Learning Activity Sheets in Media and Information Literacy

SHARED OPTIONS

Senior **H**igh **A**lternative **R**esponsive **E**ducation **D**elivery

Competence.Dedication.Optimism

Preface

It has been elaborated in research and literature that the highest performing education systems are those that combine quality with equity. Quality education in the Department of Education (DepEd) is ensured by the learning standards in content and performance laid in the curriculum guide. Equity in education means that personal or social circumstances such as gender, ethnic origin or family background, are not obstacles to achieving educational potential and that inclusively, all individuals reach at least a basic minimum level of skills.

In these education systems, the vast majority of learners have the opportunity to attain high-level skills, regardless of their own personal and socio-economic circumstances. This corresponds to the aim of DepEd Cagayan de Oro City that no learner is left in the progression of learning. Through DepEd's flexible learning options (FLO), learners who have sought to continue their learning can still pursue in the Open High School Program (OHSP) or in the Alternative Learning System (ALS).

One of the most efficient educational strategies carried out by DepEd Cagayan de Oro City at the present is the investment in FLO all the way up to senior high school. Hence, Senior High School Alternative Responsive Education Delivery (SHARED) Options is

operationalized as a brainchild of the Schools Division Superintendent, Jonathan S. Dela Peña, PhD.

Two secondary schools, Bulua National High School and Lapasan National High School, and two government facilities, Bureau of Jail Management and Penology-Cagayan de Oro City Jail and Department of Health-Treatment and Rehabilitation Center-Cagayan de Oro City, are implementing the SHARED Options.

To keep up with the student-centeredness of the K to 12 Basic Education Curriculum, SHARED Options facilitators are adopting the tenets of Dynamic Learning Program (DLP) that encourages responsible and accountable learning.

This compilation of DLP learning activity sheets is an instrument to achieve quality and equity in educating our learners in the second wind. This is a green light for SHARED Options and the DLP learning activity sheets will continually improve over the years.

Ray Butch D. Mahinay, PhD
Jean S. Macasero, PhD

Acknowledgment

The operation of the Senior High School Alternative Responsive Education Delivery (SHARED) Options took off with confidence that learners with limited opportunities to senior high school education can still pursue and complete it. With a pool of competent, dedicated, and optimistic Dynamic Learning Program (DLP) writers, validators, and consultants, the SHARED Options is in full swing. Gratitude is due to the following:

- ❖ Schools Division Superintendent, Jonathan S. Dela Peña, PhD, Assistant Schools Division Superintendent Alicia E. Anghay, PhD, for authoring and buoying up this initiative to the fullest;

- ❖ CID Chief Lorebina C. Carrasco, and SGOD Chief Rosalio R. Vitorillo, for the consistent support to all activities in the SHARED Options;

- ❖ School principals and senior high school teachers from Bulua NHS, Lapasan NHS, Puerto NHS and Lumbia NHS, for the legwork that SHARED Options is always in vigor;

- ❖ Stakeholders who partnered in the launching and operation of SHARED Options, specifically to the Bureau of Jail Management and Penology-Cagayan de Oro City Jail and the Department of Health-Treatment and Rehabilitation Center-Cagayan de Oro City;

- ❖ Writers and validators of the DLP learning activity sheets, to which this compilation is heavily attributable to, for their expertise and time spent in the workshops;
- ❖ Alternative Learning System implementers, for the technical assistance given to the sessions; and
- ❖ To all who in one way or another have contributed to the undertakings of SHARED Options.

Mabuhay ang mga mag-aaral! Ito ay para sa kanila, para sa bayan!

Ray Butch D. Mahinay, PhD
Jean S. Macasero, PhD

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SHARED OPTIONS
SENIOR HIGH ALTERNATIVE RESPONSIVE EDUCATION DELIVERY
GRADE 11 DLP LEARNING ACTIVITY SHEET

MEDIA AND INFORMATION LITERACY

ACTIVITY NUMBER	LEARNING ACTIVITY TITLE	DATE	SCORE	ITEM
1	How Communication Is Affected By Media And Information			4
2	Media Literacy, Information Literacy And Technology Literacy			10
3	The Value Of Being A Media And Information Literate Individual			20
4	Media Habits, Lifestyles And Preferences			30
5	Traditional Media And New Media And Their Relationships			5
6	The Roles And Functions Of Media In Democratic Society; Latest Theory On Information And Media			5
7	Information Needs And Communication			6
8	Ethical Use Of Information			3
9	The Different Types Of Media (Media Convergence)			20
10	Potential Sources Of Media And Information			10
11	Indigenous Media And Information Source			7
12	Media And Information Languages: Codes, Conventions, And Messages			20
13	Intellectual Property, Copyright And Fair Use Guidelines			5
14	Netiquette And Virtual Self			5
15	Personal Resolve To Combat Digital Divide, Addiction And Bullying			15
16	Copyright, Fair Use And Human Rights and Current Issues Related To Copyright			30
17	Actions To Promote Ethical Use Of Media And Information			20
18	Opportunities And Challenges in MIL			3
19	The Power and Future Of Media And Information: Current Trends In Media And Information / MOOC			18
20	Media and Information Literate Individual			30
21	People Media			10
22	Examples Of People Media			30
23	Different Dimensions Of Text Information And Media			5
24	Reliability And Validity Of Text Information And Media , Design Principle And Elements			10
25	Dimensions Of Visual Information And Media			30
26	Reliability Of Visual Information And Media			10
27	Dimensions Of Audio Information And Media			5
28	Audio Information And Media: Formally And Informally Produced, Organized, And Disseminated			10
29	Dimensions Of Motion Information And Media			6
30	How Motion Information And Media Formally And Informally Produced, Organized And Disseminated			15
31	Dimensions Of Manipulative Information And Media			10
32	Manipulative Information And Media			10
33	Dimensions Of Multimedia Information And Media			10
34	How Multimedia Information And Media Formally And Informally Produced, Organized And Disseminated			5

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GRADE 11 DLP LEARNING ACTIVITY SHEET

Name:		Date:	Score:
Subject : Media and Information Literacy			
Lesson Title : Lesson 1 - Introduction to Media and Information Literacy			
Learning Competency : Describes how communication is affected by media and information - MIL11/12IMIL-IIIa-1			
References : Mr. Arniel Ping (St. Stephen's High School, Manila, Philippines) / LAS No.: 1 MIL Curriculum Guide by DepEd)			

CONCEPT NOTES

COMMUNICATION

The act or process of using words, sounds, signs, or behaviors to express or exchange information or to express your ideas, thoughts, feelings, etc., to someone else.(http://www.merriam-webster.com)

There are currently 2.8 billion social media users worldwide. This means that over a third of the world's population is using some form of social media to communicate, making social media marketing an imperative tactic for boosting leads for higher education programs. While social media is a commonplace platform for communication today, have you ever considered how significantly social media changed the way we communicate?

How Media Changed the Way We Communicate?
- ✓ Created a Sense of Urgency and a Need to Share
- ✓ Provided an Inside Perspective of Faraway Places
- ✓ Shared the Full Story, Instead of Just Highlights
- ✓ Made Digital Messages More Personal
- ✓ Brought News Back into Millennial Life
- ✓ Provided the Ability to Broadcast Moments –– Live

EXERCISE

Match the logo of the following social media platforms to its correct name.

_____1.Twitter

_____2.Instagram

_____3.Snap Chat

_____4.Facebook

A.

B.

C.

D.

Name:	Date:	Score:
Subject : Media and Information Literacy		
Lesson Title : Lesson 1 - Introduction to Media and Information Literacy		
Learning Competency : Identifies the similarities and differences of media literacy, Information literacy, and technology literacy- MIL11/12IMIL-IIIa-2		
References : Mr. Arniel Ping (St. Stephen's High School, Manila, Philippines) / MIL Curriculum Guide by DepEd)	LAS No.: 2	

CONCEPT NOTES

TERMS TO UNDERSTAND

Media Literacy: The ability to read, analyze, evaluate and produce communication in a variety of media forms.

Information Literacy: The ability to recognize when information is needed and to locate, evaluate, effectively use and communicate information in its various formats.

Technology (Digital) Literacy: The ability to use digital technology, communication tools or networks to locate, evaluate, use, and create information.

Media and Information Literacy: The essential skills and competencies that allow individuals to engage with media and other information providers effectively, as well as develop critical thinking and life-long learning skills to socialize and become active citizens.

Media: The physical objects used to communicate with, or the mass communication through physical objects such as radio, television, computers, film, etc. It also refers to any physical object used to communicate messages.

Information: A broad term that covers processed data, knowledge derived from study, experience, instruction, signals or symbols.

