assigned concept.<br>● See **Appendix F** for the communication examples for Think–Pair–Define Activity.<br>● Instruct pairs to analyze the example and answer the questions below.<br>- *What is happening in the situation?*<br>- *What communication behavior is being demonstrated?*<br>- *Why is it important in communication?*<br>● Ask each pair to formulate:<br>- A one-sentence definition of the concept in their own words; and<br>- One real-life example that demonstrates the concept.<br>● Allow pairs to post their responses on a shared Google Slide, Jamboard, Padlet, Canva Whiteboard, or chat box (Optional).<br>● Facilitate a whole-class discussion by comparing the learners' definitions with the formal lesson concepts.<br>● **Teacher's Note:** After the carousel, ask each group to review the keywords accumulated at every station and complete the statement:<br><br>"This concept is about _____ because the examples showed _____."<br><br>Their responses become the basis for introducing the formal definitions of:<br>● Cultural Communication<br>● Intercultural Communication<br>● Digital Interaction<br>● Cultural Sensitivity<br>● Ethical Communication<br><br>This approach ensures that learners **construct the concepts from evidence**, making the discussion phase more meaningful and less teacher-centered. | skills through discussion, analysis, and definition-building.<br><br>EdTech tools such as **Google Slides, Padlet, Canva Whiteboards, Jamboard, or breakout rooms in Zoom/Google Meet** may be used to facilitate collaboration in online learning environments.<br><br>Technology will be utilized for academic purposes to support learning activities, access instructional resources, and facilitate collaboration, consistent with DepEd Order No. 06, s. 2026, page 11, Provision G. |

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| | **b. Learners' Directions:**<br>● Work with your assigned partner.<br>● Examine the communication examples carefully.<br>● Discuss your observations.<br>● Create a one-sentence definition of your assigned concept.<br>● Provide one original example that demonstrates the concept.<br>● Share your output with the class.<br><br>**Processing Questions:**<br>1. Which concepts appear similar, and how are they different?<br>2. Why is it important to understand these concepts when communicating with diverse audiences online and offline?<br>3. How can these concepts guide responsible and respectful communication? | |
| | ***B.3. Developing Mastery*** | |
| | **Option 1: Appropriate or Inappropriate?** | |
| | **Time Allotment:** 15 minutes<br>**Target Objective/s:** See *Objectives 1 and 2.*<br>**a. Teachers' Instructions:**<br>● Let the learners work in groups.<br>● Provide scenarios involving cultural misunderstandings.<br>● See **Appendix G** for the sample scenarios involving cultural misunderstandings.<br>● Ask groups to suggest appropriate communication responses.<br>● Facilitate feedback after presentations.<br>● Transition Statement:<br>"Once we understand culture and sensitivity, we can choose verbal and non-verbal communication strategies that promote respect and understanding."<br>● Teacher's Note: The concept, Culturally Appropriate Verbal and Non-Verbal Strategies, is best discussed after learners understand Cultural Communication and Cultural Sensitivity. Using their responses in this activity, highlight how communication effectiveness depends not only on what is said but also on how it is expressed through verbal and non-verbal behaviors. | Problem-solving activities develop analytical and collaborative skills. Literacy is strengthened through explanation and discussion, while EdTech tools such as shared documents encourage teamwork and communication.<br><br>Technology will be utilized for academic purposes to support learning activities, access instructional resources, and facilitate collaboration, consistent with DepEd Order No. 06, s. 2026, page 11, Provision G. |

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| | **b. Learners' Directions:**<br>● Analyze the assigned scenario.<br>● Discuss possible respectful responses.<br>● Present your group's answer.<br>**Processing Questions:**<br>1. What caused the misunderstanding?<br>2. Which response promotes respect and inclusivity?<br>3. How can communication improve relationships? | |
| | **Option 2: Digital Reflection Card (F2F or Online)** | |
| | **Time Allotment:** 15 minutes<br>**Target Objective/s:** See *Objective 4.*<br>**a. Teachers' Instructions:**<br>● Review key concepts discussed in the lesson, particularly cultural communication, cultural sensitivity, responsible digital communication, and ethical communication practices.<br>● Ask learners to create a short digital reflection in the form of a:<br>o Social media-style post;<br>o Digital reflection card; or<br>o Short blog entry.<br>● Remind them to use respectful, inclusive, and culturally appropriate language and to support their ideas with examples from their experiences.<br>● Invite selected learners to share their outputs and facilitate a brief discussion.<br>● See **Appendix H** for the rubric in assessing their short digital reflection.<br>**b. Learners' Directions**<br>● Reflect on what you learned about cultural communication, cultural sensitivity, and responsible digital communication.<br>● Create a short digital reflection (5–8 sentences) or a social media-style post that expresses your insights from the lesson.<br>● Answer at least two of the guide questions provided by your teacher.<br>● Review your work before submitting and be prepared to share your reflection with the class if called upon. | Reflective writing promotes self-awareness and ethical communication. Literacy skills are strengthened through writing, while EdTech tools such as Canva or Google Docs support creativity and digital expression.<br><br>Technology will be utilized for academic purposes to support learning activities, access instructional resources, and facilitate collaboration, consistent with DepEd Order No. 06, s. 2026, page 11, Provision G. |

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| | **Processing questions:**<br>1. What is the most important lesson you have learned about communicating respectfully with people from different cultures or backgrounds?<br>2. How can cultural sensitivity help prevent misunderstandings and promote positive communication in online and face-to-face interactions?<br>3. What communication practice will you apply in your daily interactions to become a more responsible and respectful communicator? Explain your answer. | |
| **C. Demonstrating Knowledge and Skills** | ***C.1. Finding Practical Application*** | |
| | **Option 1: Community Voice Post** | |
| | **Time Allotment:** 20 minutes<br>**Target Objective/s:** See *Objective 4.*<br>**a. Teachers' Instructions:**<br>● Ask learners to create an advocacy post promoting respectful communication online.<br>● See **Appendix I** for the Community Voice Post Rubric.<br>● Remind learners to use inclusive and ethical language.<br>**b. Learners' Directions:**<br>● Create a digital or handwritten advocacy post.<br>● Include a meaningful message promoting cultural sensitivity.<br>● Present your output briefly.<br>**Processing Questions:**<br>1. What message does your advocacy post convey?<br>2. How does your output encourage inclusivity?<br>3. Why is respectful communication important in digital communities? | The activity develops authentic communication and creativity skills. Literacy is strengthened through persuasive writing, while EdTech tools such as Canva support multimedia communication and digital literacy.<br><br>Technology will be utilized for academic purposes to support learning activities, access instructional resources, and facilitate collaboration, consistent with DepEd Order No. 06, s. 2026, page 11, Provision G. |
| | **Option 2: Culture Connect: A Mini-Guide to Meaningful Conversations** | |
| | **Time Allotment:** 20 minutes<br>**Target Objective/s:** See *Objective 4.*<br>**a. Teachers' Instructions:**<br>● Ask learners to create a **1-page visual mini-guide** titled **"Communicating with Empathy Across Cultures."** The guide should | The activity integrates communication, creativity, and digital citizenship. Literacy is enhanced through oral expression, while EdTech tools |

help learners understand how respectful communication promotes better relationships among people with different backgrounds, beliefs, traditions, or experiences.

- Explain that learners may create a poster or collage as an alternative output if digital tools are unavailable.
- Learners may add:
  - A short quotation or slogan about empathy and respect;
  - Dialogue bubbles showing culturally sensitive communication; and
  - Drawings, symbols, or illustrations representing diversity and inclusion.
- **Output Format:** Poster, infographic, digital layout, or handwritten visual guide.
  The mini-guide must include:
  - Key Communication Tips;
  - Examples of Respectful and Disrespectful Responses; and
  - Positive Communication Reminders.

| **Criteria** | **Percentage** |
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| Content and Understanding of Empathy & Culture | 40% |
| Relevance of Examples and Situations | 30% |
| Creativity and Visual Presentation | 20% |
| Organization and Clarity | 10% |
| **Total** | **100%** |

such as Canva and other editing applications support multimodal learning.

Technology will be utilized for academic purposes to support learning activities, access instructional resources, and facilitate collaboration, consistent with DepEd Order No. 06, s. 2026, page 11, Provision G.

***C.2. Making Generalization***

**Option 1: Mirror, Window, Door Reflection**

**Time Allotment:** 15 minutes
**Target Objective/s:** See *Objective 3.*
**a. Teachers' Instructions:**

- Ask learners to reflect on a recently completed communication activity (e.g., discussion, role-play, debate, collaborative task, or online communication analysis).
- Distribute or display the Mirror, Window, Door Reflection Organizer and explain the purpose of each section.

The activity synthesizes key concepts through reflective thinking. Literacy is strengthened through concise writing and speaking.

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| | ● See **LAS - Mirror, Window, Door Reflection** for this activity.<br>● Give learners 10–15 minutes to complete the organizer honestly and thoughtfully based on their experiences.<br>● Invite volunteers to share insights and facilitate a brief discussion on communication strengths, areas for improvement, and lessons learned from others.<br>**b. Learners' Directions:**<br>● Reflect on your participation in the communication activity and complete each section of the organizer.<br>● In the **Mirror** section, identify your communication strengths and how you expressed your ideas.<br>● In the **Window** section, describe what you learned from the communication behaviors of others.<br>● In the **Door** section, identify a communication skill you want to improve and the action you will take to develop. | |
| | **Option 2: Reflect and Write Activity** | |
| | **Time Allotment:** 10 minutes<br>**Target Objective/s:** See Objectives 1 and 3.<br>**a. Teachers' Instructions:**<br>• Ask learners to read the following questions carefully, then write a clear and concise response in their answer sheet.<br>• See **LAS - Reflect and Write** for this activity.<br>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?<br>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?<br>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?<br>**b. Learners' Directions:**<br>● Complete the reflection activity honestly.<br>● Share selected responses with classmates. | This activity uses the **Reflective Learning Approach** by encouraging learners to connect lesson concepts to their own experiences. It develops **literacy skills** through reflective writing and sharing of ideas while promoting cultural awareness, empathy, and ethical communication.<br>**Suggested EdTech Tool: Google Docs or Padlet**, as these tools support collaborative reflection, peer sharing, and teacher feedback in both face-to-face and distance learning settings.<br>Technology will be utilized for academic purposes to support learning activities, access instructional resources, and facilitate collaboration, consistent with DepEd Order No. 06, s. 2026, page 11, Provision G. |

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| | ***C.3. Evaluating Learning*** | |
| | **Option 1: Show Me Boards** | |
| | **Time Allotment:** 10 minutes<br>**Target Objective/s:** See Objectives 1 and 2.<br>**a. Teachers' Instructions:**<br>● Provide each learner with two cards labeled **TRUE** and **FALSE** (or ask learners to prepare their own cards before the activity).<br>● Read one statement at a time and allow a few seconds for learners to think about their answers.<br>● See **Appendix K** for the suggested statements for this activity.<br>● Instruct learners to raise the card (**TRUE** or **FALSE**) that represents their answer simultaneously when prompted.<br>● Ask selected learners to explain their answers and reasoning.<br>● Encourage learners to listen respectfully to different viewpoints and support their answers with examples when appropriate.<br>● Conclude the activity by summarizing the key ideas reinforced through the statements.<br>● Teacher's Note: For items number **3, 5, 6, and 9**, learners may initially disagree about the answers. These statements encourage conversations about:<br>o Intent vs. impact in communication;<br>o Cultural interpretations of messages;<br>o Responsible use of digital platforms; and<br>o Ethical and inclusive communication.<br>**b. Learners' Directions:**<br>● Answer the quiz independently.<br>● Participate in checking and discussion. | The activity measures understanding of lesson concepts. Literacy skills are enhanced through comprehension and critical thinking, while EdTech tools such as **Kahoot** or **Quizizz** make assessment interactive.<br><br>Technology will be utilized for academic purposes to support learning activities, access instructional resources, and facilitate collaboration, consistent with DepEd Order No. 06, s. 2026, page 11, Provision G. |
| | **Option 2: Match Me Right** | |
| | **Time Allotment:** 10 minutes<br>**Target Objective/s:** See Objectives 1 and 2.<br>**a. Teachers' Instructions:**<br>● Provide learners with two columns. See **LAS** - **Match Me Right.**<br>● Ask them to match each communication concept or practice in Column A with its correct description in Column B.<br>● Review the answers and discuss any misconceptions. | This activity uses **Formative Assessment** to evaluate learners' understanding of key concepts related to communication, cultural sensitivity, and ethical digital practices. It develops **literacy skills** through reading |

