



DAILY LESSON PLAN	School: Benedictine International School Teacher: Mr. Marlon Nombrado	Grade Level: Grade 12 Course: MIL
Content Standards	The learner demonstrates understanding of Media Literacy Core Concept #4: “Media have embedded values and points of view”, and the knows the difference between dominant, marginal, empirical, and normative claims.	
Performance Standards	The learner practices the following analytical and deliberative skills: exploring hidden meanings in text, sharing reasoning with each other, considering contrasting views.	
Learning Competencies	<ul style="list-style-type: none"> — Discuss to class on how a particular individual is portrayed in public using different type of media. MIL11/12TYM-IIIId-12 — Evaluates everyday media and information presentations regarding codes, convention, and message; and how they affect the audience, producers, and other stake holders. MIL11/12MILA-IIIf-15 	
Content	Preliminary Activity on the Lesson on Media and Ideology	
Learning Resources	Video materials	
Procedure		
A. Warm-up/Review	<i>Happy Valentine’s Day!</i> Today we shall think, talk, reflect about one of most favorite themes in media of all time: LOVE <3	
B. Establishing the purpose of the lesson	Teacher shows a Valentines Day-themed TV Commercial and analyses it with the class. He tells the class that for the next chapter in the sem, they will tackle MEDIA AND IDEOLOGY , how values, opinions, beliefs are embedded in media texts.	
C. Discussing new concepts	<p>In a piece of paper, students will write down things (that are not necessarily factual but) they believe to be true/normal/proper/natural about the given topic. (Example: Topic: <i>Dating</i> Opinion: <i>I think it’s only natural that men pay for the first date.</i>)</p> <p>Topics: Cheating (in relationships), Flings, and Pre-marital sex</p> <p>After writing their thoughts, the students will participate in a mini-deliberation exercise. For each round, an issue will be raised to the whole class. One student will be assigned to moderate the flow of the discussion. (All students will be encouraged to speak but students still have the option to pass.)</p> <p>Issue 1: <i>Men tend to cheat more than women.</i> Issue 2: <i>It’s okay to have sex before marriage.</i></p>	





	<p>While the deliberation is ongoing, the teacher writes on the board the arguments of the students, categorizing them between dominant or marginal, and normative or empirical views. After the deliberations, the teacher introduces the four new concepts.</p>									
D. Practicing new skills	<p>It's time to check out some media texts and find what beliefs, opinions, values about LOVE are embedded in them. The class will be divided in 4 groups, each assigned with a text to analyze and a guide for analysis.</p> <ol style="list-style-type: none"> 1. OTWOL Breakup Scene (Local TV drama series) 2. In A Heartbeat (Animated Short Film) 3. Kwentong Jollibee: "Choice" (Advertisement) 4. Pula Ang Kulay ng Pag-ibig -Plagpul (Song, Music Video) <p>Guide for Analysis</p> <table border="1"> <thead> <tr> <th>Embedded Media Messages</th> <th>Dominant or Marginal</th> <th>Normative or Empirical</th> </tr> </thead> <tbody> <tr> <td> <p>Messages About Representations <i>(How are the characters portrayed? In terms of gender, class, age, etc., what characteristics were emphasized and what are omitted? Are there any stereotypical portrayals?)</i></p> </td> <td></td> <td></td> </tr> <tr> <td> <p>Messages About Norms <i>(What behaviors, rules of engagement, traditions were portrayed to as accepted, or unaccepted? Did the text present any unpopular opinion/uncommon beliefs?)</i></p> </td> <td></td> <td></td> </tr> </tbody> </table>	Embedded Media Messages	Dominant or Marginal	Normative or Empirical	<p>Messages About Representations <i>(How are the characters portrayed? In terms of gender, class, age, etc., what characteristics were emphasized and what are omitted? Are there any stereotypical portrayals?)</i></p>			<p>Messages About Norms <i>(What behaviors, rules of engagement, traditions were portrayed to as accepted, or unaccepted? Did the text present any unpopular opinion/uncommon beliefs?)</i></p>		
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<p>Each group will present their findings to the whole class after.</p>										
E. Making generalizations or abstraction about the lesson	<p>The students will be asked what is the value/importance of knowing that media have embedded values and points of view. QUOTE: <i>"The mass media, their influence is everywhere. They tell us what to do, what to think, and they tell us to think about ourselves all of the time."</i></p> <p>(If there is time, the class can watch clip from film "They Live.")</p>									
F. Closure and independent work	<p>Students will be assigned to read <i>"Media and Ideology"</i> of David Croteau (pp. 159-168). Learn from the text the terms Ideology, Normalization, and Hegemony.</p>									





Out of The Box

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