Literacy: The ability to identify, understand, interpret, create, communicate and compute, using printed and written materials associated with varying contexts.

EXERCISE

Complete the table below.

List the similarities and differences of media, information and technology literacy.

	Media Literacy	Information Literacy	Technology Literacy
SIMILARITIES			
DIFFERENCES			

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GRADE 11 DLP LEARNING ACTIVITY SHEET

Name:		Date:	Score:
Subject : Media and Information Literacy			
Lesson Title : Lesson 1 – Introduction to Media and Information Literacy			

Learning Competency :
   Editorializes the value of being a media and information literate individual
      Identifies characteristics /describes a responsible uses and competent producers of media and information. – MIL11/12IMIL-IIIa-3			

References : Mr. Arniel Ping (St. Stephen's High School, Manila, Philippines) / MIL Curriculum Guide by DepEd)		LAS No.: 3	

CONCEPT NOTES

What are the characteristics of responsible users and competent producers of media and information?

- ✓ **A media and information literate individual behaves properly on the internet.** The word netiquette is a combination of 'net' (from internet) and 'etiquette'. It means respecting other users' views and displaying common courtesy when posting your views to online discussion groups.

- ✓ **A media and information literate individual is a critical thinker**. Critical thinking is the ability to think clearly and rationally about what to do or what to believe. It includes the ability to engage in reflective and independent thinking.

- ✓ **A media and information literate individual knows how to protect himself/herself and others on the internet.** It means behaving properly while using the net and not harming others using the net.

EXERCISE

Poster Analysis (Criteria: Organization-5, Content-5)

1. What is the message of this poster?
   _____
   _____
   _____
   _____

2. Do you agree with the message? Why or why not?
   _____
   _____
   _____
   _____

Bill is on the internet.

Bill sees something that offends him.

Bill moves on.

Bill is smart.

Be like Bill.

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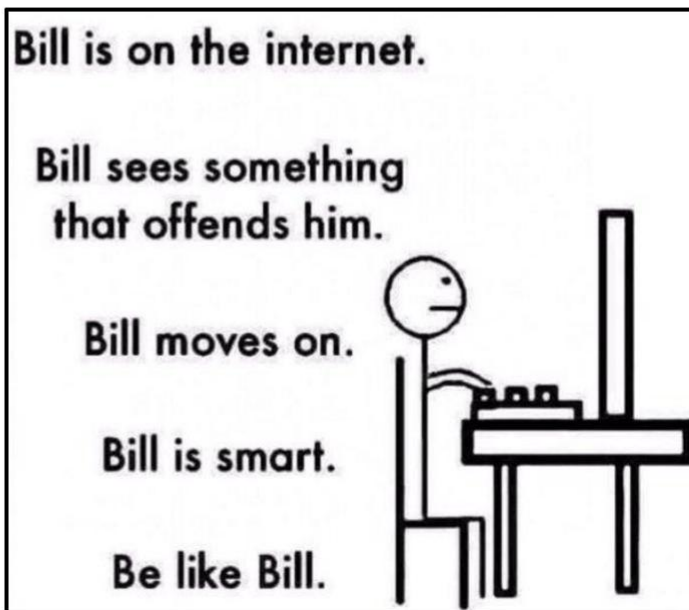| Name:		Date:	Score:
Subject : Media and Information Literacy			
Lesson Title : Lesson 1 - Introduction to Media and Information Literacy			
Learning Competency : Shares to class media habits, lifestyles and preferences- MIL11/12IMIL-IIIa-4			
References : Mr. Arniel Ping (St. Stephen's High School, Manila, Philippines) / LAS No.4 MIL Curriculum Guide by DepEd)			

CONCEPT NOTES

DEFINITION OF TERMS

PREFERENCE:
  ✓ The selecting of someone or something over another or others.

HABIT:
  ✓ A recurrent, often unconscious pattern of behavior that is acquired through frequent repetition.

LIFESTYLE:
  ✓ A way of life or living of a person or group.

EXERCISE

Write down your media habits, lifestyles, and preferences.
(Criteria: Organization-5, Content-5)

1. On an average how much time do you spent online? What do you always do when you are online? Why?
   _____
   _____
   _____

2. Do you watch TV? If yes, what programs do you watch on TV? Why?
   _____
   _____
   _____

3. Do you read books or magazines? What kind of books or magazines do you read? Where do you get your news? Why?
   _____
   _____
   _____

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Name:		Date:	Score:
Subject :			
Lesson Title : Lesson 2- The Evolution of Traditional to New Media			
Lesson Competency : Identifies traditional media and new media and their relationships **MIL11/12EMIL-IIIb6**			
References :MIL Curriculum Guide by DepEd/Mr. Arniel Ping (St. Stephen s High School Manila, Philippines			LAS No.: 5

CONCEPT NOTES

Traditional Media to New Media

Pre-Industrial Age (Before 1700s) - People discovered fire, developed paper from plants, and forged weapons and tools with stone, bronze, copper and iron. Example: • Cave paintings (35,000 BC) • Clay tablets in Mesopotamia (2400 BC)

Industrial Age (1700s-1930s) - People used the power of steam, developed machine tools, established iron production, and the manufacturing of various products (including books through the printing press). Example:• Printing press for mass production (19th century) • Newspaper- The London Gazette (1640

Electronic Age (1930s-1980s) - The invention of the transistor ushered in the electronic age. Example: • Transistor Radio • Television (1941)

Information Age (1900s-2000s) - The Internet paved the way for faster communication and the creation of the social network. Example: • Social networks: Friendster (2002), Multiply (2003), Facebook (2004

EXERCISES

True / False- for the following question, circle "T" for true or "F" for false.

T   F 1. The twitter social networks application is under the Electronic Age.

T   F   2. Newspaper, magazines, and tabloids are examples of Industrial Age.

T   F   3. Clay tablets and Cave paintings are examples of Pre- industrial Age.

T   F 4. Transistor radio, television, and digital visual graphic are under Electronic Age.

T   F 5. Google Chrome, Mozilla, Yahoo and Opera mini are the different browser in the internet that are example under Electronic Age.

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Name:		Date:	Score:
Subject :			
Lesson Title : Lesson 2- The Evolution of Traditional to New Media			
>Lesson Competency : Editorializes the roles and functions of media in democratic society >searches latest theory on information and media **(MIL11/12EMIL-IIIb6/7)**			
References :MIL Curriculum Guide by DepEd/Mr. Arniel Ping (St. Stephen's High School Manila, Philippines)		LAS No.: 6	

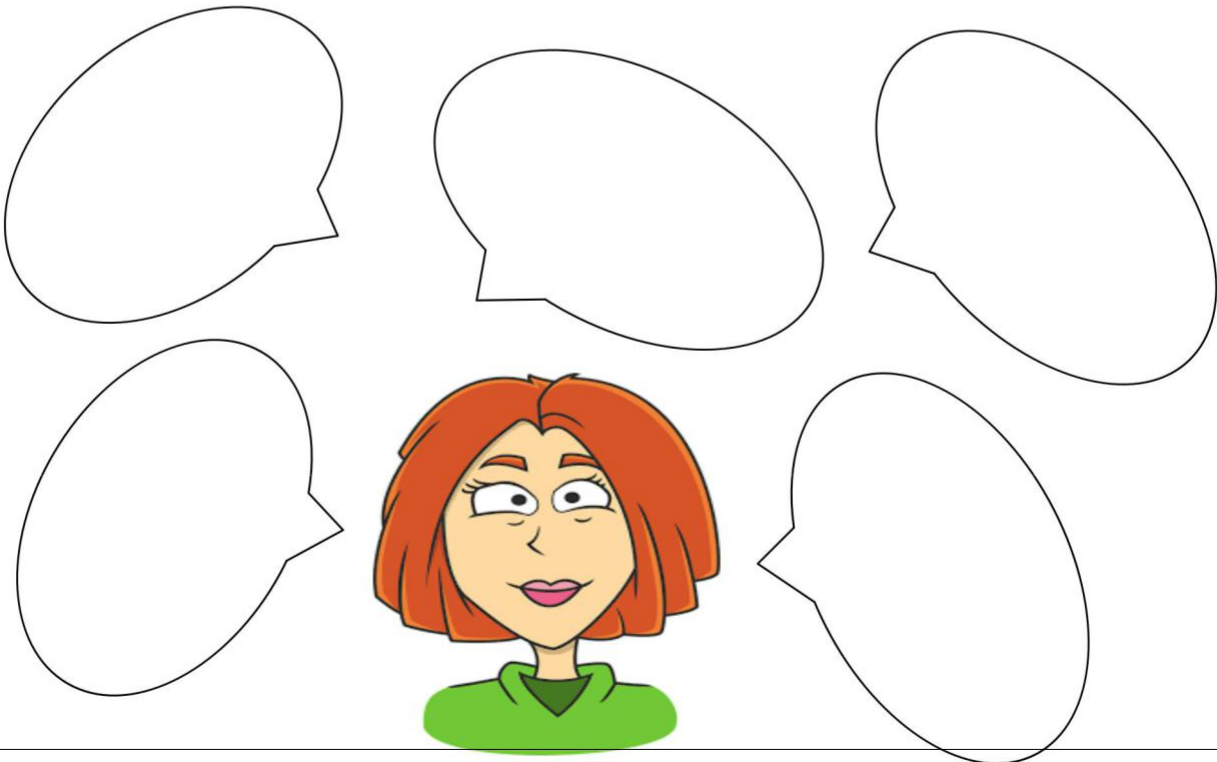## CONCEPT NOTES

ROLE OF MEDIA

In the age of information technology, we are often bombarded with the information. We get the pulse or the world's events with just a click of a mouse. It supplies information in true unbiased form and let the public choose, what may be the best in their interest.