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| | **b. Learners' Directions:**<br>● Read the items carefully.<br>● Match each item in Column A with the correct answer in Column B.<br>● Write only the letter of your answer.<br>***Answer Key:***<br>**Item** — **Answer**<br>1. Active Listening — E<br>2. Cultural Sensitivity — J<br>3. Non-verbal Communication — H<br>4. Ethical Communication — D<br>5. Digital Interaction — B<br>6. Inclusive Language — C<br>7. Cultural Awareness — G<br>8. Verifying Information — F<br>9. Stereotyping — A<br>10. Respectful Communication — I | and matching terms with their meanings while reinforcing concept retention and critical thinking.<br>**Google Forms, Microsoft Forms, Quizizz, or Wordwall** may be used to administer the activity digitally (optional) and provide immediate feedback.<br><br>Technology will be utilized for academic purposes to support learning activities, access instructional resources, and facilitate collaboration, consistent with DepEd Order No. 06, s. 2026, page 11, Provision G. |
| | ***C.4. Additional Activities*** | |
| | **Option 1: Culture Diary** | |
| | **Time Allotment:** 20 minutes<br>**Target Objective/s:** See Objective 3.<br>**a. Teacher's Instructions**<br>1. Briefly discuss intercultural communication and explain that learners will observe an online interaction involving people from different cultural backgrounds.<br>2. Provide examples of appropriate sources such as educational videos, interviews, webinars, travel vlogs, or cultural exchange videos.<br>3. Instruct learners to identify communication practices, cultural influences, and respectful communication behaviors observed during the interaction.<br>4. Ask learners to write a one-paragraph reflection guided by the provided questions.<br>5. Facilitate a short sharing session and assess learners' outputs using the rubric in Appendix L. | The activity develops reflective thinking and observation skills. Literacy is strengthened through reflective writing, while EdTech may include blogs or online journals for documentation.<br><br>Technology will be utilized for academic purposes to support learning activities, access instructional resources, and facilitate collaboration, consistent with DepEd Order No. 06, s. 2026, page 11, Provision G. |

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| | **b. Students' Directions**<br>• Observe an online interaction involving people from different cultural backgrounds.<br>• Take note of communication practices and respectful behaviors demonstrated during the interaction.<br>• Write a one-paragraph reflection based on your observations.<br>• Answer the guide questions in your reflection.<br>• Refer to **Appendix L** for the assessment rubric.<br>**Processing Questions:**<br>1. What communication practices did you observe?<br>2. How did culture affect communication?<br>3. What lesson did you learn from the experience? | |
| | **Option 2: Social Media Observation** | |
| | **Time Allotment:** 15 minutes<br>**Target Objective/s:** See Objectives 1 and 2.<br>**a. Teachers' Instructions:**<br>• Ask learners to analyze a social media post that became controversial because of issues related to culture, language, and respect.<br>• Show the social media post in **Appendix M** featuring a clothing advertisement that received public criticism for its message and cultural implications.<br>• Encourage learners to examine the language used in the post and consider how different audiences may interpret the message.<br>**b. Learners' Directions:**<br>● Observe the social media post carefully.<br>● Analyze the language, message, and cultural implications of the post.<br>● Determine whether the communication demonstrates respect for cultural diversity and identity.<br>● Support your answers with evidence from the post.<br>**Processing Questions:**<br>1. What message is communicated by the words and images used in the social media post?<br>2. Why do you think some people considered the post disrespectful or culturally insensitive?<br>3. How could the message have been communicated in a more respectful and culturally inclusive way? | This activity uses **authentic assessment** by engaging learners in the analysis of a real-world social media post related to culture and identity. Through guided observation and reflection, learners develop **digital literacy**, intercultural awareness, and responsible social media engagement, aligning with the principles of 21st-century learning.<br><br>Technology will be utilized for academic purposes to support learning activities, access instructional resources, and facilitate collaboration, consistent with DepEd Order No. 06, s. 2026, page 11, Provision G. |

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| **V. ASSESSMENT** | **Part I. Multiple Choice (See LAS – Assessment)**<br>1. Which strategy helps a person accurately understand a speaker's message before responding?<br>**A. Critical listening**<br>B. Making assumptions<br>C. Ignoring nonverbal cues<br>D. Interrupting to share opinions<br>2. Which of the following is an example of culturally appropriate verbal communication?<br>A. Generalizing cultural practices<br>B. Mocking another person's accent<br>C. Using stereotypes when describing a culture<br>**D. Speaking respectfully and avoiding offensive language**<br>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?<br>A. Passive viewing<br>**B. Critical reading**<br>C. Selective listening<br>D. Cultural stereotyping<br>4. Why is cultural sensitivity important in digital interaction?<br>A. It helps people avoid learning about other cultures.<br>B. It prevents people from participating in online discussions.<br>C. It allows users to express opinions without considering others.<br>**D. It encourages respect and empathy for diverse perspectives.**<br>5. Which action demonstrates ethical communication in an online discussion?<br>A. Excluding people with different beliefs<br>B. Posting offensive memes about traditions<br>C. Sharing unverified information about a cultural group<br>**D. Using respectful language when disagreeing with others**<br>6. While watching a video about indigenous practices, a learner pays attention to both spoken words and body language. Which strategy is being applied?<br>A. Cultural bias<br>B. Passive listening<br>C. **Critical viewing**<br>D. Selective reading |

| | |
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| | 7. Read the statement: "People from that culture are all the same." What makes this statement inappropriate?<br>A. It provides factual information.<br>B. It encourages cultural appreciation.<br>C. It promotes ethical communication.<br>**D. It relies on stereotypes and overgeneralization.**<br>8. A social media post uses respectful language but includes misleading information about a cultural practice. Which aspect of communication needs improvement?<br>A. Grammar only<br>B. Length of the post<br>C. Visual design only<br>D. **Accuracy of information**<br>9. Which digital response best demonstrates culturally responsive communication?<br>A. A post criticizing unfamiliar cultural practices<br>B. A comment dismissing another person's experience<br>C. A meme that exaggerates cultural differences for humor<br>**D. A video that respectfully explains and appreciates cultural traditions**<br>10. A learner is creating a social media post about cultural diversity. Which option best reflects inclusive, ethical, and culturally sensitive communication?<br>A. While cultures are different, some traditions may need to change to fit modern society.<br>B. People should adapt to the communication styles that are most commonly used online.<br>C. Cultural practices deserve respect as long as they do not conflict with our personal beliefs.<br>D. **Understanding cultural differences can help us build respectful and meaningful relationships with others.**<br><br>**Part II. Performance Task**<br>**"Voices of Respect: Digital Cultural Communication Campaign Vlog"**<br>**Task Description**<br>● Create a 5–10-minute TikTok-style vlog that promotes respectful, culturally sensitive, and ethical communication in digital spaces. Your vlog should educate, inspire, or encourage viewers to practice responsible communication when interacting with people from different cultures, backgrounds, and perspectives.<br>● The vlog may include interviews, role-plays, storytelling, demonstrations, commentary, or real-life examples. Learners may work in small groups as determined by the teacher.<br>**Task Requirements**<br>The vlog must:<br>● Demonstrate understanding of cultural awareness, intercultural communication, cultural sensitivity, and ethical digital behavior. |

| | |
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| | ● Show examples of both appropriate and inappropriate communication practices in digital spaces.<br>● Explain the impact of communication choices on individuals, groups, and online communities.<br>● Promote respectful verbal and non-verbal communication and the use of inclusive language.<br>● Present practical ways to become responsible and respectful digital communicators.<br>● Be 5–10 minutes in length.<br>● Include a title and closing message or call to action.<br>*Please refer to **Appendix N** for the suggested rubric in grading the task.<br><br>**Teacher's Note:** Technology will be utilized for academic purposes to support learning activities, access instructional resources, and facilitate collaboration, consistent with DepEd Order No. 06, s. 2026, page 11, Provision G. |
| **VI. REFLECTION** | **Directions:** Reflect on your lesson delivery and learners' performance through the questions below. These will help you evaluate the effectiveness of your strategies and identify areas for improvement.<br>1. Which activities engaged students the most?<br>2. How many learners achieved 80% on the assessment? How many learners need remediation?<br>3. Which of my teaching strategies worked well?<br>4. Which activities took longer than expected and how can I manage time more efficiently in future sessions?<br>5. What difficulties did I encounter in the delivery of the lesson? How did I resolve these concerns? |
| **VII. USE OF GENERATIVE AI** | In preparing this Learning Exemplar (LE), the author(s) used ChatGPT (OpenAI), including its image-generation capabilities (DALL·E), in order to generate instructional materials, sample communication scenarios, social media post illustrations, online discussion screenshots, assessment items, activity enhancements, and lesson development support aligned with the learning competencies and objectives. The author(s) reviewed, validated, revised, and finalized all generated content to ensure its accuracy, appropriateness, and alignment with Department of Education standards and curricular requirements. The author(s) take(s) full responsibility for the content of this LE. |

| Learning Area | EFFECTIVE COMMUNICATION | Lesson Exemplar No. | 5 |
|---|---|---|---|

| I. OBJECTIVES | |
|---|---|
| **A. Content Standard** | The learners demonstrate effective communication in personal, interpersonal, social, and cultural contexts through spoken, written, and multimodal forms; they understand that interaction patterns are adaptive, collaborative, and reflective of social roles, group norms, and cultural diversity; and that trust-building, emotional reciprocity, contextual understanding, openness, intercultural sensitivity, inclusive language, and ethical considerations foster meaningful relationships and respectful engagement with diverse communities in both physical and digital spaces. |
| **B. Performance Standard** | The learners are able to perform specific roles in controlled and uncontrolled personal, interpersonal, social, and cultural communication events; engage in intrapersonal communication, including goal-setting, reflection, and journaling; participate in extended conversations and discussions on a variety of personal, interpersonal, social, and cultural topics; provide short and extended responses to questions pertaining to the content and intent of conversations and correspondences; produce short and extended personal and interpersonal correspondence in formats such as letters, email, texting and messaging, and social media posts; participate in communicative events involving diverse social and cultural groups with sensitivity to cultural norms and social practices; and produce spoken, written, and multimodal texts such as public service announcements, opinion pieces, cultural narratives, community blog posts, and reflective commentaries that promote inclusive and ethical social communication. |
| **C. Learning Competencies** | ● Identify main messages, implied meanings, and biases in public, civic, or culturally significant communication events (e.g., social media, podcasts, art exhibitions, festivals).<br>● Demonstrate sensitivity to social roles, group dynamics, and cultural identities in face-to-face and online interactions.<br>● Construct coherent arguments or narratives that reflect understanding of social responsibility, diversity, and shared values.<br>● Review one's participation in personal, interpersonal, social, and cultural communication, identifying strengths and areas for growth to improve communicative competence, personal effectiveness, and inclusive, ethical communication. |
| **D. Communicative Event** | Crafting blog posts or social media content on cultural identity, heritage, or social causes |
| **II. REFERENCES and MATERIALS** | **REFERENCES**<br>Aerie. 2025. "Aerie Against AI in Ads." Instagram post. October 2025. Accessed May 29, 2026. https://www.instagram.com.<br>Department of Education. 2025. Effective Communication Curriculum Guide. Strengthened Senior High School Curriculum. Pasig City: Department of Education. Accessed May 29, 2026. https://www.deped.gov.ph/wp-content/uploads/EFFECTIVE-COMMUNICATION-1.pdf<br>Facebook. n.d. "Authentic Social Media Post Used for Stakeholder Analysis Activity." Accessed May 29, 2026. https://www.facebook.com/groups/703007927897194/posts/1220143016183680 |

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YouTube. n.d. “Ethical Communication Case Material.” Accessed May 29, 2026. https://www.youtube.com/watch?v=8WkD_ogAeA8
YouTube. n.d. “Ethical Communication Case Material.” Accessed May 29, 2026. https://www.youtube.com/watch?v=aYxaMulPqA0
YouTube. n.d. “Ethical Communication Case Material.” Accessed May 29, 2026. https://www.youtube.com/watch?v=nf9pNMs5i4c

**MATERIALS**

- Teacher-selected video clip on a societal issue (Artificial Intelligence in Education, Working Students, Cyberbullying and Online Behavior, or Fake News and Misinformation)
- Printed transcript, screenshots, or QR code of the selected video (for modular and low-connectivity learners)
- Sample social media posts and fictional communication scenarios
- Communication Traffic Light Organizer
- Ethical Communication Audit Sheet

<table>
<tr><td></td><td>
<ul>
<li>Communication Case Analysis Assessment</li>
<li>Reaction Video Performance Task Guide and Analytic Rubric</li>
<li>All appendices can be accessed through the Google Drive link: https://bit.ly/EffectiveCommunicationAppendices</li>
</ul>
</td></tr>
<tr><td>III. CONTENT</td><td>Bias, Social Responsibility, and Ethical Communication in Public and Digital Interactions</td></tr>
<tr><td>IV. OBJECTIVES</td><td>At the end of the session, the learners are expected to:<br>1. Analyze authentic public and digital communication materials by identifying biases, propaganda devices, and their possible effects on audiences through guided examination of social media content, podcasts, vlogs, and other digital communication forms;<br>2. Demonstrate respectful, inclusive, and ethical communication behaviors while providing constructive feedback and interacting with peers through a class digital communication platform;<br>3. Create a socially responsible reaction vlog that communicates a clear position on a contemporary social issue using evidence from analyzed digital communication materials; and<br>4. Evaluate personal communication practices by identifying strengths and areas for improvement in ethical digital communication through reflection on content creation and online interaction experiences.</td></tr>
<tr><td colspan="2">IV. PROCEDURES</td><td>ANNOTATIONS</td></tr>
<tr><td rowspan="3">A. Activating Prior Knowledge</td><td colspan="2">A.1. Activating Prior Knowledge</td></tr>
<tr><td colspan="2">Option 1: Behind the Bite: Who’s Really Influencing You?</td></tr>
<tr><td>Time Allotment: 10 minutes<br>Target Objective: see Objective 1<br>a. Teachers’ Instructions:<br>1. Display the guiding question on screen:<br>“Have you ever trusted a food vlog? Why or why not?”<br>(Give learners 30 seconds of thinking time before calling responses.)<br>2. Invite 3–5 volunteers to share their answers.<br>3. Ask follow-up questions as needed:<br>“What made you trust it? (Was it the content, the person, or the presentation?)<br>4. Present engagement statistics related to the vlog before viewing:
<table>
<tr><td>Engagement Data (As of May 2026)</td><td>Count</td></tr>
<tr><td>Views</td><td>3,300,000</td></tr>
<tr><td>Likes</td><td>94,200</td></tr>
<tr><td>Favorites</td><td>4,572</td></tr>
<tr><td>Shares</td><td>131,000</td></tr>
<tr><td>Comments</td><td>4,657</td></tr>
</table>
</td><td>This activity uses an inquiry-based approach by engaging learners to analyze a food vlog and reflect on its influence on audiences.<br><br>Literacy is developed through viewing, discussion, and critical analysis, while numeracy is integrated through the interpretation of engagement data.<br>EdTech is incorporated through the use of digital video content to explore bias and ethical communication.</td></tr>
</table>

| | | |
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| | Ask the learners:<br>a) Does high engagement automatically make the review trustworthy? Why or why not?<br>5. Inform learners that they will watch a food review vlog. (Refer to Appendix A Tiktok Video on Food.)<br>6. Display processing questions before playing the video.<br>a) What is highlighted positively or negatively?<br>b) How does the reviewer describe the food and place?<br>c) What emotions or opinions are emphasized?<br>d) Does the reviewer present balanced information?<br>7. Play the video once. Ensure full silence and attention during viewing.<br>8. After viewing, instruct learners to form a group. Ask each group to identify at least two supporting reasons.<br>Present the discussion question:<br>Was the review fair and responsible? Why or why not?<br>9. Go around the class to monitor discussions.<br>Use probing questions when necessary:<br>"What part of the video influenced your judgment?"<br>"Did the reviewer show both sides or only one perspective?"<br>10. Facilitate class debriefs. Ask guiding questions:<br>What communication strategies did the reviewer use to influence viewers?<br>What ethical issues may arise from this type of content?<br>11. Using graphic organizers, synthesize responses into key concepts: bias, framing, emotional appeal, ethical communication, and audience influence.<br>Processing questions:<br>a. Based on the vlog and engagement data, what factors made the content influential to viewers? Expected Concepts: Audience Influence, Emotional Appeal, Framing, Engagement Metrics<br>b. What should both content creators and viewers consider in ensuring responsible and ethical communication in digital spaces? Expected Concepts: Bias, Social Responsibility, Ethical Communication, Digital Citizenship | |

**Option 2: Decoding the Food Vlog Effect**

**Time Allotment:** 10 minutes
**Target Objective/s:** see Objectives 1, 2, 4
**a. Teachers' Instructions:**

1. Give the learners the engagement statistics below:

| **Engagement Data** *(As of May 2026)* | **Count** |
|---|---|
| Views | 3,300,000 |
| Likes | 94,200 |
| Favorites | 4,572 |
| Shares | 131,000 |
| Comments | 4,657 |

2. Ask learners to answer the following guide questions in complete sentences: *Does popularity make online content credible? Why or why not?*
3. Tell the learners to watch or read the provided food review material carefully.
4. Refer to Appendix A for a copy of the TikTok video on Food.
5. Before watching/reading, emphasize that learners focus on the questions below.
    - What is highlighted positively or negatively?
    - How does the reviewer speak about the food and place?
    - What emotions or opinions are emphasized?
    - Was the review fair? What made you think so?
6. Refer to the LAS labeled "Decoding the Food Vlog Effect."

This activity uses guided inquiry to help learners independently examine digital content and its influence on audiences.

Literacy is developed through reading, viewing, and written responses, while numeracy is integrated through the analysis of engagement data.

EdTech is incorporated through the use of digital media, QR codes, and online content as authentic learning resources.

***A.2. Establishing the Purpose of the Lesson***

**Option 1: Mixed Messages**

**Time Allotment:** 10 minutes
**Target Objective/s:** see Objectives 1,2,4
**a. Teachers' Instructions:**

1. Read the statement, "I'm glad you're here," aloud to the class three (3) times. Deliver the same line using different tones, facial expressions, and body language based on the versions below.
    - Version 1 – warm and welcoming
    - Version 2 – sarcastic with eye-roll

This activity uses experiential and inquiry-based learning by allowing learners to explore how tone, intention, and delivery affect meaning.
Literacy is developed through listening, speaking, and reflection, while EdTech is integrated using

| | | |
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| | • Version 3 – bored and uninterested<br>2. You may also use the video in Appendix B: Mixed Messages.<br>3. After the third delivery, ask the class:<br>• Did the words change?<br>• Did the meaning change?<br>4. Allow a few learners to respond briefly. Process responses by emphasizing that communication is influenced not only by words, but also by tone, expression, intention, and delivery.<br>5. Present the imagined situation. Allow brief sharing from learners:<br>• Imagine misunderstanding someone's tone or intention in a social media post, group chat, reaction video, or online comment section. What possible problems may happen?<br>6. Connect the discussion to digital communication. You may say:<br>• *In digital communication, people can easily influence, mislead, offend, or persuade others depending on how messages are delivered. Because of this, we must learn to recognize bias, communicate responsibly, and express opinions ethically.*<br>7. Introduce the lesson focus. You may say:<br>• *Today, we will examine how communication affects people in public and digital spaces. At the end of the lesson, you will create your own reaction vlog where you will analyze content responsibly and communicate your insights ethically.*<br>8. Explain the culminating task. You may say:<br>• *At the end of the lesson, you will create an ethical reaction vlog analyzing digital communication and presenting responsible insights supported by evidence.* | video demonstrations. The activity prepares learners to critically examine communication in digital and public spaces. |
| | **Option 2: How Messages Shape Meaning Online** | |
| | **Time Allotment:** 10 minutes<br>**Target Objective/s:** See Objectives 1,2, and 4.<br>**a. Teachers' Instructions:**<br>1. Provide learners with sample social media posts. Refer to Appendix C to access the screenshot of the sample social media posts or use the following links:<br>a. Advertisement Post (Brand)<br>Aerie (Instagram, October 2025)<br>https://tinyurl.com/ECADPOST | This activity uses guided analysis to help learners examine how audience, purpose, tone, and language shape meaning in digital communication. Literacy is strengthened through reading, analysis, and written reflection, while EdTech is integrated through the use of social media texts and digital communication examples. |

| | | |
|---|---|---|
| | b. Influencer Travel Caption<br>https://tinyurl.com/ECTRAVCAP<br>c. Opinion Post<br>Travel Influencer Critique of Positano<br>https://tinyurl.com/ECOPTPOST<br>OR https://tinyurl.com/ECORGOPTPOST<br>2. Instruct learners to carefully read and analyze the post.<br>3. Provide learners with a structured comparison chart template and instruct them to complete the chart based on the given social media post.<br>4. Provide processing questions for reflection. Instruct learners to answer in complete sentences.<br>o *Why are certain tones or word choices used in the post?*<br>o *Are these communication choices appropriate or inappropriate? Why?*<br>o *How does communication style affect how people interpret the message?*<br>o *How does understanding the audience help improve communication?*<br>o *Instruct learners to answer in complete sentences.*<br>5. Refer to the LAS labeled "How Messages Shape Meaning Online" | The structured chart supports critical evaluation of communication practices and audience impact. |
| **12. Instituting New Knowledge** | ***B.1. Presenting Examples*** | |
| | **Option 1: Spot the Difference** | |
| | **Time Allotment: 10 minutes**<br>**Target Objective/s:** See Objectives 1,2, and 4.<br>**a. Teachers' Instructions:**<br>1. Present two sample social media posts, captions, or short review statements about the same topic/product/service. Refer to Appendix D: Spot the Difference to access the screenshot of the sample social media posts or use the following links:<br>• Example 1: https://tinyurl.com/ECEG1<br>• Example 2: https://tinyurl.com/ECEXAMPLE2<br>2. Ask learners to read both examples carefully. Guide learners to compare the examples by focusing on: tone, word choice, fairness, emotional appeal, and possible influence on audiences. | This activity uses comparative analysis to help learners distinguish between responsible and biased communication. Literacy is developed through close reading, discussion, and evaluation of texts, while numeracy is integrated through the interpretation of engagement data. EdTech is incorporated through the use of digital communication examples that mirror authentic online interactions. |

| | | |
|---|---|---|
| | 3. Facilitate a short discussion or written reflection using the guide questions below.<br>• Which example appears more responsible?<br>• Which example sounds more biased or exaggerated?<br>• What specific words or expressions influenced your judgment?<br>• Which example demonstrates ethical responsibility?<br>4. Emphasize that communication choices affect interpretation, credibility, audience reaction, and ethical responsibility.<br>5. Connect the activity to the upcoming reaction vlog performance task by reminding learners that they will later analyze digital content and communicate their own insights responsibly. | |
| | **Option 2: Same Topic, Different Message** | |
| | **Time Allotment: 10 minutes**<br>**Target Objective/s:** See Objectives 1,2, and 4.<br><br>**a. Teachers' Instructions:**<br>1. Present two sample social media posts, captions, or short review statements about the same topic/product/service. Refer to Appendix D: Spot the Difference to access the screenshot of the sample social media posts or use the following links:<br>• Example 1: https://tinyurl.com/ECEG1<br>• Example 2: https://tinyurl.com/ECEXAMPLE2<br>2. Instruct learners to compare the two examples by observing tone, word choice, fairness, and possible influence on readers/viewers.<br>3. Provide the comparison guide table. Guide learners to reflect on how communication style changes audience interpretation.<br>4. Require learners to write a 3–5 sentence reflection answering this question:<br>• Why is responsible communication important in digital and public spaces? | This activity uses guided comparison to help learners evaluate how communication choices influence audience interpretation. Literacy is developed through reading, analysis, and reflective writing, while EdTech is integrated through the use of digital communication examples. The activity promotes critical thinking and responsible communication in online and public spaces. |

| Criteria | Points |
|---|---|
| Explains the importance of responsible communication | 10 |
| Includes an idea learned from the activity | 5 |
| Identifies one responsible online communication practice | 5 |
| **Total** | **20** |

5. Connect the activity to the Lesson Focus by emphasizing that digital communication can influence people positively or negatively depending on how messages are presented.
6. Remind learners that these observation skills will help them prepare for their reaction vlog performance task.
7. Refer to the LAS labeled "Same Topic, Different Message".

***B.2. Discussing New Concept***

**Option 1: Community Role Challenge**

**Time Allotment:** 30 minutes
**Target Objective/s:** See Objectives 1,2,3, and 4.
**a. Teachers' Instructions:**

1. Process learner observations using the previous digital contents analyzed. Ask the question:
   - What common patterns did you notice in the communication examples?
   - **Expected Answers:** some messages were one-sided, some contained exaggerated information, some respected audiences, and some appeared manipulative
2. Using learners' responses, create a concept map to discuss bias, common propaganda devices used in public and digital communication (e.g., bandwagon, glittering generalities, name-calling, and stereotyping), social responsibility, ethical communication, and communicative competence.
3. To ensure a clear understanding of concepts, ask these questions.
   a) Can a message be persuasive without being biased? Why or why not?
   b) Can someone have an opinion while remaining ethical? Why or why not?

This activity uses collaborative and authentic learning by engaging learners in role-based analysis and response to real-world communication issues. Literacy is developed through discussion, argument construction, and reflection, while numeracy is integrated through the interpretation of engagement data. EdTech is embedded through the use of digital communication scenarios that mirror public and online interactions.

c) Why is social responsibility important in digital communication?
d) Which post appears to have influenced the greatest number of people? What evidence from the engagement data supports your answer?
e) Can popularity alone determine whether a message is accurate, fair, or ethical? Why or why not?

4. Divide the class into five groups. Assign each group a stakeholder role (Student, Parent, Teacher, School Representative, and Content Creator).
5. Explain that each group will analyze and respond to an authentic social media post from the perspective of their assigned stakeholder. Refer to Appendix E: Community Role Challenge to access the screenshot of the sample social media post or use the link: https://tinyurl.com/ECAUTHENTICPOST.
6. Assuming their group role, ask the learners to answer the following questions:
   a) What bias or propaganda device is present in the post;
   b) Which audience may be affected by the statement;
   c) How would your assigned role interpret the issue;
   d) What ethical considerations should be considered before responding; and
   e) What evidence or reasoning will support your response?
7. Based on their assigned stakeholder role, ask each group to create a social media response post (80–100 words) addressing the issue presented in the authentic social media post.
8. Present the checklist below before doing the activity.

| **Criteria** | **Yes** | **No** |
|---|---|---|
| Identifies possible bias. | | |
| Uses respectful language. | | |
| Considers multiple perspectives. | | |
| Provides logical reasoning. | | |
| Demonstrates social responsibility. | | |

9. After the presentations, require each learner to complete an individual written reflection (2–3 sentences) answering the following questions:
    a) What communication practice did your group demonstrate effectively; and
    b) What aspect of ethical communication would you still like to improve when creating or responding to social media content?
10. Use selected learner responses to synthesize the importance of ethical communication, social responsibility, audience awareness, and respectful digital participation.