ROLE OF MEDIA: RESPONSIBILITY TOWARDS SOCIETY

Publish corrections to the audience or mass people.
Preserve state secrets or do not use information likely to be harmful to national security or to endanger individuals.
Essential to maintain distinction between facts and opinion.
Used only trained, professional reporters with knowledge of the subject and check sources before reporting.

EXERCISES

Direction: As an individual learner, how will you introduce media responsibly to the society? Write it in the given figure below.

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Name:		Date:	Score:
Subject : Media and Information Literacy			
Lesson Title : Lesson 3 – Information Literacy			
Learning Competency : Defines information needs, locates, accesses, assesses, organizes, and communicates information- MIL11/12IMIL-IIIc-8			
References : Mr. Arniel Ping (St. Stephen's High School, Manila, Philippines) / LAS No.: 7 MIL Curriculum Guide by DepEd)			

CONCEPT NOTES

What is Information Literacy: The ability to recognize when information is needed and to locate, evaluate, effectively use and communicate information in its various formats. **The ability to:**1)Determine the nature and extent of the information needed,2)Access needed information effectively and efficiently, 3)Evaluate information and its sources critically and incorporate selected information into one's knowledge base, 4)Use information effectively to accomplish a specific purpose,5)Understand the economic, legal, and social issues surrounding the use of information and access and use information ethically and legally

EXERCISE: Disaster Scenario: *"According to the weather forecast, there is no typhoon. However, your locality is experiencing heavy rainfall, while some parts in your province /region are already flooded. There are reported incidents of landslide, evacuation, stranded vehicles and drowning. As a student, what are you going to do?"* (Answer the matrix below)

Information needs *What information do you need?*	1.
Sources of information *Where will you get them?*	2.
Access to the information *How will you access them?*	3.
Evaluate information *How will you check the quality of information?*	4.
Organize information *How will you organize and store them?*	5.
Communicate information *How will you create and communicate them?*	6.

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Name:		Date:	Score:
Subject : Media and Information Literacy			
Lesson Title : Lesson 3 – Information Literacy			
Learning Competency : Demonstrates Ethical Use of Information- MIL11/12IMIL-IIIc-9			
References : Mr. Arniel Ping (St. Stephen's High School, Manila, Philippines) / MIL Curriculum Guide by DepEd)			LAS No.: 8

CONCEPT NOTES

There are times when you need to share information that you have acquired from various sources written by different authors. It is inevitable to directly quote their words in order to preserve their meaning. However, quoting someone else's words without giving credit to the author essentially gives an impression that you are claiming ownership of the words they have said. This is called **plagiarism**.

REMEMBER:

Plagiarism: Using other people's words and ideas without clearly acknowledging the source of the information.

Common Knowledge: Facts that can be found in numerous places and are likely to be widely known.

Interpretation: You must document facts that are not generally known, or ideas that interpret facts.

Quotation: Using someone's words directly. When you use a direct quote, place the passage between quotation marks, and document the source according to a standard documenting style.

Paraphrase: Using someone's ideas, but rephrasing them in your own words. Although you will use your own words to paraphrase, you must still acknowledge and cite the source of the information.

EXERCISE:

Read the following statements below and identify whether it is under *Interpretation*, *Quotation* or *Paraphrase.* Write your answer in the space provided.

1. According to John Smith in The New York Times, "37% of all children under the age of 10 live below the poverty line".
   Answer: _____

2. Michael Jordan is the greatest basketball player ever to have played the game.
   Answer: _____

3. John F. Kennedy was elected President of the United States in 1960.
   Answer: _____

Name:		Date:	Score:
Subject :			
Lesson Title : Lesson 4- Types of Media			
Lesson Competency : >Classifies contents of different media types (MIL11/12EMIL-IIIb10) >Defines media convergence through current examples (MIL11/12EMIL-IIIb11) >Discusses to class on how a particular individual/ or society is portrayed in public using different type of media(MIL11/12EMIL-IIIb12)			
References :MIL Curriculum Guide by DepEd/Mr. Arniel Ping (St. Stephen's High School Manila, Philippines			LAS No. 9

CONCEPT NOTES
DEFINITION OF TERMS

Print Media - media consisting of paper and ink, reproduced in a printing process that is traditionally mechanical.

Broadcast Media - media such as radio and television that reach target audiences using airwaves as the transmission medium.

New Media - content organized and distributed on digital platforms.

Media Convergence- means meeting at one point, it is synonymous to the words join, unite, intersect, merge, connect, and coincide. When different (two or more) media joint together.

EXERCISES

Direction: Classify the following media sources according to their type. Write your answer in the table below.

Print Media	Broadcast Media	New Media	Media Convergence

*Brochures * Radio *Magazines* Mobile Phones *Social Media
*Computers *Books * Newspaper *Television *Radio *Social Media
*Movies *Internet *Smart Phones *Web Browser *Music Player
*Camera *Google *Opera Mini *Tabloid

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SENIOR HIGH ALTERNATIVE RESPONSIVE EDUCATION DELIVERY
GRADE 11 DLP LEARNING ACTIVITY SHEET

Name:		Date:	Score:
Subject : Media and Information Literacy			
Lesson Title : Lesson 5 – Media and Information Sources			
Learning Competency : Compares potential sources of media and information- MIL11/12IMIL-IIIe-13			
References : Mr. Arniel Ping (St. Stephen's High School, Manila, Philippines) / MIL Curriculum Guide by DepEd)		LAS No.: 10	

CONCEPT NOTES

TERMS TO UNDERSTAND

1. **Indigenous Media**
   - ✓ Owned, controlled and managed by indigenous peoples in order for them to develop and produce culturally appropriate information in the languages understood by the community by utilizing indigenous materials and resources, reflecting community needs and interests, visions and aspirations, and independent from vested interest groups

2. **Library**
   - ✓ A building or room containing collections of books, periodicals, and sometimes films and recorded music for people to read, borrow, or refer to.

3. **Internet**
   - ✓ Information found on the Internet may be quite varied in form and content. Thus, it is more difficult to determine its reliability and accuracy. Accessing information on the Internet is easy, but requires more discipline to check and validate. Factual and fictitious data are often merged together. Sources always have to be validated.

4. **Mass Media**
   - ✓ Refer to channels of communication that involve transmitting information in some way, shape or form to large numbers of people.

EXERCISE:

Which information sources (indigenous, library, internet, and mass media) do you prefer to use for the following topics? Why?

1. Maute Insurgency in Marawi
Answer: _____ Reason:_____

2. Review on iPhone X
Answer: _____ Reason:_____

3. NBA Finals 2017
Answer: _____ Reason:_____

4. Updates on the Kto12 Senior High School
Answer: _____ Reason:_____

5. History of the United Nations
Answer: _____ Reason:_____

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GRADE 11 DLP LEARNING ACTIVITY SHEET

Name:		Date:	Score:
Subject : Media and Information Literacy			
Lesson Title : Lesson 5 – Media and Information Sources			
Learning Competency : Interviews an elder from the community regarding indigenous media and information resource-MIL11/12IMIL-IIIe-14			
References : Mr. Arniel Ping (St. Stephen's High School, Manila, Philippines) / LAS No.: 11 MIL Curriculum Guide by DepEd)			

CONCEPT NOTES

TERMS TO UNDERSTAND

Indigenous
- ✓ Native; local; originating or produced naturally in a particular region.

Indigenous knowledge
- ✓ Knowledge that is unique to a specific culture or society; most often it is not written down.

Indigenous communication
- ✓ Transmission of information through local channels or forms. It is a means by which culture is preserved, handed down, and adapted.