**Option 2: Learn the Concepts**

**Time Allotment:** 30 minutes
**Target Objective/s:** See Objectives 1, 2, 3, and 4.
**a. Teachers' Instructions:**

1. Present an authentic social media post related to a contemporary social issue. Refer to Appendix E: Community Role Challenge to access the screenshot of the sample social media post or use the link: https://tinyurl.com/ECAUTHENTICPOST.
2. Ensure that the post includes visible engagement data such as reactions, comments, and shares.
3. Learners shall complete the table below.

| **Guide Questions** | **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 that the message is accurate? Explain. | |

This activity uses guided learning and reflective practice to help learners understand key concepts and apply them independently. Literacy is strengthened through reading, analysis, written communication, and reflection, while numeracy is integrated through the interpretation of engagement data. EdTech is incorporated through the use of digital communication scenarios that provide authentic contexts for ethical decision-making.

4. Learners shall be asked to write an 80-100-word responsible online response based on the following criteria:

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

5. Learners shall complete the statements below.
    a) One communication skill I demonstrated effectively was _____.
    b) One area I still need to improve is _____.
    c) After this lesson, I realized that responsible communication _____.
6. Refer to the LAS labeled "Learn the Concepts".

***B.3. Developing Mastery***

**Option 1: Ethical Communication Audit**

**Time Allotment:** 15 minutes
**Target Objective/s:** See Objectives 2,3, and 4.
**a. Teachers' Instructions:**

1. Inform learners that effective communicators not only create messages but also evaluate and improve them.
2. Ask each group to exchange their previously created response with another group to evaluate strengths and improvements.
3. Provide the Ethical Communication Audit Sheet.

| **Evaluation Area** | **Guide Questions** |
|---|---|
| Respectfulness | Does the response avoid insulting or offensive language? |
| Inclusivity | Does it acknowledge different perspectives? |
| Evidence and Reasoning | Are claims supported by logical reasons or evidence? |

This activity uses collaborative learning and peer assessment to help learners evaluate and improve their communication practices. Literacy is developed through feedback, discussion, and reflection, while the audit sheet provides a structured tool for assessing communication quality. The activity promotes responsible communication by encouraging learners to apply ethical standards and audience awareness.

| | |
|---|---|
| Ethical Communication | Does the response promote fairness and responsibility? |
| Communicative Competence | Is the language appropriate for the audience and situation? |

4. After the activity, the class shall answer the processing questions:
    a) Which feedback is most helpful;
    b) What communication practice does your group need to improve; and
    c) How can feedback review improve responsible communication in real-life digital interactions?

**Option 2: Self Ethical Communication Audit**

**Time Allotment:** 15 minutes
**Target Objective/s:** See Objectives 2, 3, and 4.
**a. Teachers' Instructions:**

1. Remind learners that effective communicators do not only create messages. They also evaluate and improve their communication before sharing it with others.
2. Instruct learners to review the ethical response they created in the previous activity.
3. Ask learners to complete the Ethical Communication Self-Audit Sheet.

| **Evaluation Area** | **Guide Questions** |
|---|---|
| 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? |

This activity uses reflective learning and self-assessment to help learners evaluate and improve their communication practices. Literacy is strengthened through reviewing, revising, and reflecting on written responses, while the self-audit tool guides learners in assessing the quality of their communication. The activity promotes responsible and ethical communication through continuous improvement and self-monitoring.

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| | 4. For each evaluation area, instruct learners to identify:<br>a. one strength of their response; and<br>b. one aspect that could be improved.<br>5. Based on the results of the self-audit, ask the learners to revise their response by improving at least one area identified for improvement.<br>6. After revising their work, facilitate an oral reflection activity. Invite selected learners to share their responses verbally using complete sentences. Ask the following reflection questions:<br>a) Which aspect of your response did you improve after reviewing it;<br>b) What communication practice do you still need to improve; and<br>c) How can reviewing and revising your own communication help promote responsible communication in real-life digital interactions?<br>7. Allow 3–5 volunteers to share their responses. Synthesize learner insights by emphasizing the importance of self-reflection, revision, audience awareness, and ethical communication in public and digital interactions.<br>8. Instruct learners to attach both the original response and the revised response to demonstrate improvement.<br>9. Refer to the LAS labeled "Self-Ethical Communication Audit". | |
| **13. Demonstrating Knowledge and Skills** | ***C.1. Finding Practical Application*** | |
| | **Option 1: Real Talk, Real Impact: Communicating Responsibly Beyond the Classroom** | |
| | **Time Allotment:** 15 minutes<br>**Target Objective/s:** See Objectives 1, 2,3, and 4.<br>**a. Teachers' Instructions:**<br>1. Explain that communication occurs in many aspects of daily life and that ethical communication is important not only online but also in school, family, work, and community interactions.<br>2. Divide the class into groups. Assign each group a real-life scenario to discuss.<br>• **Situation A: School Life**<br>A classmate shares an unverified rumor in the class group chat about another student. | This activity uses authentic and contextualized learning by engaging learners in real-life communication situations beyond the classroom. Literacy is developed through discussion, problem-solving, and oral communication, while learners apply concepts to everyday social, workplace, and community contexts. The activity strengthens responsible decision-making and highlights the |

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| | • **Situation B: Family Conversations**<br>A family member shares a social media post containing misleading information and encourages others to repost it.<br>• **Situation C: Workplace Communication**<br>A part-time student employee notices that a co-worker posted an unfair comment about a customer online.<br>• **Situation D: Community Engagement**<br>A community page publishes a one-sided statement about a local issue without presenting other perspectives.<br>• **Situation E: Content Creation and Influence**<br>A content creator realizes that a post with exaggerated claims is gaining many reactions and shares.<br>3. You may also use the following links:<br>• Refer to Appendix F Phil Health Viral Post or use this link: https://www.facebook.com/share/p/1BqGJVwkNd/<br>• Refer to Appendix G PGMN Flood Control Report or use this link: https://www.youtube.com/watch?v=8WkD_ogAeA8<br>• Refer to Appendix H Senator Erwin Tulfo on Senate Wars or use this link: https://www.youtube.com/watch?v=aYxaMulPqA0<br>• Refer to Appendix I News Report on Ateneo Incident or use this link: https://www.youtube.com/watch?v=nf9pNMs5i4c<br>• Refer to Appendix J Safe Spaces Act or use this link: https://www.facebook.com/share/p/17rsVzWpAE/<br>4. Ask groups to discuss and answer:<br>a) What communication issue is present in the situation;<br>b) What bias, propaganda device, or ethical concern may be involved;<br>c) What responsible action should be taken; and<br>d) How can ethical communication help prevent misunderstanding or harm?<br>5. Ask groups to share their recommendations.<br>6. Process learner responses and highlight the importance of responsible communication in everyday life. | relevance of ethical communication in various life roles. |

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|---|---|---|
| | **Processing Question:**<br>• How might the communication skills learned today help you as a future college student, employee, entrepreneur, community leader, or content creator? | |
| | **Option 2: My Turn to Decide: Ethical Communication in Everyday Life** | |
| | **Time Allotment:** 15 minutes<br>**Target Objective/s:** See Objective 1,2,3, and 4.<br>**a. Teachers' Instructions:**<br>1. Learners read the real-life situations below and choose one situation that is most relevant to their life, interests, or future goals.<br>**a. Situation A: School Life**<br>A classmate shares an unverified rumor in a class group chat.<br>**b. Situation B: Family Conversations**<br>A family member shares misleading information online and encourages others to repost it.<br>**c. Situation C: Workplace Communication**<br>A working student notices a co-worker posting an unfair comment about a customer on social media.<br>**d. Situation D: Community Engagement**<br>A community page publishes a one-sided statement about a local issue.<br>**e. Situation E: Content Creation and Influence**<br>A content creator notices that a misleading post is receiving many likes and shares.<br>2. You may also use the following links:<br>a. Refer to Appendix F Phil Health Viral Post or use this link: https://www.facebook.com/share/p/1BqGJVwkNd/<br>b. Refer to Appendix G PGMN Flood Control Report or use this link: https://www.youtube.com/watch?v=8WkD_ogAeA8<br>c. Refer to Appendix H Senator Erwin Tulfo on Senate Wars or use this link: https://www.youtube.com/watch?v=aYxaMulPqA0<br>d. Refer to Appendix I News Report on Ateneo Incident or use this link: https://www.youtube.com/watch?v=nf9pNMs5i4c<br>e. Refer to Appendix J Safe Spaces Act or use this link: https://www.facebook.com/share/p/17rsVzWpAE/ | This activity uses reflective and contextualized learning by allowing learners to apply communication concepts to situations relevant to their daily lives and future roles. Literacy is strengthened through reading, critical analysis, and written reflection, while the scenarios provide authentic contexts for ethical decision-making. The activity helps learners connect responsible communication practices to real-world situations in school, family, work, and community settings. |

3. Learners answer the following questions in complete sentences.
    a) What communication issue is present in the situation?
    b) What bias, propaganda device, or ethical concern can be identified?
    c) What responsible action would 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?
4. Learners complete the statement:
   *I can become a more responsible communicator by* _____.
5. Refer to the LAS labeled "My Turn to Decide: Ethical Communication in Everyday Life".

***C.2. Making Generalization***

**Option 1: Communication Traffic Light**

**Time Allotment:** 10 minutes
**Target Objective/s:** See Objective 1,2,3, and 4.
**a. Teachers' Instructions:**

1. Explain that responsible communication is similar to following traffic signals. Before posting, commenting, sharing, or reacting online, communicators should pause and evaluate their messages to avoid spreading misinformation, causing harm, or reinforcing bias.
2. Present the Communication Traffic Light Organizer.

| 🟥 **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 |

3. Ask learners to examine each column and discuss the relationship among the concepts.
4. Encourage learners to formulate a generalization statement using the pattern below:

This activity uses visual and reflective learning to help learners synthesize key concepts and form meaningful generalizations about responsible communication. Literacy is strengthened through discussion and the construction of generalization statements, while the organizer helps learners connect ideas and evaluate communication practices. The Traffic Light Framework provides a practical guide for ethical decision-making in digital and public interactions.

*Before communicating in public or digital spaces, I should STOP _____, THINK _____, and SHARE _____.*

**Option 2: My Communication Traffic Light**

**Time Allotment: 10 minutes**
**Target Objective/s:** See Objective 1,2,3, and 4.

**a. Teachers' Instructions:**

1. Study the Communication Traffic Light Organizer.

| 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 |

2. Learners complete the generalization statement:
   *Before communicating in public or digital spaces, I should STOP _____, THINK _____, and SHARE _____.*
3. Refer to the LAS labeled as "My Communication Traffic Light"

This activity uses reflective learning to help learners synthesize and internalize key concepts about responsible communication. Literacy is developed through reading, organizing ideas, and constructing a generalization statement based on the Traffic Light Framework. The visual organizer supports learners in connecting ethical communication principles to real-life digital interactions.

***C.3. Evaluating Learning***

**Option 1: Ready, Set, React!**

**Time Allotment:** 15 minutes
**Target Objective/s:** See Objective 1,2,3, and 4.
**a. Teachers' Instructions:**

1. Present a new communication material that learners have not previously analyzed. Refer to Appendix K Doc Dex on Diet Myth or use this link: https://www.youtube.com/watch?v=wSaJcbYdVDk)

This activity uses authentic and performance-based assessment by engaging learners in the same communication analysis and response process used by content creators and responsible communicators. Literacy is developed through critical reading, written

2. Inform learners that they will complete a Reaction Response Sheet, which mirrors the process used by responsible vloggers, content creators, and communicators before sharing their views publicly.

**Reaction Response Sheet**

**Part A. Analyze**

a) What bias, stereotype, or propaganda device is evident in the post?
b) Which groups or audiences may be affected by the statement?
c) Does the engagement data automatically make the message credible? Explain your answer.

**Part B. React Responsibly**

Write a short reaction response (50–75 words).
Your response should:

- demonstrate respectful communication;
- acknowledge different perspectives;
- provide logical reasoning; and
- promote social responsibility.

**Part C. Reflect**

Complete the statement:
One thing I learned about responsible communication is _____.

| **Criteria** | **4** | **3** | **2** | **1** |
|---|---|---|---|---|
| Identification of Bias/Propaganda Device | Clearly identifies and explains | Correctly identifies | Partially identifies | Incorrect or missing |
| Responsible Communication | Highly respectful and socially responsible | Respectful and appropriate | Partially appropriate | Inappropriate |
| Reasoning | Logical and well-supported | Logical | Some reasoning | Limited reasoning |
| Reflection | Insightful | Adequate | Minimal | Incomplete |

argumentation, and reflection, while numeracy is integrated through the evaluation of engagement data. The task mirrors real-world digital communication and assesses learners' ability to apply ethical communication principles in a meaningful context.

**Option 2: Fact, Fair, or Flawed?**

**Time Allotment:** 15 minutes
**Target Objective/s:** See Objectives 1,2,3, and 4.
**a. Teachers' Instructions:**

1. Give three short online posts.
2. Use the following links:
    a. https://www.facebook.com/share/r/1BDR1mPqEw/
    b. https://www.facebook.com/share/p/1ERSSKv6MD/
    c. https://www.facebook.com/share/v/1CZMLyc6v7/
3. Complete the table.

**Communication Verdict Sheet**

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

4. Refer to LAS labeled to "Fact, Fair, or Flawed?"

**Processing Questions:**

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.

This activity uses analytical and authentic assessment by requiring learners to evaluate digital messages using ethical communication criteria. Literacy is developed through critical reading, comparison, and justification of judgments, while numeracy is integrated through the interpretation of engagement data and credibility ratings. The activity mirrors real-world evaluation of online content and reinforces responsible decision-making in digital communication.

***C.4. Additional Activities***

**Option 1: Choose Your Communication Path**

**Time Allotment:** 15 minutes
**Target Objective/s:** See Objective 1.
**a. Teachers' Instructions:**

1. For learners who need additional support in identifying bias and propaganda devices:
   A. Learners read the three short statements below.

This activity uses differentiated learning by providing remediation and enrichment tasks based on learners' needs. Literacy is strengthened through reading, analysis, and written explanation, while learners apply communication concepts to

**Statement A:** Everyone supports this opinion, so it must be correct.
**Statement B:** Only lazy learners use AI tools.
**Statement C:** Learners from one strand are naturally more successful than others.

B. They shall:

- Identify whether the statement shows Bias, Bandwagon, Name-Calling, or Stereotyping.
- Explain in one sentence why the statement fits the identified category.
- Rewrite the statement in a fair, respectful, and evidence-based manner.

| **Statement** | **Propaganda Device/Bias** | **Why?** | **Revised Ethical Statement** |
|---|---|---|---|
| A. Everyone supports this opinion, so it must be correct. | | | |
| B. Only lazy learners use AI tools. | | | |
| C. Learners from one strand are naturally more successful than others. | | | |

2. For learners who need additional practice applying ethical communication concepts. They observe one communication material from their daily life:

**Examples:** social media post, Vlog, advertisement, news headline, community announcement

Complete the Communication Audit Sheet.

| **Guide Question** | **Response** |
|---|---|
| What is the main message? | |
| Is there any bias or propaganda device? | |
| Who may be affected by the message? | |
| Is the communication ethical and responsible? Why or why not? | |
| What would improve the communication? | |

authentic media encountered in daily life. The activity extends learning beyond the classroom and promotes independent evaluation of real-world communication.

**Option 2: My Digital Citizenship Commitment**

**Time Allotment:** 20 minutes
**Target Objective/s:** See Objectives 2,3, and 4.
**a. Teachers' Instructions:**
1. For learners who demonstrate mastery and are ready for extension learning

Learners create one of the following:
Option A: A digital poster;
Option B: An infographic; and
Option C: A one-minute awareness video.

**Topic:** Think Before You Share: Promoting Ethical Communication Online

2. The learner's output should include:
   a) one communication problem (bias, misinformation, stereotyping, etc.);
   b) its possible effects; and
   c) at least three responsible communication practices.

| **Criteria** | **Points** |
|---|---|
| Identifies one communication problem correctly | 5 |
| Explains at least one possible effect of the communication problem | 10 |
| Provides at least three responsible communication practices | 10 |
| Ideas are clear and relevant to the topic | 10 |
| Uses appropriate and respectful language | 5 |
| **Total** | **40** |

2. Refer to the LAS labeled as "My Digital Citizenship Commitment".

This activity uses enrichment and project-based learning by allowing learners to create advocacy materials that promote responsible digital citizenship. Literacy is developed through message design and communication, while EdTech is integrated through the creation of digital posters, infographics, or awareness videos. The activity encourages learners to apply ethical communication principles in authentic and creative ways.

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| **V. ASSESSMENT** | **Part I. Multiple Choice**<br>**Directions:** Read each communication case carefully. Answer the questions that follow. Choose the letter of the best answer.<br><br>**Case 1**<br>The Supreme Secondary Learner Government (SSLG) is planning a school-wide campaign on the responsible use of artificial intelligence (AI) in learning. During a planning meeting, the members reviewed three proposed social media posts.<br>• **Post A: Learners** who use AI for assignments are becoming lazy and irresponsible. Schools should discourage AI use completely. Engagement from a trial posting: 6,200 reactions, 2,500 comments, 1,400 shares<br>• **Post B:** AI can help learners learn more efficiently, but they must still think critically and use AI responsibly. Engagement from a trial posting: 3,100 reactions, 1,000 comments, 500 shares<br>• **Post C:** Some learners misuse AI, while others use it responsibly. Schools should help them understand both the benefits and limitations of AI. Engagement from a trial posting: 1,800 reactions, 600 comments, 300 shares<br><br>1. The SSLG wants to post information that is most consistent with ethical communication. Which post should they choose?<br>A. Post A B. Post B C. Post C **D. Either B or C**<br>2. One member argues: We should choose Post A because it received the highest number of reactions. What is the strongest response?<br>A. The member is correct because popularity indicates accuracy.<br>B. The member is correct because reactions are more important than the content.<br>**C. Engagement should be considered, but fairness and evidence are important.**<br>D. Reactions should never be considered.<br>3.If Post A were published without revision, what is the most likely communication concern?<br>**A. It may oversimplify a complex issue**.<br>B. It may contain too much evidence.<br>C. It may be too neutral.<br>D. It may present multiple perspectives.<br>4. Which additional information would help the SSLG make the most responsible decision?<br>A. Which post was shared first<br>**B. Research on how learners use AI in learning**<br>C. Which teacher liked the posts<br>D. Which posts contains more words |

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|---|---|
| | 5. Suppose the SSLG chooses Post C. Which goal does this decision best support?<br>A. Maximizing reactions like comments and shares<br>B. Encouraging one viewpoint<br>**C. Promoting informed and balanced discussion**<br>D. Avoiding learner participation<br><br>**Case 2**<br>A Grade 12 learner sees the following message shared in a class group chat: Learners who work part-time jobs usually perform poorly in school because they cannot focus on their studies. The message has already been forwarded several times.<br><br>6. Before forwarding the message, what should the learner do first?<br>A. Share it while it is still trending.<br>**B. Check if there is a piece of evidence supporting the claim**.<br>C. Ask classmates to repost it.<br>D. Add more opinions to strengthen the message.<br>7. Which factor would be most important when evaluating the message?<br>A. The number of times it has been shared on the internet<br>B. The writing style used<br>**C. Represents the experiences of all working learners fairly**<br>D. Whether it was posted recently<br>8. A working learner reads the message and feels unfairly judged. Which communication principle is most relevant in this situation?<br>**A. Audience awareness** C. Entertainment<br>B. Memorization D. Popularity<br>9. Which response best demonstrates responsible communication?<br>A. That statement is stupid.<br>B. You should delete that message.<br>**C. Different learners have different experiences.**<br>D. Everyone knows that statement is wrong.<br>10. What is the most important lesson from both situations?<br>A. Popular messages should always be trusted**.**<br>**B. Consider evidence, impact, and perspectives.**<br>C. Communicators should avoid expressing opinions.<br>D. High engagement is the best indicator of credibility. |

**Part II. Performance Task**

Title: REACT RESPONSIBLY: Youth Voices on Today's Social Issues

**GOAL**

- Your goal is to create a reaction video that demonstrates critical thinking, ethical communication, and social responsibility. Using the communication skills learned throughout the lesson, your group will analyze a societal issue presented in a video, identify possible communication concerns, and provide a responsible and evidence-based reaction. The video output shall be uploaded in the Effective Communication Facebook page of the class.

**ROLE**

- You are members of a Youth Digital Media Team participating in a school campaign called "React Responsibly." Your team has been invited to create a reaction video that helps young people become more responsible communicators in public and digital spaces.

**AUDIENCE**

- Your audience includes: Fellow Senior High School students, Teachers, Parents, Community members, Social media users.

**SITUATION**

- Every day, videos about social issues are shared online and influence how people think, react, and communicate. However, not all reactions promote understanding, fairness, and responsibility.
- As responsible communicators, your group will watch a teacher-approved video about a societal issue affecting Filipino youth and communities. Using the concepts learned in class, your group will evaluate the communication presented in the video and create a reaction video that promotes ethical and socially responsible communication.

**PRODUCT/PERFORMANCE**

- In groups of 4–6 members, create a 4–6-minute reaction video. The video should demonstrate the communication skills practiced throughout the lessons and promote ethical and socially responsible communication. (For the rubrics, refer to APPENDIX L RUBRICS).
- Choose ONE of the issues provided below as the focus of your reaction video.
    a. **The Use of Artificial Intelligence (AI) in Education**
       Should students use AI tools for schoolwork?
       What are the benefits and possible risks?
    b. **Misinformation and Fake News on Social Media**
       How does misinformation affect individuals and communities?
       What can digital users do to verify information?
    c. **Cyberbullying and Responsible Online Behavior**
       What are the effects of cyberbullying?
       How can young people promote respectful online interactions?

| | |
|---|---|
| | **d. Influencer Responsibility in Social Media**<br>Should influencers be accountable for the information they share?<br>How can content creators communicate responsibly?<br>**e. Student Employment While Studying**<br>Can part-time work help or hinder academic performance?<br>What perspectives should be considered before making judgments?<br>**f. Online Stereotyping and Discrimination**<br>How do stereotypes affect individuals and groups?<br>How can communication promote inclusion and respect?<br>**Part 1. Understanding the Issue (approximately 1 minute)**<br>• Briefly summarize the video. Identify the societal issue being discussed. Explain why the issue is important to Filipino youth and communities.<br>**Part 2. Communication Analysis (approximately 1–2 minutes)**<br>Using concepts learned in class:<br>• Identify possible bias, stereotyping, propaganda device, or communication issue present in the video or in common public reactions to the issue.<br>• Explain how different audiences may interpret the message differently.<br>• Discuss whether popularity, views, likes, comments, or shares automatically make information credible.<br>**Part 3. Responsible Reaction (approximately 1–2 minutes)**<br>• Present your group's position regarding the issue.<br>• Support your position using evidence, examples, observations, or logical reasoning.<br>• Demonstrate respectful disagreement when discussing alternative viewpoints.<br>• Show awareness of the possible impact of communication on individuals and communities.<br>**Part 4. STOP–THINK–SHARE Communication Check (approximately 1 minute)**<br>Apply the Communication Traffic Light Framework.<br>• STOP: What communication practices should people avoid when discussing this issue?<br>• THINK: What should communicators consider before reacting, posting, commenting, or sharing information about this issue?<br>• SHARE: What responsible message should people promote?<br>**Part 5. Call to Action (30 seconds)**<br>End your reaction video with a short message encouraging responsible and ethical communication in digital and public spaces. |

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| **VI. REFLECTION** | **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:<br>1. Which activities engaged students the most;<br>2. How many learners achieved 80% on the assessment? How many learners need remediation;<br>3. Which of my teaching strategies worked well;<br>4. Which activities took longer than expected, and how can I manage time more efficiently in future sessions; and<br>5. What difficulties did I encounter in the delivery of the lesson? How did I resolve these concerns? |
| **VII. USE OF GENERATIVE AI** | In preparing this Learning Exemplar (LE), the author(s) used ChatGPT, a Generative Artificial Intelligence (AI) tool, to support lesson planning, instructional design, and activity development. The author reviewed and finalized the writing of the content. The author takes full responsibility for the content of this LE. |

| **Learning Area** | EFFECTIVE COMMUNICATION | **Lesson Exemplar No.** | 6 |
|---|---|---|---|

| **I. OBJECTIVES** | |
|---|---|
| **A. Content Standard** | The learners demonstrate effective communication in personal, interpersonal, social, and cultural contexts through spoken, written, and multimodal forms; they understand that interaction patterns are adaptive, collaborative, and reflective of social roles, group norms, and cultural diversity; and that trust-building, emotional reciprocity, contextual understanding, openness, intercultural sensitivity, inclusive language, and ethical considerations foster meaningful relationships and respectful engagement with diverse communities in both physical and digital spaces. |
| **B. Performance Standard** | The learners are able to perform specific roles in controlled and uncontrolled personal, interpersonal, social, and cultural communication events; engage in intrapersonal communication, including goal-setting, reflection, and journaling; participate in extended conversations and discussions on a variety of personal, interpersonal, social, and cultural topics; provide short and extended responses to questions pertaining to the content and intent of conversations and correspondences; produce short and extended personal and interpersonal correspondence in formats such as letters, email, texting and messaging, and social media posts; participate in communicative events involving diverse social and cultural groups with sensitivity to cultural norms and social practices; and produce spoken, written, and multimodal texts such as public service announcements, opinion pieces, cultural narratives, community blog posts, and reflective commentaries that promote inclusive and ethical social communication. |
| **C. Learning Competencies** | ● Identify main messages, implied meanings, and biases in public, civic, or culturally significant communication events (e.g., social media, podcasts, art exhibitions, festivals).<br>● Demonstrate sensitivity to social roles, group dynamics, and cultural identities in face-to-face and online interactions.<br>● Construct coherent arguments or narratives that reflect understanding of social responsibility, diversity, and shared values.<br>● Describe how cultural awareness and sensitivity influence processes of interpretation, engagement, and expression in diverse social contexts. |
| **D. Communicative Event** | Engaging in active listening and empathy-driven conversations |
| **II. REFERENCES and MATERIALS** | **REFERENCES**<br>Aronson, Elliot, and Social Psychology Network. "The Jigsaw Classroom: Overview of the Technique." Accessed May 28, 2026. https://www.jigsaw.org/overview/.<br>AstigNaSec. "PAANO ISAGAWA ANG SESYON NG BARANGAY (Step-by-Step)." YouTube video, 22:10. Accessed June 10, 2026. https://www.youtube.com/watch?v=XXb4Wxe4PQY.<br>Black, Paul, and Dylan Wiliam. *Inside the Black Box: Raising Standards Through Classroom Assessment*. London: GL Assessment, 1998.<br>Department of Education (DepEd). *Policy Guidelines on Daily Lesson Preparation for the K to 12 Basic Education Program*. DepEd Order No. 42, s. 2016. Pasig City, Philippines: Department of Education, 2016. |