Characteristics of Indigenous Media
- o oral tradition of communication
- o store information in memories
- o information exchange is face-to-face
- o information are contain within the border of the community

EXERCISE:

Interview an elder/friend from the community where you belong regarding indigenous media and information resource. Follow the guide questions below. You may use the back page of this sheet to write the response.

1. When will you refer to books as sources of information? Give an example.
2. When will you refer to the newspaper as the source of information? Give an example.
3. When will you consider the use of internet over books? Give an example?
4. When will you refer to articles over books? Give an example.
5. When will you consider using indigenous sources?
6. Why is it necessary to know the pros and cons each information sources?
7. In using any sources of information, how will you measure or validate information quality?

Name:		Date:	Score:

Subject :

Lesson Title : Lesson 6- Media and Information Languages

Lesson Competency :
›Evaluates everyday media and information with regard to with codes, convention, and messages; in regards with audience, producers, and other stakeholders. ›Produces and assesses the codes, convention, and messages of a group presentation. MIL11/12MILA-IIIf15/16

References :MIL Curriculum Guide by DepEd/Mr. Arniel Ping (St. Stephen's LAS No.12 High School Manila, Philippines

CONCEPT NOTES:

DEFINITON OF TERMS

GENRE-comes from the French word meaning "type" or "class". Can be recognize by its common set of distinguishing features. **CODES-** are systems of sign, which create meaning.

CONVENTIONS- are the generally accepted ways of doing something.

Types of Codes

Technical Codes- ways in which equipment is to tell story. Example: Camera work, editing, audio, and lighting.

Symbolic Codes- show what is beneath the surface of what we see. Example: Setting, acting and color.

Written Codes- use language style and textual layout. Example: Printed Language, spoken Language.

EXERCISES

Direction: List at least five (5) possible GENRE of Tagalog Movies.

LOVE STORY	SCIFI	HORROR	COMEDY
1.	1.	1.	1.
2.	2.	2.	2.
3.	3.	3.	3.
4.	4.	4.	4.
5.	5.	5.	5.

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Name:		Date:	Score:
Subject : Media and Information Literacy			
Lesson Title : Lesson 7 – Media and Information Sources			
Learning Competency : Puts into practice their understanding of the intellectual property, copy right, and fair use guidelines-MIL11/12IMIL-IIIg-17			
References : Mr. Arniel Ping (St. Stephen's High School, Manila, Philippines) / LAS No.: 13 MIL Curriculum Guide by DepEd)			

CONCEPT NOTES

TERMS TO UNDERSTAND

Intellectual Property

     Refers to creations of the mind, such as inventions; literary and artistic works; designs; and symbols, names and images used in commerce.

Types of Intellectual Property

1. **Copyright**- a legal term used to describe the rights that creators have over their literary and artistic works.
2. **Patent**-an exclusive right granted for an invention. It provides the patent owner with the right to decide how - or whether - the invention can be used by others.
3. **Trademarks**-a sign capable of distinguishing the goods or services of one enterprise from those of other enterprises.
4. **Industrial Design**- constitutes the ornamental or aesthetic aspect of an article. It may consist of three-dimensional features, such as the shape or surface of an article, or of two-dimensional features, such as patterns, lines or color.
5. **Geographical Indications and Appellations of Origin signs**- Used on goods that have a specific geographical origin and possess qualities, a reputation or characteristics that are essentially attributable to that place of origin. Most commonly includes the name of the place of origin of the goods.

EXERCISE:

Match A with B, write the letter of the correct answer in the space before each number.

           <u>A</u>   <u>B</u>

_____1. Copyright   A. Branded Bags

_____2. Patent   B. Cebu's Best Dried Mango

_____3. Trademarks   C. Jollibee Logo

_____4. Industrial Design   D. Books, Music, Arts

_____5. Geographical Origin   E. Invented Waste Reducer

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Name:		Date:	Score:
Subject : Media and Information Literacy			
Lesson Title : Lesson 7 – Media and Information Sources			
Learning Competency : Demonstrates proper conduct and behavior online (netiquette, virtual self)-MIL11/12IMIL-IIIg-18			
References : Mr. Arniel Ping (St. Stephen's High School, Manila, Philippines) / LAS No.: 14 MIL Curriculum Guide by DepEd)			

CONCEPT NOTES

TERMS TO UNDERSTAND

Netiquette-are set of rules for behaving properly online. Respecting other users' views and displaying common courtesy when posting your views to online discussion groups.

THE CORE RULES OF NETIQUETTE

Rule 1:   Remember the human.
Rule 2:   Adhere to the same standards of behavior online that you follow in real life.
Rule 3:   Know where you are in cyberspace.
Rule 4:   Respect other people's time and bandwidth.
Rule 5:   Make yourself look good online.
Rule 6:   Share expert knowledge.
Rule 7:   Help keep flame wars under control.
Rule 8:   Respect other people's privacy.
Rule 9:   Don't abuse your power.
Rule 10:   Be forgiving of other people's mistakes.

EXERCISE:

Read the statements below and write the rule number that corresponds to the correct rules of netiquette.

1. Remember, your written words are read by real people, all deserving of respectful communication. Answer: _____

2. Be pleasant and polite online. Answer: _____

3. Share what you know. Answer: _____

4. What you text to a friend may not be appropriate in an email to a classmate or colleague. Answer: _____

5. Make sure that the time spent reading your words is not wasted. Answer: _____

SHARED OPTIONS
SENIOR HIGH ALTERNATIVE RESPONSIVE EDUCATION DELIVERY
GRADE 11 DLP LEARNING ACTIVITY SHEET

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Name:	Date:	Score:
Subject : Media and Information Literacy		
Lesson Title : Lesson 7 – Media and Information Sources		
Learning Competency : Puts into action their personal resolve to combat digital divide, addiction, and bullying-MIL11/12IMIL-IIIg-19		
References : Mr. Arniel Ping (St. Stephen's High School, Manila, Philippines) / MIL Curriculum Guide by DepEd)	LAS No.: 15	

CONCEPT NOTES

TERMS TO UNDERSTAND

Digital Citizenship- the norms of appropriate, responsible technology use. A holistic and positive approach to helping children learn how to be safe and secure, as well as smart and effective participants in a digital world.

KEY PRINCIPLES WITH 9 ELEMENTS OF DIGITAL CITIZENSHIP
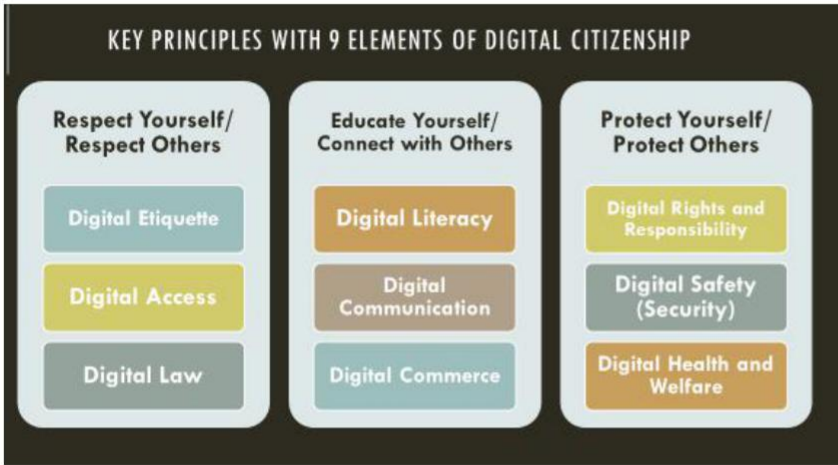
The elements (9 elements of digital citizenship) have also been organized under the principles of respect, educate and protect. Most everyone understands that to keep a healthy body it is beneficial to be active, and one way is to begin a workout routine. Often work- outs have the person go through several repetitions, or reps, to strengthen muscles. With the increase in technology in the hands of everyone, especially your kids, parents are in the need of a new workout. The principles of respect, educate, and protect each include elements to help parents and children discuss the issues and ideas that are happening with respect to technology.

- ➤ **Digital Footprint-** A digital footprint is a trail of data you create while using the Internet. In includes the websites you visit, emails you send, and information you submit to online services.