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<tr><td></td><td colspan="2">The University of Melbourne, Teaching and Learning Innovation. “Simulation-Based Learning.” Accessed May 28, 2026. https://www.unimelb.edu.au/tli/news/articles/simulation-based-learning.<br>Vygotsky, Lev S. Mind in Society: The Development of Higher Psychological Processes. Cambridge, MA: Harvard University Press, 1978.<br><br>MATERIALS<br>● EdTech Software: Canva (Infographics/Slide Layouts), Microsoft PowerPoint (Interactive Presentations), Google Forms (Digital Evaluation & Quiz)<br>● Printed Field Toolkit: Letter of Intent to the BLGU, Parent/Guardian Consent Forms, Community Informed Consent Sheets, and Standardized Community Profile Intake Sheets<br>● Bond paper, markers, paper fasteners, and portfolio folders<br>● All appendices can be accessed through the Google Drive link: https://bit.ly/EffectiveCommunicationAppendices</td></tr>
<tr><td>III. CONTENT</td><td colspan="2">Communication, Cultural Awareness, and Social Responsibility in Diverse Contexts</td></tr>
<tr><td>IV. OBJECTIVES</td><td colspan="2">At the end of the session, learners are expected to:<br>1. Identify messages, implied meanings, and biases in civic communication using a standardized intake sheet.<br>2. Demonstrate cultural sensitivity and active listening protocols during simulated and actual community profiling interactions.<br>3. Construct a 3-page multimodal portfolio blending quantitative demographic matrices with qualitative narratives.<br>4. Describe via a 500-word commentary how cultural awareness influenced their personal perspectives and interpretations.</td></tr>
<tr><td colspan="2">IV. PROCEDURES</td><td>ANNOTATIONS</td></tr>
<tr><td rowspan="3">A. Activating Prior Knowledge</td><td colspan="2">A.1. Activating Prior Knowledge</td></tr>
<tr><td colspan="2">Option 1: Decode the Community</td></tr>
<tr><td>Time Allotment: 10 minutes<br>Target Objective/s: See Objectives 2 and 3.<br>a. Teachers’ Instructions:<br>1. Present a customized, community-facing infographic template with Canva that shows the introduction of a Barangay Health Drive detailing free health services (BP monitoring, BMI, and consultations), target audience eligibility (children, senior citizens, and pregnant women), the core purpose of early prevention, attendee requirements (IDs, masks, and health</td><td>This learning activity segment shifts from passive review to active context-setting using a Constructivist Approach, allowing learners to develop media literacy skills by critically analyzing civic graphics to distinguish between explicit information and implicit messaging. Furthermore, the integration of Canva layouts and Microsoft PowerPoint mapping visualizes complex social</td></tr>
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| | records), and key event logistics (Organizers, venue, date and time).<br>2. Prompt the learners to look at the Canva image that will be projected (refer to Appendix B). The rubric will be used as a guide for the infographic template (refer to Appendix C).<br>3. Refer to LAS labeled as Decode the Community.<br>**Processing Questions:**<br>1. How do health-related requirements reflect cultural expectations?<br>2. How do infographics influence people's perceptions of health?<br>3. Which elements of an infographic should be redesigned to better suit different audiences? | hierarchies and group dynamics, seamlessly preparing learners to navigate real-world civic spaces. |
| | **Option 2:** The Barangay Web (Concept Mapping) | |
| | **Time Allotment:** 10 minutes<br>**Target Objective/s:** See Objective 1.<br>**a. Teachers' Instructions:**<br>1. Play a selected 3-minute segment of a video "PAANO ISAGAWA ANG SESYON NG BARANGAY" to show the structural roles and flow of a local assembly. Refer to:<br>• Appendix D and<br>• YouTube link: https://www.youtube.com/watch?v=XXb4Wxe4PQY .<br>2. After the clip, project a Microsoft PowerPoint slide featuring an interactive, blank smart-art concept map centered on the word The Barangay Web (refer to Appendix E).<br>3. Prompt learners to identify the roles and power dynamics present during an official civic assembly (e.g., Captain, Kagawad, SK) and structural social functions to populate the interactive Power Point map.<br>4. Refer to LAS labeled as The Barangay Web (Concept Mapping).<br>**Processing Questions:**<br>1. What are the roles of barangay officials in ensuring fair community decisions?<br>2. How does each barangay role contribute to fair community decisions?<br>3. How might the failure of one barangay role affect decisions made during a barangay assembly? | This activity activates learners' collective prior knowledge to co-construct an initial cognitive model of local civic hierarchies, with Collaborative Learning enabling small groups to share diverse perspectives and deepen their understanding of institutional dynamics. Pedagogical translanguaging is seamlessly integrated as learners identify and classify localized roles like Captain, Kagawad, and SK from a Filipino-spoken video before processing these concepts through English or other linguistic resources. Simultaneously, EdTech integration transforms the lesson by utilizing Microsoft PowerPoint as an active digital workspace, where learners modify live SmartArt diagrams based on their real-time, group-driven contributions. |

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| | ***A.2. Establishing the Purpose of the Lesson*** | |
| | **Option 1:** The Ethical Researcher | |
| | **Time Allotment:** 7 minutes<br>**Target Objective/s:** See Objectives 2 and 3.<br>**a. Teachers' Instructions:**<br>1. Present two contrasting video clips to the class to illustrate how nonverbal behavior instantly alters human interaction, building trust, or creating barriers during field research.<br>• **Video A (The Ideal Scenario):** A clip demonstrating an interviewer practicing active listening, maintaining professional posture, and showing respectful boundaries (refer to Appendix F)/ or (You Tube: https://www.youtube.com/watch?v=B7SoNGxJVc8).<br>• **Video B (The Contrast Scenario):** The viral clip "I DIDN'T REALIZE MY GUM CHEWING WAS THAT LOUD" (refer to Appendix G) where an individual's loud, disruptive gum-chewing and casual demeanor completely dominate the social environment, distracting from the conversation. You may also check the Tiktok link for the video: https://www.tiktok.com/@emmaandwillowsinterviews/video/7263235037955444011<br>2. Refer to LAS labeled as The Ethical Researcher.<br><br>**Processing Questions:**<br>1. Why is researcher etiquette important in building positive relationships with the community?<br>2. How do interviewer behaviors influence power dynamics and trust during interviews?<br>3. How can communication failures compromise the validity of project data? | This segment relies on Inquiry-Based Learning to instill behavioral purpose, which builds functional literacy by helping learners understand that field profiling is an exercise in ethical, empathy-driven social responsibility rather than mechanical data extraction. |
| | **Option 2:** From Numbers to Narratives | |
| | **Time Allotment:** 8 minutes<br>**Target Objective/s:** See Objectives 1, 2, and 3. | This segment utilizes Inquiry-Based Learning to challenge the notion of data completeness, driving a cognitive need to |

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| | **a. Teachers' Instructions:**<br>1. Project a raw statistical line chart on Microsoft PowerPoint detailing community employment rates over a 5-year period. To ensure data specificity, populate the chart using the following parameters:<br>2. Chart Title (Example: Barangay San Jose Employment Rate 2021–2025), Line 1 in the graph (Agricultural Sector). Plot a steady line from 2021 to 2022, followed by a sharp 25% decline in 2023, remaining low through 2025, and Line 2 in the graph (Service Sector / Informal Labor) Plot a baseline from 2021 to 2022, followed by a sudden upward spike in 2023 that mirrors the drop in agriculture, remaining high through 2025.<br>3. Let the learner evaluate the quantitative chart and discuss with a partner what critical human dimensions (e.g., shared values, local traditions) are omitted by pure statistics, and why face-to-face active listening is essential to bridge this gap.<br>4. Explain that the purpose of this lesson is to move past surface-level data. By coordinating a formal information drive and conducting empathetic, face-to-face interviews, learners will transform dry stats into rich human narratives for their reflective portfolios.<br>**Processing Questions:**<br>1. Why is it important to interview residents about the decline in the agricultural sector?<br>2. How do interviews provide context for statistical data?<br>3. What are the limitations of using charts alone to understand people's experiences? | know that establishes a clear purpose for fieldwork. Through this process, literacy integration develops essential data literacy, as learners decode textual elements and evaluate how verbal narratives bridge the gap between uncontextualized metrics. Simultaneously, numeracy integration promotes statistical reasoning by prompting learners to analyze and identify the qualitative limitations of mathematical charts. These efforts are supported by EdTech integration, which employs Microsoft Power Point to project dynamic data graphs, effectively transforming presentation software into an analytical tool for real-time investigation. |
| **B. Instituting New Knowledge** | ***B.1. Presenting Examples*** | |
| | **Option 1:** Anatomy of an Interview: The Good vs. The Biased | |
| | **Time Allotment:** 12 minutes<br>**Target Objective/s:** See Objectives 2 and 3.<br>**a. Teachers' Instructions:**<br>1. Distribute two sample text scripts via a QR code linking to a viewable document template or printed script (refer to Appendix H). Script A displays explicit researcher bias, leading questions, | Grounding instruction in Case-Based and Observational Learning bridges theory and fieldwork, enabling learners to develop Critical Textual and Behavioral Literacy by evaluating language patterns, subtext, and nonverbal cues. This approach is further |

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| | and cultural assumptions. Script B showcases neutral tracking, open-ended framing, and active listening cues.<br>• **Script A (Biased/Insensitive):** The interviewer makes cultural assumptions, cuts off the resident, and records interpretations rather than raw answers.<br>• **Script B (Sensitive/Objective):** The interviewer uses open-ended tracking, validates local terms, and respects social roles.<br>2. Lead the class in breaking down why Script B successfully captures accurate cultural norms without compromising ethics**.**<br>3. Let the learner read both transcripts side by side. Highlight expressions or behaviors in Transcript A that show bias or a lack of empathy, and underline the specific techniques used in Transcript B that protect the respondent's dignity.<br>4. Refer to LAS labeled as Anatomy of an Interview: The Good vs. The Biased.<br>**Processing Questions:**<br>1. What words or actions in Transcript A show that the interviewer was rude, biased, or disrespectful?<br>2. What phrases or listening techniques in Transcript B helped the resident feel respected and comfortable?<br>3. Which interview produced more honest and detailed responses, and how did the interviewer's attitude influence the quality of the data collected? | enhanced by utilizing modern multimedia tools within Microsoft Power Point, which creates an immersive learning experience that mirrors real-world communication environments. |
| | **Option 2:** Non-Verbal Landscapes | |
| | **Time Allotment:** 12 minutes<br>**Target Objective/s:** See Objective 2.<br>**a. Teachers' Instructions:**<br>1. Play a brief 3–5-minute video clip depicting a documentary or roleplayed interview with a community member in a local neighborhood context. Refer to:<br>• Appendix I and/or<br>• video link: https://www.youtube.com/watch?v=QMnEP2DYfmI . | This segment employs Case-Based and Observational Learning to bridge theory and fieldwork, prompting learners to watch a localized video case study to analyze human dynamics and internalize abstract field concepts before entering real-world settings. This process develops multimodal literacy, as learners practice decoding non-verbal texts by tracking subtle environmental dynamics, |

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| | 2. Before hitting play, partition the whiteboard into two columns: *Visible Interactions (body language, seating choice, greetings) and Implicit Messages (tone shifts, unspoken discomfort, hesitation).*<br>3. Instruct the class to focus entirely on non-verbal cues and environmental dynamics during the screening.<br>4. On a piece of scratch paper, jot down one subtle non-verbal cue that signals a breakdown or establishment of trust and map it into the corresponding column.<br>5. Afterwards, facilitate a fast-paced debrief mapping their field observations to the concept of cultural sensitivity.<br>6. Refer to LAS labeled as Non-Verbal Landscapes.<br>**Processing Questions:**<br>1. Based on the Visible Interactions column, what actions, greetings, or body language build trust or make the interaction awkward?<br>2. Based on the Implicit Messages column, how did pauses, hesitations, or changes in tone of voice reveal the person's level of comfort?<br>3. Based on the whiteboard map, why is it important for a researcher to notice both visible actions and hidden feelings when working in a new community? | body language, and behavioral subtext to distinguish visible interactions from implicit cultural messages. The integration of multimedia technology transforms the classroom into an observation laboratory, where video playback allows the class to capture, review, and pause complex social interactions that are otherwise difficult to break down in real-time environments. |
| | ***B.2. Discussing New Concept*** | |
| | **Option 1:** Mastering the Intake Sheet & Field Protocol | |
| | **Time Allotment:** 15 minutes<br>**Target Objective/s:** See Objectives 1 and 2.<br>**a. Teachers' Instructions:**<br>1. Project the official Community Profile Intake Sheet template (refer to Appendix J).<br>2. Walk the learners through its core structural divisions, directing them to identify and break down how the template tracks social roles, analyzes community group dynamics (leadership hierarchies, and neighborhood relationships), and documents unique cultural identities (indigenous traditions, shared beliefs, and cultural expressions). | The teacher projects the intake sheet and models how to fill it out step-by-step to ensure learners understand data protocols before fieldwork, while learners simultaneously build technical literacy by reading structural sheet sections, such as Demographics, Norms, and Identities, and writing formal terms for community consent. During this process, learners practice data categorization and sequential logic by organizing raw community information into a strict 3-step framework. The teacher uses digital projection to show |

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| | 3. Conclude by explicitly teaching the 3-step Field Protocol Framework:<br>• Step 1: Protocol and Consent;<br>• Step 2: Active Listening/Empathy; and<br>• Step 3: Closure and Reflection.<br>4. Refer to LAS labeled as Mastering the Intake Sheet & Field Protocol.<br>**Processing Questions:**<br>1. Why is Step 1: Protocol and Consent in the Field Protocol Framework essential before asking participants about their lives?<br>2. If a participant answers "No" to feeling respected in their community, how should the interviewer adjust their approach to ensure the interview remains respectful, empathetic, and safe?<br>3. How does collecting both factual information (e.g., income) and personal values (e.g., bayanihan) provide a more complete understanding of the community than collecting only one type of information? | the electronic template, effectively guiding learners on how to navigate, annotate, and log data digitally. |
| | **Option 2:** The Protocol Jigsaw: Deconstructing the Fieldwork Toolkit | |
| | **Time Allotment:** 15 minutes<br>**Target Objective/s:** See Objectives 1, 2, and 3.<br>**a. Teachers' Instructions:**<br>1. Divide the class into 3 Expert Groups, using a Canva visual protocol framework assigning each group one core component of the upcoming field deployment:<br>• **Group 1 (Civic Protocol Experts):** Code of conduct and formal entry steps for the Barangay Session.<br>• **Group 2 (Profiling & Data Experts):** Decoding the questions on the intake sheet to identify hidden cultural narratives and social roles (refer to Appendix J).<br>• **Group 3 (Ethics & Portfolio Experts):** Guidelines for documenting personal reflections without violating community privacy.<br>2. Provide each group with a brief reading handout (refer to Appendix K). | Learners split into expert teams to master specific fieldwork roles before forming mixed trios to teach and hold one another accountable. Throughout this process, they build reading and communication skills by decoding technical field protocols and practicing verbal discourse to explain data goals, while simultaneously applying time management and structural logic by working within strict 7-minute blocks to sort data into organized matrices. Finally, learners use a Canva visual protocol layout to map abstract steps, effectively transforming dense text instructions into clear, scannable graphics. |

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| | 3. Give them 7 minutes to master their topic, then reshuffle them into mixed trios (one expert from each group) to teach each other their respective concepts. | |
| | ***B.3. Developing Mastery*** | |
| | **Option 1:** The Dry Run: Simulation and Peer Coaching | |
| | **Time Allotment:** 18 minutes<br>**Target Objective/s:** See Objectives 1, 2, and 3.<br>**a. Teachers' Instructions:**<br>1. Group learners into trios with specific assigned roles: Interviewer, Community Resident, and Peer Auditor.<br>2. Provide the Community Residents with brief, realistic background identity cards.<br>3. Circulate through the classroom during the simulation, using a checklist (refer to Appendix L) to monitor eye contact, professional tone, cultural awareness, and proper documentation handling on the intake sheet (refer to Appendix J).<br>4. Conduct a 5-minute simulated community interview within your trio.<br>• Interviewer: Complete the intake sheet using sensitive communication.<br>• Auditor: Watch closely and use the feedback sheet to score the interviewer on respect, clarity, and professionalism.<br>5. Rotate roles as the teacher gives the signal. The rubric will be used as a guide (refer to Appendix L).<br>6. Refer to LAS labeled as The Dry Run: Simulation and Peer Coaching.<br>**Processing Questions:**<br>1. As the resident, what words, tone, or body language from the interviewer made you feel respected or uncomfortable?<br>2. As the interviewer, how did the five-minute time limit affect your ability to listen carefully and remain neutral?<br>3. After comparing your self-assessment with your auditor score sheet, what was the biggest difference between how you viewed your performance and how your peer evaluated it, and what did you learn from that difference? | Using Experiential Learning and Critical Inquiry, this simulation provides a safe, controlled rehearsal space that embeds Numeracy Integration, such as recalculating data distributions and sorting demographic trends, with Advanced Literacy by challenging learners to edit raw field narratives for an objective tone and bias removal. This integrated approach ensures that learners can maintain both data validity and cultural respect even when working under pressure. |

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<tr><td rowspan="2"></td><td colspan="2">Option 2: The Field Auditor: Data Quality and Narrative Coding</td></tr>
<tr><td>Time Allotment: 18 minutes<br>Target Objective/s: See Objectives 2 and 3.<br>a. Teachers' Instructions:<br>1. Distribute a sample Mock Community Profile (refer to Appendix M) containing a completed intake sheet and a short narrative excerpt full of common field errors (e.g., incomplete data fields, subjective generalizations like the residents seemed uncooperative because of their culture, and unverified assumptions).<br>2. Challenge learners to act as Quality Assurance Auditors (refer to Appendix N).<br>3. Task them by identifying tracking errors, correcting biased phrasing into objective observations, and categorizing the raw responses into systemic themes (e.g., distinguishing between a community norm and an individual opinion).<br>4. Review the mock community profile individually.<br>5. Use a red pen to circle data gaps and instances of researcher bias.</td><td>This segment immerses learners as Quality Assurance Auditors to critically analyze an error-filled case study, isolating researcher bias from empirical facts. It targets critical reading and narrative editing, as learners scan text to flag biased generalizations and rewrite qualitative findings into objective prose. Furthermore, the activity applies data validation and categorization logic by having the learners run a manual data-cleaning drill to isolate incomplete records and sort unstructured responses into distinct thematic bins. Ultimately, this simulation mirrors professional data-cleaning and qualitative coding workflows, providing learners with experience in the explicit validation protocols used in industry database management.</td></tr>
<tr><td rowspan="3">C. Demonstrating Knowledge and Skills</td><td colspan="2">C.1. Finding Practical Application</td></tr>
<tr><td colspan="2">Option 1: Community Engagement Action Plan</td></tr>
<tr><td>Time Allotment: 15 minutes<br>Target Objective/s: See Objectives 1 and 2.<br>a. Teachers' Instructions:<br>Instruct learners to form their actual fieldwork deployment teams. Task them:<br>➢ Create a localized Community Engagement Action Plan Profile (refer to Appendix O). They must map a timeline for their Barangay Session attendance and designate roles (scheduler, primary interviewer, documenter)<br>➢ List steps to ensure physical safety and ethical entry into the local area.</td><td>This segment relies on Contextualized and Scenario-Based Learning, turning theoretical protocols into practical project management blueprints. It significantly enhances organizational and sociolinguistic literacy by training learners to adjust their registers, vocabulary, and tones according to the specific social roles and cultural identities of local community members.</td></tr>
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- Sit with your designated group. Draft your team's Action Plan by assigning clear responsibilities (e.g., Lead Speaker, Documenter, Data Aggregator) for the Barangay Session and scheduling your fieldwork dates.
- Write down your data protection protocol to ensure resident anonymity. Rubric will be used as a guide.

**Data-Protection Protocol Rubric**

| Description | Score |
|---|---|
| Clear plan to hide real names (e.g., using codes like Resident 1). | 10 |
| Mentions privacy, but it doesn't explain how they will do it. | 7 |
| Missing or doesn't mention privacy at all. | 3 |

Refer to LAS labeled as Community Engagement Action Plan.

**Processing Questions:**

1. Why is it important to assign clear roles, such as Lead Speaker or Data Aggregator, before conducting a barangay session?
2. Why should your team document procedures for physical safety and ethical entry before beginning fieldwork in the community?
3. How do your team's data protection protocols and Community Engagement Action Plan Profile work together to protect residents' privacy while ensuring the integrity of the research?

**Option 2:** The Scripting Lab: Culturally Sensitive Openers

**Time Allotment:** 15 minutes
**Target Objective/s:** See Objectives 2 and 3.
**a. Teachers' Instructions:**

1. Provide learners with a set of sensitive field scenarios (e.g., interviewing an elderly community resident or discussing community challenges with a busy local vendor).
2. Instruct groups to write an exact verbal script for their introduction, their explanation of informed consent, and how they will handle a situation if a resident declines to answer a question.
3. Prompt the team to write a script detailing the exact phrasing for introducing the team, presenting the intake sheet, and answering a resident's question about how their data will be used. Practice speaking it aloud.
4. Rubric will be used as a guide.

**Verbal Script Evaluation Rubric**

| **Description** | **Score** |
|---|---|
| Script has a polite introduction, clear data privacy rules, and a respectful skip-question plan | 10 |
| Script is missing one part or uses an overly casual or demanding tone | 7 |
| Script is incomplete, lacks polite phrasing, or ignores data privacy. | 3 |

**Processing Questions:**

1. How does practicing a structured interview script help you communicate professionally and confidently with community members?
2. Why is it important to have a respectful plan when a resident chooses not to answer a question, and how does this support the standards in the rubric?
3. How does using a structured interview script help your team balance professionalism, respect, and power dynamics during community interviews?

Utilizing a Communicative and Contextualized Approach, this segment anchors learning in communicative competence by requiring learners to co-construct verbal scripts tailored for diverse, localized community interactions, such as those with elderly residents versus busy vendors. This practice enhances sociolinguistic and pragmatic literacy as learners draft precise verbal lines for team introductions and informed consent, carefully adjusting their spoken registers to maintain an empathetic and professional tone. Furthermore, this interactive script-writing drill models remote client-management protocols, providing the behavioral baseline necessary for learners to successfully conduct digital fieldwork interviews, telephone logging, and the creation of voice transcripts.

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| | ***C.2. Making Generalization*** | |
| | **Option 1:** The Core Values Framework | |
| | **Time Allotment:** 8 minutes<br>**Target Objective/s:** See Objective 3.<br>**a. Teachers' Instructions:**<br>Pose a macro-level question to the class:<br>➢ Why must data gathering in a community always be secondary to respecting human dignity and local norms?<br>Show a three-pillar framework on the board. Refer to LAS labeled as The Core Values Framework.<br>▪ **Social Responsibility-** How does practicing social responsibility during data gathering ensure that we prioritize human dignity and local norms over our own research objectives?<br>▪ **Diversity-** In what ways does recognizing and respecting community diversity change the way an institution approaches data profiling to avoid biases or stereotypes?<br>▪ **Shared Values-** 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?<br>**Processing Questions:**<br>1. How do the three pillars help make field profiling more than just a data collection activity?<br>2. What problems might arise in a community profile if an interviewer ignores one of the three pillars, such as Diversity, during data collection?<br>3. Which of the three pillars, i.e., Social Responsibility, Diversity, or Shared Values, is the most challenging to apply in fieldwork, and how can an interviewer address that challenge? | This phase utilizes Inductive Thinking and Meta-Cognition to anchor daily activities to higher-order values, effectively cultivating civic and ethical literacy by encouraging learners to internalize personal accountability and social responsibility before they step out of the classroom and enter diverse community ecosystems. |
| | **Option 2:** The Fieldwork Code of Conduct | |
| | **Time Allotment:** 8 minutes<br>**Target Objective/s:** See Objectives 1, 2, and 3.<br>**a. Teachers' Instructions:**<br>1. Challenge the class to collectively formulate a 5-point Class Code of Conduct for Community Engagement. | This phase utilizes collaborative co-construction, challenging the class to collectively negotiate, synthesize, and vote on non-negotiable professional behavioral frameworks rather than |