EXERCISE:

Draw your digital footprint in using the internet at the back of this page. You may add color that will make the drawing nice and creative. Write a short description of your illustration. Rubrics (Content- 5, Creativity-5, Description-5)

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SHARED OPTIONS
SENIOR HIGH ALTERNATIVE RESPONSIVE EDUCATION DELIVERY
GRADE 11 DLP LEARNING ACTIVITY SHEET

Name:		Date:	Score:
Subject : Media and Information Literacy			
Lesson Title : Lesson 7 – Media and Information Sources			
Learning Competencies : Explains copyright, fair use, etc.vis-a-vis human rights- MIL11/12IMIL-IIIg-20 / Discusses current issues related to copyright vis-à-vis gov't./provide sectors actions- MIL11/12IMIL-IIIg-21			
References : Mr. Arniel Ping (St. Stephen's High School, Manila, Philippines) / MIL Curriculum Guide by DepEd)		LAS No.: 16	

CONCEPT NOTES

TERMS TO UNDERSTAND

Fair use- It means you can use copyrighted material without a license only for certain purposes.

Guidelines for fair use:

Using these same photos in a project with only a few lines of commentary might not be fair use. As another example, let's imagine you found a useful tutorial you wanted to feature on your blog. Including one tip from the tutorial would be fair use. Simply republishing the entire tutorial would not be fair use, even if you linked to the original source.

Give credit to the copyright holder. You must give full credit to the person who created it. This includes the creator's name, as well as other information that will help people find the original work or source. For more help citing your sources, review Avoiding Plagiarism.

Don't make money off of the copyrighted work.

In general, it's much easier to claim fair use when you're using the copyrighted material for noncommercial purposes. While posting images of your favorite TV shows and adding funny captions and commentary might be considered fair use, selling these images on T-shirts would not.

EXERCISE:

Answer the questions below concisely, base your answers from the concept notes above. (Criteria: Organization-5, Content-5)

1. How can the intellectual property protect the rights of inventors, scientists, and artists?

   _____

2. Why is it important to protect intellectual property?

   _____

3. As a student, how can you promote ethical use of media and information?

   _____

Name:		Date:	Score:
Subject : Media and Information Literacy			
Lesson Title : Lesson 7 – Media and Information Sources			
Learning Competencies : Explains actions to promote ethical use of media and information.- MIL11/12IMIL-IIIg-22 / Enumerates opportunities and challenges in media and information.- MIL11/12IMIL-IIIg-23			
References : Mr. Arniel Ping (St. Stephen's High School, Manila, Philippines) / LAS No.: 17 MIL Curriculum Guide by DepEd)			

CONCEPT NOTES

TERMS TO UNDERSTAND

Plagiarism- The act of using another person's words or ideas without giving credit to that person. The practice of taking someone else's work or ideas and passing them off as one's own.

All of the following are considered plagiarism:
- ✓ turning in someone else's work as your own
- ✓ copying words or ideas from someone else without giving credit
- ✓ failing to put a quotation in quotation marks
- ✓ giving incorrect information about the source of a quotation
- ✓ changing words but copying the sentence structure of a source without giving credit
- ✓ copying so many words or ideas from a source that it makes up the majority of your work, whether you give credit or not (see our section on "fair use" rules)

The legality of these situations, and others, would be dependent upon the intent and context within which they are produced. The two safest approaches to take in regards to these situations is: 1) Avoid them altogether or 2) Confirm the works' usage permissions and cite them properly.

EXERCISE:

Answer the questions below concisely, base your answers from the concept notes above. (Criteria: Organization-5, Content-5)

1. What is plagiarism?

   _____
   _____

2. As a student, how can you promote ethical use of media and information?

   _____
   _____

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SHARED OPTIONS
SENIOR HIGH ALTERNATIVE RESPONSIVE EDUCATION DELIVERY
GRADE 11 DLP LEARNING ACTIVITY SHEET

Name:		Date:	Score:
Subject :			
Lesson Title : Lesson 8- Opportunities, Challenges, and Power of Media and Information			
Lesson Competency : ›Realizes opportunities and challenges in media and information. ›Researches and cites recent examples of the power of media and information to affect change. MIL11/12OCP-IIIh24/25			
References :MIL Curriculum Guide by DepEd/Mr. Arniel Ping (St. Stephen's High School Manila, Philippines			LAS No.18

CONCEPT NOTES:

A. Opportunities and Challenges in Media and Information
   1. Economic 2. Educational 3. Social 4.
Political B. Issues in Media and Information

Cybercrime -the use of a computer as an instrument to further illegal ends criminal activity or a crime that involves the Internet, a computer system, or computer technology Sources.

Cyber-squatting-Acquisition of domain name over the Internet in bad faith to profit, mislead, destroy reputation, and deprive others from the registering the same.

Computer-related Forgery-Unauthorized input, alteration, or deletion of computer data resulting to inauthentic data with the intent that it be considered

Computer-related Identity Theft-Unauthorized acquisition, use, misuse, transfer, possession, alteration or deletion of identifying information belonging to another, whether natural or juridical.

Cybersex- Willful engagement, maintenance, control, or operation, directly or indirectly, of any lascivious exhibition of sexual organs or sexual activity, with the aid of a computer system, for favor or consideration.

Child Pornography-Unlawful or prohibited acts defined and punishable by Republic Act No. 9775 or the Anti-Child Pornography Act of 2009, committed through a computer

system **EXERCISES**

Direction: Answer the for the following question, write "T" for true or "F" for false.

1. _____ Cybersex Law is defined and punishable by Republic Act No. 9775.
2. _____ Motherboard of a computer is an instrument for computer –related identity theft.
3. _____ Cybersex is any lascivious exhibition of sexual organs or sexual activity, with the aid of a computer system.

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SHARED OPTIONS
SENIOR HIGH ALTERNATIVE RESPONSIVE EDUCATION DELIVERY
GRADE 11 DLP LEARNING ACTIVITY SHEET

Name:		Date:	Score:
Subject : Media and Information Literacy			
Lesson Title : Lesson 9 - Current and Future Trends of Media and Information			
Learning Competency : evaluates current trends in media and information and how it will affect/how they affect individuals and the society as a whole./Describes massive open online/predicts future media innovation/synthesizes the overall knowledge about media and information with skills for producing a prototype of what the learners think is a future media innovation MIL11/12IMIL-IIIi-26/27/28			
References : Mr. Arniel Ping (St. Stephen's High School, Manila, Philippines) / LAS No.: 19 MIL Curriculum Guide by DepEd)			

CONCEPT NOTES

TERMS TO UNDERSTAND:

Technology in the 21st Century--Many of the technological advances we are seeing today will shape our daily life in the future – the way we relax, interact, communicate and conduct business. ICT will continue to advance, empower and transform every aspect of our life.

Blended learning is a student-centered approach that integrates learning experiences in online and face-to-face environments.

Ubiquitous Learning is learning at any time, at any place.

Massive Open Online Course, or MOOC, is an online course that offers open access via the Internet for free or at a low cost. There are some exceptions, however, with a few providers offering certificates of completion if students take proficiency exams, or partnering with more traditional online programs to offer for-credit courses.

Wearable technology is a blanket term for electronics that can be worn on the body, either as an accessory or as part of material used in clothing.

3D Interactive environments are often referred to as virtual reality or interactive 3D and have a figurative appearance.

EXERCISE

1. Essay: How do you see the world 50 years from now?
   In Media _____
   In Economics _____
   In Education _____

2. Illustration: Draw your own concept of the future media innovation. You may use the back page of this paper for your illustration. Give also a descrition of your illustrated invention.
   Rubrics: Label-5 Points, Color-5 Points, Description-5 Points

SHARED OPTIONS
SENIOR HIGH ALTERNATIVE RESPONSIVE EDUCATION DELIVERY
GRADE 11 DLP LEARNING ACTIVITY SHEET

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Name:	Date:	Score:

Subject :

Lesson Title : Lesson 10- Media and Information Literate Individual

Lesson Competency :
> Synthesizes the overall implication of media and information to an individual (personal, professional, educational, and others) and the society as a whole (economic, social, political, educational, and others) MIL11/12MILI-IIIj29

References :MIL Curriculum Guide by DepEd/Mr. Arniel Ping (St. Stephen's High School Manila, Philippines	LAS No. 20

CONCEPT NOTES:

What is a computer literate individual? As early as preschool, children are allowed to use the computer as well as mobile phones. A computer literate individual knows the different applications available in the computer.

However, a child who does not even know how to read can play computer games. Now, students use computer to encode their research papers, whatever editing and revisions are needed, they only have to insert and delete whatever is needed to be changed in the original paper. No need to use erasers and carbon paper, each copy of the research paper is original and clean from blemishes. You can highlight important items in the paper by making a bold print, italicize, or use a particular font style.

Doing research readings have also become very convenient, in the past; students have to get permission from different libraries to be able to avail of books in other libraries. Now, you do not have to spend the whole day in the library to gather data. You can stay in the comfort of your home but you are able to get the information you need through the computer if you have access to the e-books (electronic books) and e-journals (electronic journals), the World Wide Web, and other computer applications.

EXERCISES

Direction: How would you show the value of being a Media and Information Literate in the following factors? (Criteria: Organization-5, Content-5)

1. Fake NEWS: _____
   _____

2. Pornographic Sites: _____
   _____

3. Religious Activities: _____
   _____

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SHARED OPTIONS
SENIOR HIGH ALTERNATIVE RESPONSIVE EDUCATION DELIVERY
GRADE 11 DLP LEARNING ACTIVITY SHEET

Name:		Date:	Score:
Subject : Media and Information Literacy			
Lesson Title : Lesson 11 – People Media			
Learning Competencies: 1.Cites studies showing proofs of positive and negative effects of media, information on individual and society. 2.describes the different dimensions of people media-MIL11/12PM-IVa-1			
References : Mr. Arniel Ping (St. Stephen's High School, Manila, Philippines) / LAS No.:21 MIL Curriculum Guide by DepEd)			

CONCEPT NOTES

TERMS TO UNDERSTAND:

People Media-Refers to persons that are involved in the use, analysis, evaluation and production of media and information.

Dimensions of People Media

1. **People as Media- refers** to persons that are involved in the use, analysis, evaluation and production of media and information.

2. **People In Media-** Media practitioners who provide information coming from their expert knowledge or first- hand experience of event.

What is the commonality?

Both are people media which means they are involved in the use, analysis, evaluation and production of media and information.

Both are people who provide information.

What are the differences?

People in Media are media practitioners which means they are media related professionals while people as media are not media practitioners but rather media users.

EXERCISE

Key type. Write "Pas" for People as media and "pin" for people in media.

1. SHS Teacher -_____   6. Radio Commentator-_____

2. Independent Blogger-_____   7. YouTubers-_____

3. Print Journalist-_____   8. News Reporter-_____

4. Your Classmate-_____   9. Facebook User-_____

5. Movie Director-_____   10. College Professor-_____

Name:	Date:	Score:
Subject : Media and Information Literacy		
Lesson Title : Lesson 11 – People Media		
Learning Competency: Categorizes different examples of people and state reasons for such categorization-MIL11/12PM-IVa-2		
References : Mr. Arniel Ping (St. Stephen's High School, Manila, Philippines) / MIL Curriculum Guide by DepEd)		LAS No.:22

CONCEPT NOTES

TERMS TO UNDERSTAND:

People as Media

Categories

1. Opinion Leaders- a leader for a certain group who gives details and information to lesser active persons in the group.
2. Citizen Journalism- People without professional journalism training can use the tools of modern technology.
3. Social Journalism- using social media to make their content available to more people.
4. Crowdsourcing- soliciting contributions from a large group of people.

People in Media

TYPES OF JOURNALIST BY MEDIUM

1. Print Journalists- usually report for newspapers or magazines.
2. Photojournalists- capture images that tell a story
3. Broadcast Journalists- encompasses both television and radio news.
4. Multimedia Journalist- encompass all the fields listed above because a web page can have a written story, still photos, video, and audio.

EXERCISE (Criteria: Organization-5, Content-5)

Answer the guide questions below.

Questions

1. What symbolisms are used in the cartoon?
2. What is the message in the cartoon?
3. Do you think this scenario is true in the Philippines? Why or why not

(use the back page for your answers)

IRAN: CITIZEN JOURNALISM
©2009 MONTE WOLVERTON cagecartoons.com
THANK TO RANDY CASE

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SENIOR HIGH ALTERNATIVE RESPONSIVE EDUCATION DELIVERY
GRADE 11 DLP LEARNING ACTIVITY SHEET

Name:		Date:	Score:
Subject :			
Lesson Title : Lesson 12- Text Information and Media			
Lesson Competency : ›Evaluates the reliability and validity of text information and media and its/ their sources using selection criteria. ›Produces and evaluates a creative text based presentation using design principle and elements (MIL11/12TIM-IVb-5/6)			
References :MIL Curriculum Guide by DepEd/Mr. Arniel Ping (St. Stephen's High School Manila, Philippines		LAS No. 23	

DEFINITION OF TERMS

TYPES OF TEXT DESCRIPT

HYPERTEXT- serve to link different electronic documents and enable users to jump from one to other in a nonlinear way PLAINTEXT

UNFORMATTED TEXT- fixed sized characters having essentially appearance **FORMATTED TEXT**- appearance can be changed using font parameters (bold, underline, italic, font size, font color, etc.)

PRINCIPLES AND ELEMENTS

1. EMPHASIS -importance or value given to a part of the text-based content.
2. APPROPRIATENESS -how fitting or suitable the text is used for a specific
3. PROXIMITY -how near or how far the text elements from each other •when
4. ALIGNMENT -how the text is positioned in the page • left, center, right.
5. ORGANIZATION -conscious effort to organize the different text elements in
6. REPETITION -consistency of elements •unity of the entire design
7. CONTRAST -creates visual interest.

EXERCISES

Direction: Read carefully the question and answer by putting (/) in the given space

____1. if the statement is correct and (x) if the statement is wrong.

Organizing the letters in different text elements is under principle and elements of text.

____2. Hypertext is text displayed on a computer storage.

____3. Formatted Text are fixed appearance of the letter

____4. Contrast in part of principles and elements of text that creates visual interest.

____5. If the text can be edited it means that it is a formative text.

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SHARED OPTIONS
SENIOR HIGH ALTERNATIVE RESPONSIVE EDUCATION DELIVERY
GRADE 11 DLP LEARNING ACTIVITY SHEET

Name:		Date:	Score:
Subject :			
Lesson Title : Lesson 12- Text Information and Media			
Lesson Competency : >Describes the different dimensions of text information and media. >Comprehends how text information and media is/are formally and informally produced, organized, and disseminated. (MIL11/12TIM-IVb-3/4)			
References :MIL Curriculum Guide by DepEd/Mr. Arniel Ping (St. Stephen's High School Manila, Philippines			LAS No.24

CONCEPT NOTES

DEFINITION OF TERMS

TEXT a simple and flexible format of presenting information or conveying ideas whether hand-written printed or displayed on-screen.

TYPEFACE also called font, font type, or type refers to the representation or style of a text in the digital format usually comprised of alphabets, numbers, punctuation marks, symbols and other special characters.

Different of TYPEFACES

Serif - connotes formality and readability in large amount of texts.

Sans serif - brings a clean or minimalist look to the text. This font is used for clear and direct meaning of text such as road signage, building directory or nutrition facts in food packages.

Slab serif- carries a solid or heavy look to text. This font can be used for large advertising sign on billboards. Examples: Rockwell, Playbill, Blackoak Script

Script- draws much attention to itself because of its brush-like strokes.

Decorative Display- caters to a wide variety of emotions (such as celebration, fear, horror, etc.)

EXERCISES

Direction: With the given lettering guidelines, you will make your own text design of your name. (criteria Organization-5, Neatness/Orderliness-5)

_____
_____

_____
_____

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SENIOR HIGH ALTERNATIVE RESPONSIVE EDUCATION DELIVERY
GRADE 11 DLP LEARNING ACTIVITY SHEET

Name:		Date:	Score:

Learning Competency: 1. describes the different dimensions of visual information and media.
2. comprehends how visual information and media is/are formally and informally produced, organized, and disseminated-MIL11/12VIM-IVc-7/8

References : Mr. Arniel Ping (St. Stephen's High School, Manila, Philippines) / LAS No.:25
MIL Curriculum Guide by DepEd)

CONCEPT NOTES

TYPES OF VISUAL MEDIA

Photography, Video, Screenshots, Infographics, Data Visualization (charts and graphs), Comic Strips/Cartoons, Memes, Visual Note-Taking

Purpose of Visual Information

1) gain attention 2) create meaning 3) facilitate retention

"The Power of Visual Content" - by DemandGen Report (2014):

Forty percent of people will respond better to visual information than plain text. Publishers who use infographics grow in traffic a average of 12% more than those who don't. Eighty percent of what is seen is retained. Conversions increase by 86 percent when videos are used in a landing page. Twenty percent of words on a web page is read by the average user. Landing pages with videos are 40 times more shareable.
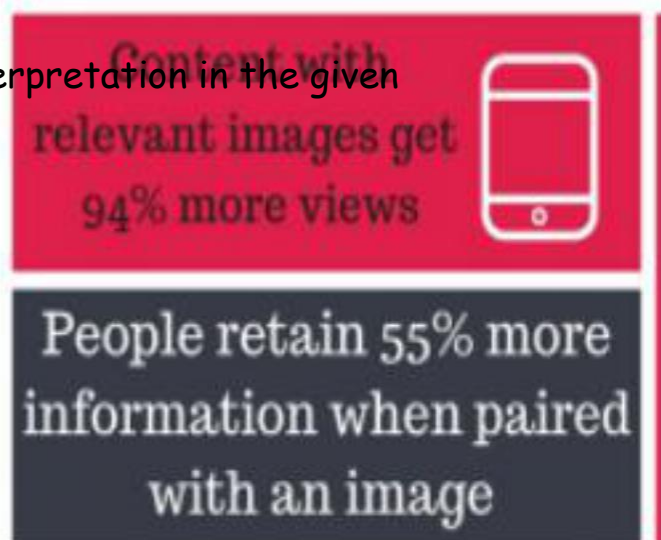
An Internet meme is a concept or idea that spreads "virally" from one person to another via the Internet. It could be anything from an image to an email or video file; however, the most common meme is an image of a person or animal with a funny or witty caption.