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| | 2. Facilitate a lightning-round discussion where learners vote on the non-negotiable rules for data collection, behavior, and professional decorum during both the Barangay Session and face-to-face interviews.<br>3. Propose one structural or behavioral rule that you believe is essential to preserve professional integrity and show respect during community immersion.<br>4. Vote on the top 5 principles to form the official code. A rubric will be used as a guide (refer to Appendix P).<br>**Processing Questions:**<br>1. How do your five selected rules help you collect data efficiently while maintaining respect and professionalism in the community?<br>2. What problems might arise if you removed one of your five rules, and how could this affect the quality of your data or your relationship with the community?<br>3. How should your Class Code of Conduct be adapted when moving from a formal group meeting to a one-on-one interview, and why is this flexibility important | receiving top-down mandates. The process focuses on ethical and regulatory literacy, as learners formulate precise, rule-based prose, effectively shifting open ideas into structured legislative text to preserve professional integrity and community respect. Furthermore, the activity simulates collaborative governance polling models by utilizing interactive digital polling applications, real-time word clouds, or shared cloud documents to aggregate class consensus instantly. |
| | ***C.3. Evaluating Learning*** | |
| | **Option 1:** Fieldwork Readiness Rubric Checklist | |
| | **Time Allotment:** 12 minutes<br>**Target Objective/s:** See Objectives 1, 2, and 3.<br>**a. Teachers' Instructions:**<br>1. Distribute a comprehensive Diagnostic Checklist and Rubric designed around the four lesson objectives.<br>2. Have learners evaluate their own teams on a scale of 1–4 performance criteria: Mastery of Intake Protocol, Professional Communication, and Ethical Awareness.<br>3. Collect these sheets to gauge learner deployment readiness.<br>4. Refer to LAS labeled as Fieldwork Readiness Rubric Checklist.<br>**Processing Questions:**<br>1. What observable behaviors distinguish a Good (3) performance from an Excellent (4) performance in Ethical Awareness when completing the Evidence of Rating? | By shifting evaluation from static recall to active, data-driven diagnostics through formative assessment, this approach embeds numeracy integration via self-assessment scaling metrics, while utilizing Google Forms to streamline the evaluation process and provide teachers with real-time data to verify individual cognitive mastery of communication ethics before teams depart the school. |

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| | 2. If your team members have different ratings on the Fieldwork Readiness Rubric Checklist, how can you resolve those differences to ensure the entire team is ready for deployment?<br>3. How does identifying Urgent Adjustments Needed in your self-assessment turn the rubric from a simple evaluation tool into a strategy for continuous professional growth? | |
| | **Option 2:** The Field Entry Vignette Quiz | |
| | **Time Allotment:** 12 minutes<br>**Target Objective/s:** See Objectives 1 and 2.<br>**a. Teachers' Instructions:**<br>1. Administer a short, written diagnostic quiz featuring 3 situational field prompts (e.g., You arrive at the Barangay Session, but the meeting is running late.) How do you handle your schedule professionally?<br>2. Use this quiz to verify individual cognitive mastery of protocols before teams leave the classroom campus.<br>3. Refer to Appendix Q for the rubric in assessing the learners' outputs.<br>**3 Situational Field Prompts:**<br>• Scenario 1: You arrive at the Barangay Session, but the meeting is running late. How do you handle your schedule professionally?<br>• Scenario 2: A community resident seems hesitant to answer your questions during an interview. What should you do?<br>• Scenario 3: During fieldwork, you notice your teammate is recording information without introducing the purpose of the study. How do you respond?<br>**Processing Questions:**<br>1. Why is it important to maintain a professional demeanor when unexpected delays occur during a barangay session?<br>2. If a community resident is hesitant to participate, how should you balance your research goals with the resident's right to decline the interview?<br>3. How can you balance maintaining team cohesion with the ethical responsibility to correct a teammate who fails to explain the purpose of the study? | This phase utilizes Case-Based Formative Assessment, employing situational narrative case vignettes as diagnostic checkpoints that allow the teacher to actively verify individual critical thinking and cognitive mastery of Protocols before community deployment. The activity focuses on concise, situational expository writing, requiring students to process problem-oriented texts and construct precise 3- to 4-sentence responses that explain procedurally accurate and culturally sensitive behaviors. Furthermore, this format simulates real-time digital quiz deployment, translating perfectly into an auto-graded or open-ended Learning Management System (LMS) module that leverages electronic text blocks to capture immediate individual diagnostic data. |

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| | ***C.4. Additional Activities*** | |
| | **Option 1:** The Fieldwork Execution & Portfolio Log | |
| | **Time Allotment:** 60 minutes<br>**Target Objective/s:** See Objectives 1, 2, and 3.<br>**a. Teachers' Instructions:**<br>Formally launch the field phase. Task the learner teams by attending their scheduled Barangay Sessions and completing their target face-to-face interviews using the intake sheet (refer to Appendix J). Provide clear digital milestones: they must upload a signed barangay clearance sheet within 5 days, followed by their completed anonymized data matrices.<br>➢ The approved action plan shall be executed as scheduled.<br>➢ Coordination for the barangay entry shall be properly undertaken with the concerned stakeholders.<br>➢ The required data-driven profiling interviews shall be conducted with care and professionalism.<br>➢ All observations shall be compiled and secured appropriately for documentation purposes.<br>➢ A reflective portfolio entry shall be drafted in accordance with the prescribed structured template.<br>**Processing Questions:**<br>1. Why is it important to consult community leaders before beginning interviews?<br>2. What could happen to both the institution and the community if data privacy or professional standards are not upheld during fieldwork?<br>3. How does writing a reflective portfolio entry after carrying out your action plan help you turn your fieldwork experiences into meaningful insights about your professional growth? | Through a hands-on learning approach, learners move outside the classroom to engage in real-world fieldwork and community interactions. During these sessions, they practice essential skills by reading interview questions from intake sheets, taking detailed field notes, and documenting their experiences in reflective journals. Furthermore, learners integrate technology into their workflow by using digital devices to manage spreadsheets, submit clearance papers, and upload project portfolios online. Throughout this process, they build character by consistently practicing self-discipline, teamwork, social responsibility, and a deep respect for all community members. |
| | **Option 2:** The Digital Reflection Journal Prompt | |
| | **Time Allotment:** 60 minutes<br>**Target Objective/s:** See Objective 3.<br>**a. Teachers' Instructions:**<br>1. Create an assignment in Google Classroom titled Community Engagement: Reflective Digital Journal and instruct learners to | This activity is grounded in Constructivist Pedagogy by positioning learners as active ones who synthesize direct field experiences with critical reflection to construct personal meaning, utilizing Scaffolded Inquiry through the Portfolio |

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| | submit their work as a Google Doc or a PDF file, with photos or media from their field experience to support their reflections.<br>2. Direct all learners to upload their final digital files to the specific Google Classroom assignment link by the designated deadline.<br>**Processing Questions:**<br>1. How does having a structured Portfolio Prompt Guide help you move from simply reporting events to constructing deeper, evidence-based arguments?<br>2. In what ways does utilizing digital tools (word processors, multimedia integration) enhance your ability to document and reflect on community engagement compared to traditional pen-and-paper methods?<br>3. How did the specific analytical questions challenge you to re-examine your personal biases regarding the community you engaged in? | Prompt Guide to elevate learner output from basic description to higher-order analytical argumentation. Regarding literacy skills, the task develops both narrative literacies, through the crafting of a coherent 500-word essay, and visual literacy, as learners curate multimedia evidence to support their claims, while simultaneously fostering digital literacy by requiring proficiency in professional submission platforms, file management, and digital documentation tools. The EdTech integration aligns with the Modification level of the SAMR Model. By transitioning from traditional pen-and-paper submissions to a cloud-based Google Classroom environment, technology serves as a significant enhancement that facilitates centralized collaboration and feedback. |
| **V. ASSESSMENT** | **Part I. Multiple Choice**<br>**Directions:** Read each question carefully and select the best answer. Write only the letter of your choice on a separate sheet of paper.<br>1. Which of the following components represents an explicit message in a Barangay informational poster?<br>A. The subtle color choices reflect local party alliances<br>**B. The exact date, time, and specific location of an upcoming health drive**<br>C. The underlying socioeconomic assumptions made about the targeted residents<br>D. The tone of urgency implied by the choice of typography<br>2. An interviewer uses an intake sheet to record local demographic percentages and household patterns. Which communication skills are primarily being executed?<br>A. Intrapersonal goal setting<br>B. Narrative fictionalizing<br>**C. Document-based factual profiling**<br>D. Subjective emotional validation | |

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| | 3. During a live Barangay Session, an SK Chairman argues that a local park needs lighting to support youth sports. This communicative interaction is best categorized as:<br>A. Intrapersonal communication<br>**B. Civic communication within a structured group dynamic**<br>C. Multimodal mass media broadcast<br>D. Informal face-to-face family dialogue<br>4. What is the primary purpose of securing Informed Consent before utilizing an interview intake sheet with a local community member?<br>A. To ensure the interviewer gets paid for their field data<br>B. To legally pressure the resident into answering all sensitive questions<br>**C. To ethically protect the respondent's autonomy, privacy, and right to decline data tracking**<br>D. To submit administrative proof to the school that the learner left the campus.<br>5. Read the researcher's field note: The residents were highly hesitant to answer questions due to their backward local culture. How should this note be corrected to make it objective and culturally sensitive?<br>A. Leave it as is, because it represents the raw truth observed in the field.<br>B. The residents were uncooperative because they did not understand English well.<br>**C. Residents exhibited hesitation during data collection, which may correlate with unverified privacy concerns regarding data usage.**<br>D. The local culture prevented our team from executing our academic goals efficiently.<br>6. If a researcher analyzes a community's interaction patterns to determine how gender roles influence decision-making during town meetings, what are they studying?<br>A. Numeric metrics only<br>**B. Group dynamics and social roles**<br>C. Intrapersonal communication<br>D. Digital media literacy<br>7. Which of the following choices demonstrates the highest level of intercultural sensitivity during a face-to-face field interview?<br>A. Interrupting the residents when they speak in a local dialect to save interview time<br>**B. Maintaining a respectful, open posture, verifying local terms, and honoring community protocols**<br>C. Telling the residents that their local traditional practices are outdated<br>D. Completing the intake sheet based entirely on assumptions without asking the actual questions |

8. A learner team needs to present qualitative fieldwork trends alongside localized household counts. What is the most effective way to combine these multi-layered concepts?
   A. Write a short fictional narrative piece without including any mathematical tables.
   **B. Construct a multimodal text or blog post that integrates descriptive cultural narratives with accurate numeric charts.**
   C. Submit the raw intake sheets directly without providing any thematic analysis.
   D. Post random photos of the community on social media without their consent.
9. Why is a reflective portfolio considered an effective tool for evaluating community fieldwork?
   A. It focuses exclusively on memorizing administrative protocols.
   **B. It allows learners to convert personal field experiences into structured narratives about diversity and social responsibility.**
   C. It guarantees that the local government will fund the learners' project.
   D. It ranks the learners from highest to lowest based on numeric speed alone.
10. If a local council passes an ordinance using inclusive language that explicitly protects indigenous representations, this communication choice reflects:
   A. Structural bias
   **B. Contextual understanding and shared civic values**
   C. Adaptive mass manipulation
   D. Technical documentation error

**Part II. Performance Task**
**Task Title: Community Profiling & Reflection Portfolio**

- **Goal (G):** To construct a comprehensive, data-driven, and culturally sensitive community profile and reflection portfolio by converting field-derived metrics and raw interviews into an analytical narrative.
- **Role (R):** You are a Community Development Officer and Communications Specialist tasked by a local non-governmental organization (NGO) to analyze neighborhood dynamics.
- **Audience (A):** The Barangay Council, school administrators, and the civic community members who participated in your data drive.
- **Situation (S):** Your team has been granted official access to observe a local administrative forum and interview a sample of household heads. You must synthesize your technical profiling documents into a clear narrative that shows deep cultural sensitivity, numerical baseline accuracy, and reflective evaluation.
- **Product/Performance (P):** A 3-Page Multimodal Digital/Printed Portfolio containing:
  - Section 1: The Civic Protocol Log (Literacy/EdTech). A written log detailing your team's formal communication steps with local authorities, utilizing professional, inclusive language
  - Section 2: The Demographic & Cultural Matrix (Numeracy/Literacy). A structured table containing basic calculated counts (e.g., total household heads interviewed, distribution of age brackets,

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| | employment percentages) coupled with a descriptive analysis of identified local group norms and social practices based on your intake sheets<br>Section 3: The Reflective Commentary (Values/Literacy). A 500-word individual narrative essay evaluating how your field interactions transformed your personal understanding of diversity, social responsibility, and shared community values<br>• **Standards (S):** See appendix list for the Community Profiling & Reflection Portfolio rubric (Appendix A). |
| **VI. REFLECTION** | **Directions:** Reflect on your lesson delivery and learners' performance through the questions below. These will help you evaluate the effectiveness of your strategies and identify areas for improvement.<br>1. Which activities have engaged students the most?<br>2. How many learners achieved 80% on the assessment? How many learners need remediation?<br>3. Which of my teaching strategies worked well?<br>4. Which activities took longer than expected, and how can I manage time more efficiently in future sessions?<br>5. What difficulties did I encounter in the delivery of the lesson? How did I resolve these concerns? |
| **VII. USE OF GENERATIVE AI** | In preparing this Learning Exemplar (LE), the author(s) used ChatGPT, Google Gemini and Quillbot a Generative Artificial Intelligence (AI) tool, to support and build a highly efficient lesson planning, instructional design, activity development, and assessment construction. By pairing them together, it balances the individual weaknesses and maximizes the strengths of the AI tool to create a robust, creative, and polished lesson exemplar. The author reviewed and finalized the writing of the content. The author takes full responsibility for the content of this LE. |