EXERCISE

Give your   (Criteria: Organization-5, Content-5) interpretation in the given visual media.

1. It is what kind of visual media?
2. Who created the visual media and for what purpose?
3. How is this visual media disseminated to people?
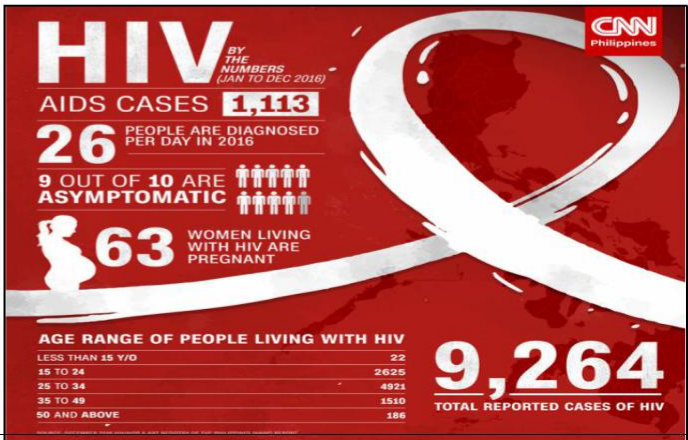
(You may use the back page for your answer)

Content with relevant images get 94% more views

People retain 55% more information when paired with an image

Name:		Date:	Score:
Subject : Media and Information Literacy			
Lesson Title : Lesson 13 – Visual Information and Media			
Learning Competency: 1. evaluates the reliability and validity of visual information and media and its/their sources using selection criteria. 2. produces and evaluates a creative visual-based presentation using design principle and elements - MIL11/12VIM-IVc-9/10			
References : Mr. Arniel Ping (St. Stephen's High School, Manila, Philippines) / LAS No.:26 MIL Curriculum Guide by DepEd)			

CONCEPT NOTES

ELEMENTS OF VISUAL DESIGN

a. **Line** – describes a shape or outline.

b. **Shape** – usually a geometric area that stands out from the space next to or around it, or because of differences in value, color, or texture.

c. **Value** – the degree of light and dark in a design.

d. **Texture** – the way a surface feels or is perceived to feel.

e. **Color** – determined by its hue (name of color), intensity (purity of the hue), and value (lightness or darkness of hue).

f. **Form** – a figure having volume and thickness.

a. **Consistency** of margins, typeface, typestyle, and colors is necessary

b. **Center of interest** – an area that first attracts attention in a composition.

c. **Balance** – a feeling of visual equality in shape, form, value, color, etc.

d. **Harmony** – brings together a composition with similar units.

e. **Contrast** – offers some change in value creating a visual discord in a composition.

f. **Directional Movement** – a visual flow through the composition.

g. **Rhythm** – a movement in which some elements recur regularly.

h. **Perspective** –is a learned meaning of the relationship between different objects seen in space.

EXERCISE: Discuss visual design principles and elements applied in the following media. (Criteria: Organization-5, Content-5)

_____

_____

_____

_____

_____

_____

_____

_____

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SENIOR HIGH ALTERNATIVE RESPONSIVE EDUCATION DELIVERY
GRADE 11 DLP LEARNING ACTIVITY SHEET

Name:		Date:	Score:
Subject :			
Lesson Title : Lesson 14- Audio Information and Media			
Lesson Competency : >describes the different dimensions of audio information and media.(MIL11/12AIM-IVd-11) >comprehends how audio information and media is/are formally and informally produced, organized, and disseminated.(MIL11/12AIM-IVd-12)			
References :MIL Curriculum Guide by DepEd/Mr. Arniel Ping (St. Stephen's High School Manila, Philippines		LAS No.27	

CONCEPT NOTES:

DEFINITION OF TERMS

Audio- sound, especially when recorded, transmitted, or reproduced.

Types of Audio Information

1. **Radio Broadcast** - live or recorded audio sent through radio waves to reach a wide audience.

2. **Music -** vocal or instrumental sounds combined in such a way as to produce beauty of form, harmony, and expression of emotion

3. **Sound Recording** - recording of an interview, meeting, or any sound from the environment.

4. **Sound Clips / Effects** - any sound artificially reproduced to create an effect in a dramatic presentation (ex. sound of a storm, or a door)

5. **Audio Podcast -** a digital audio or video file or recording, usually part of a themed series that can be downloaded from a website to a media player or a computer.

EXERCISES:

DIRECTION: Answer the following question; write T on a given space if the answer is True or F if the answer is False.

1. _____ Sound is a vocal or instrument sounds that produce beauty of the music.

2. _____ Audio is sound, especially when recorded, transmitted, or reproduced.

3. _____ Podcast is a digital audio file made available on the Internet for downloading to a computer.

4. _____ Radar is an recorded audio sent through radio waves to reach a wide audience.

5. _____ an activity or recording that create an effect in a dramatic presentation.

Competence.Dedication.Optimism

SHARED OPTIONS
SENIOR HIGH ALTERNATIVE RESPONSIVE EDUCATION DELIVERY
GRADE 11 DLP LEARNING ACTIVITY SHEET

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Name:		Date:	Score:
Subject : Media and Information Literacy			
Lesson Title : Lesson 14 – Audio Information and Media			
Learning Competency: 1. evaluates the reliability and validity of audio information and media and its/their sources using selection criteria. 2. produces and evaluates a creative audi0-based presentation using design principle and elements - MIL11/12VIM-IVd-13/14			
References : Mr. Arniel Ping (St. Stephen's High School, Manila, Philippines) / LAS No.:28 MIL Curriculum Guide by DepEd)			

CONCEPT NOTES

REMEMBER:

Audio conveys almost all of the emotional impact in the visual medium.

If you watch your favorite scene from any film or TV show with the sound off, you soon discover that moving images on their own are typically not very emotionally involving.

Most of us want to produce projects that will emotionally involve our audience. The better job you do with your project's sound, the less it will be noticed.

If we notice a sound mix though, it is usually because the sound was done incompetently. This is the central concept of "transparent" sound.

The only sound that is noticed in a visual medium is usually poorly executed. Great sound works on a subconscious level with the viewer by drawing them into what they are viewing. Great sound supports and enhances the stories you are trying to tell.

Three points to remember about sound for video or animation

1. No matter who the audience is, at the very least, they expect "transparent" sound
2. Sound conveys emotion - picture conveys information
3. The better your soundtrack, the less it is consciously noticed

EXERCISE: Essay on the importance of music in our life

(Criteria: Organization-5, Content-5)

"THE IMPORTANCE OF MUSIC IN OUR LIFE"

_____
_____
_____
_____
_____
_____
_____

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SHARED OPTIONS
SENIOR HIGH ALTERNATIVE RESPONSIVE EDUCATION DELIVERY
GRADE 11 DLP LEARNING ACTIVITY SHEET

Name:	Date:	Score:
Subject : Media and Information Literacy		
Lesson Title : Lesson 15 – Motion Information and Media		
Learning Competency: 1. describes the different dimensions of motion information and media. 2. comprehends how motion information and media is/are formally and informally produced, organized, and disseminated-MIL11/12VIM-IVef-15/16		
References : Mr. Arniel Ping (St. Stephen's High School, Manila, Philippines) / LAS No.:29 MIL Curriculum Guide by DepEd)		

CONCEPT NOTES

What is a Motion Media?

It is visual media that gives the appearance of a movement. It can be a collection of graphics, footage, videos. It is combined with audio, text and /or interactive content to create multimedia.

Forms of Motion Media:

1. **Informal** - created by individuals often for personal use.
2. **Formal** – created by professionals who follow industry standards in creating, editing and producing motion media.

TYPES OF MOTION MEDIA

1. ACCORDING TO FORMAT: ANIMATION, VIDEO FORMATS / VIDEO CODECS
2. ACCORDING TO PURPOSE: Education, Entertainment, Advertising
3. ACCORDING TO SOURCE: Personal, Social Media, Media Companies
4. ACCORDING TO AUDIENCE: Private / Public, General / Directed

EXERCISE

Encircle the letter of the correct answer.

1.Multimedia is mainly created for
   A.Teaching and learning   B.Entertainment
   C. Advertising   D. All of the above

2. How can multimedia be displayed?
   A. Magazines, television and book   B. Computers, T.V's and Websites
   C. Magazines, newspapers and books   D. Computers, newspapers and Websites

3. A way to consider ethical factors when designing is to make sure
   A. You do not offend anyone's religious or cultural beliefs
   B. Your design physically appeals to people
   C. Your design is all your own work
   D. Your design works the way it should

Name:		Date:	Score:

Subject : Media and Information Literacy
Lesson Title : Lesson 15 – Motion Information and Media
Learning Competency: 1. evaluates the reliability and validity of motion information and media and its/their sources using selection criteria. 2. produces and evaluates a creative motion-based presentation using design principle and elements - MIL11/12VIM-IVef-17/18
References : Mr. Arniel Ping (St. Stephen's High School, Manila, Philippines) / LAS No.:30 MIL Curriculum Guide by DepEd)

CONCEPT NOTES

CREDIBILITY OF MOTION MEDIA
–Validity of Information, Source, Relationship of the Author to the event

Advantages of Motion Media
- ✓ It captures motion in a manner that can be viewed repeatedly
- ✓ It can show processes in detail and in sequence
- ✓ It enables learning with emotions
- ✓ It can cut across different cultures and groups
- ✓ It allows scenes, history, events and phenomenon to be recreated

Limitations of Motion Media
- ✓ Compared to other forms of visual media the viewer cannot always interrupt the presentation.
- ✓ It is often times more costly than other forms of visual media.
- ✓ Other data may be presented best using still images. Examples are graphs, diagrams, maps.
- ✓ It is subject to misinterpretation.

EXERCISE: (Criteria: Organization-5, Content-5, Creativity-5)
Post a cut-out picture of your most favorite cartoon movie or series and give a short description about it.

_____   _____
_____   _____
_____   _____
_____   _____
                                             Paste here
_____   _____
_____   _____
_____   _____
_____   _____
_____   _____

Competence.Dedication.Optimism

Name:		Date:	Score:

Subject : Media and Information Literacy

Lesson Title : Lesson 16 – Manipulative Information and Media

Learning Competency: 1. describes the different dimensions of manipulative information and media. 2. comprehends how manipulative information and media is/are formally and informally produced, organized, and disseminated- MIL11/12VIM-IVgh-19/20

References : Mr. Arniel Ping (St. Stephen's High School, Manila, Philippines) / LAS No.:31 MIL Curriculum Guide by DepEd)

CONCEPT NOTES

What is Manipulative Media?

Loosely defined as any material, program, or application. • Use to formulate new information to aid learning through the use, analysis, evaluation, and production of interactive and hands-on media.

Defining Interactive Media

Investopedia defined interactive media "method of communication in which program's outputs depend on the user's inputs, and the user's inputs in turn affect the program's outputs."

Social Media is a kind of interactive media because they use graphics and text that allow sharing information between users, online conversing or chatting and playing online or web-based games.

Video Games are also interactive.

Interactivity is the foremost attribute of manipulative media because the main goal is for a user learner like you to have high involvement in your use of the application.

EXERCISE:

List down 5 interactive games you love to play with and give your reason why you love playing with it.

1. Game_____ Reason: _____
2. Game_____ Reason: _____
3. Game_____ Reason: _____
4. Game_____ Reason: _____
5. Game_____ Reason: _____

Competence.Dedication.Optimism

Name:		Date:	Score:

Subject : Media and Information Literacy
Lesson Title : Lesson 16 – Manipulative Information and Media
Learning Competency: 1. evaluates the reliability and validity of manipulative information and media and its/their sources using selection criteria. 2. produces and evaluates a creative manipulative-based presentation using design principle and elements - MIL11/12VIM-IVgh-21/22
References : Mr. Arniel Ping (St. Stephen's High School, Manila, Philippines) / LAS No.:32 MIL Curriculum Guide by DepEd)

CONCEPT NOTES

Mobile Learning/Application

Mobile learning lets you maximize the technology at your fingertips. For instance, you may effectively use images on your smartphone by taking snapshots of your note.

Mobile applications such as translators, dictionaries, and flashcard decks that serve as learning aids.

Googling Phenomenon as Manipulative Media

Googling the adoption of this Internet vocabulary indicates the ubiquity of the use of the Web search engine Google considered to be "the most successful" repository of vast source materials on almost any information sought online.

Internet use as Manipulative Media

In the Philippines, Internet usage is reported to be at its peak and is continuously growing every year despite the poor Internet connection speed. According to an article be Baldivia (2013) "[t]here are over 33,000,000 (33million) active internet users in the Philippines that means 3.5 out of 10 Filipinos are online"

EXERCISE: Essay on The Effects of Digital Games To The Youth
(Criteria: Organization-5, Content-5)
        "THE EFFECTS OF DIGITAL GAMES TO THE YOUTH"

_____

_____

_____

_____

_____

_____

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SHARED OPTIONS
SENIOR HIGH ALTERNATIVE RESPONSIVE EDUCATION DELIVERY
GRADE 11 DLP LEARNING ACTIVITY SHEET

Name:		Date:	Score:
Subject : Media and Information Literacy			
Lesson Title : Lesson 17 – Multimedia Information and Media			
Learning Competency: 1. describes the different dimensions of multimedia information and media. 2. comprehends how multimedia information and media is/are formally and informally produced, organized, and disseminated-MIL11/12VIM-IVij-23/24			
References : Mr. Arniel Ping (St. Stephen's High School, Manila, Philippines) / MIL Curriculum Guide by DepEd)		LAS No.:33	

CONCEPT NOTES

What is a Multimedia?

The field concerned with the computer-controlled integration of text, graphics, drawings, still and moving images (video), animation, audio, and any other media where every type of information can be represented, stored, transmitted and processed digitally (Dave Marshall)

is a combination of all kinds of media such as text, speech, sound, graphics or images, animation, and video

✓ Multi-sensorial (sight, hearing, etc.)
✓ it can be interactive
✓ caters to a wide audience

Disadvantages of Multimedia

✓ can take up a lot of digital storage
✓ some products may cater to the larger population but neglect some groups (ex. PWDs, non-native language speakers)

Uses of Multimedia

-For Entertainment, Education, Engineering, Mathematics, Scientific Research (Robotics), Industry, Medicine and Multimedia in Public Places

EXERCISE: Write an essay of the following topic.
"THE IMPACT OF USING MULTIMEDIA ON STUDENTS' ACADEMIC ACHIEVEMENT"
(Criteria: Organization-5, Content-5)

_____
_____
_____
_____
_____
_____
_____
_____

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SHARED OPTIONS
SENIOR HIGH ALTERNATIVE RESPONSIVE EDUCATION DELIVERY
GRADE 11 DLP LEARNING ACTIVITY SHEET

DepEd
DEPARTMENT OF EDUCATION
K TO 12 PROGRAM

Name:		Date:	Score:
Subject : Media and Information Literacy			
Lesson Title : Lesson 17 – Motion Information and Media			
Learning Competency: Synthesizes overall knowledge about different information and media sources by producing and subsequently evaluating a creative multimedia form (living museum, electronic portfolio, others) - MIL11/12VIM-IVij-26			
References : Mr. Arniel Ping (St. Stephen's High School, Manila, Philippines) / LAS No.:34 MIL Curriculum Guide by DepEd)			

CONCEPT NOTES

Interactive Multimedia:
   ✓ When the user is given the option of controlling the elements.

Hyper Media:
   ✓ A combination of hypertext, graphics, audio, video, (linked elements) and interactivity culminating in a complete, non-linear computer-based experience.

Importance of Multimedia:
There are a number of fields where multimedia could be of use.
   ✓ Business
   ✓ Education
   ✓ Entertainment
   ✓ Home
   ✓ Public Places

Multimedia Products
   ✓ Briefing Products, Reference Products, Database Products
   ✓ Education and Training Products, Kiosk, Entertainment and Games

EXERCISE:

Match A with B with its correct example. Write the letter of the correct answer in the space before each number.

<u>A</u>	<u>B</u>
_____1. Business	A. E-Learning
_____2. Education	B. Staff Training Application
_____3. Entertainment	C. Movies
_____4. Home	D. Satellite TV
_____5. Public Places	E. Information Kiosk

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