

8

# Lesson Exemplar for TLE

Quarter 1

Lesson

2

GOVERNMENT PROPERTY  
**NOT FOR SALE**

**Lesson Exemplar for TLE Grade 8**  
**Quarter 1: Lesson 2 (Week 2)**  
**SY/TP 2025-2026**

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**TLE/ QUARTER 1/ GRADE 8**

<b>I. CURRICULUM CONTENT, STANDARDS, AND LESSON COMPETENCIES</b>	
<b>A. Content Standards</b>	The Learners demonstrate an understanding of ICT-related legal issues
<b>B. Performance Standards</b>	The learners create videos with graphics design in a safe and responsible manner.
<b>C. Learning Competencies and Objectives</b>	<p><b>Learning Competency:</b> The learners will:</p> <ul style="list-style-type: none"> <li>Discuss current events, reflecting on their own digital citizenship.</li> </ul> <p><b>Learning Objectives:</b> At the end of the lesson, learners are expected to:</p> <ol style="list-style-type: none"> <li>explain the key concepts of digital citizenship, digital footprints, digital identity, and ICT-related legal bases, including their significance and impact on everyday digital interactions;</li> <li>analyze real-life scenarios to identify elements of digital citizenship, assess the impact of digital footprints and identities, and apply relevant ICT-related laws to ensure responsible and legal online behavior; and</li> <li>create informative presentations, digital posters, and reflective journals that demonstrate their understanding of digital citizenship, digital footprints, and ICT-related legal frameworks.</li> </ol>
<b>D. Content</b>	<p><b>1. Digital Citizenship Elements</b>  <b>2. Digital Footprints and Identity</b>  <b>3. ICT-Related Legal Bases</b></p> <ul style="list-style-type: none"> <li>Republic Act No 10844 Section 4, 5, and 6 (Establishment of DICT)</li> <li>Republic Act No 10627 Section 2-D (Cyberbullying Act)</li> <li>Republic Act No 10173 (Data Privacy Act of 2012) Chapter VIII Sec 26</li> <li>Republic Act No 8293 (Intellectual Property Code of the Philippines) Chapter XVII Sec 216-217</li> </ul>
<b>E. Integration</b>	<p><b>SDG 4:</b> Quality Education  <b>SDG 5:</b> Gender Equality  <b>SDG 8:</b> Decent Work and Economic Growth</p>

<b>II. LEARNING RESOURCES</b>
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III. TEACHING AND LEARNING PROCEDURE	NOTES TO TEACHERS
<p><b>A. Activating Prior Knowledge</b></p> <p><b>DAY 1</b></p> <p><b>1. Short Review</b></p> <p>Use an online polling tool like Kahoot or Mentimeter to gauge students on their knowledge of tools and equipment in ICT and appropriate software applications for specific tasks. Questions can include:</p> <ol style="list-style-type: none"> <li>Which device is primarily used for inputting text into a computer? <ul style="list-style-type: none"> <li>A) Monitor</li> <li>B) Keyboard (Correct Answer)</li> <li>C) Mouse</li> <li>D) Printer</li> </ul> </li> <li>Which software application is best suited for creating and editing text documents? <ul style="list-style-type: none"> <li>A) Microsoft Excel</li> <li>B) Adobe Photoshop</li> <li>C) Microsoft Word (Correct Answer)</li> <li>D) AutoCAD</li> </ul> </li> <li>Which device allows a computer to connect to a wireless network? <ul style="list-style-type: none"> <li>A) Modem</li> <li>B) Network Interface Card (NIC)</li> <li>C) Wireless Adapter (Correct Answer)</li> <li>D) Bluetooth Dongle</li> </ul> </li> <li>Which application is commonly used for creating presentations? <ul style="list-style-type: none"> <li>A) Microsoft Word</li> <li>B) Adobe Acrobat</li> <li>C) Microsoft PowerPoint (Correct Answer)</li> <li>D) Google Chrome</li> </ul> </li> <li>For video editing, which of the following software would be most appropriate? <ul style="list-style-type: none"> <li>A) Adobe Premiere Pro (Correct Answer)</li> <li>B) Microsoft Excel</li> <li>C) Mozilla Firefox</li> <li>D) Microsoft Publisher</li> </ul> </li> </ol> <p><b>2. Feedback (Optional)</b></p>	<p>After the online poll, ask students to share their experiences with using various ICT tools and software applications. For example, can anyone share a project where they used a specific software tool effectively?</p>

<b>B. Establishing Lesson Purpose</b>	<p><b>1. Lesson Purpose</b> Present this video where someone's online behavior leads to positive or negative consequences.</p> <p><b>Title: Be Kind Online</b> Link: <a href="https://www.youtube.com/watch?v=kwx5Q2I6snM&amp;ab_channel=BulliesOut">https://www.youtube.com/watch?v=kwx5Q2I6snM&amp;ab_channel=BulliesOut</a></p> <p><b>2. Unlocking Content Vocabulary</b> Use this digital word wall, Padlet in introducing and explaining the following key terms:</p> <ul style="list-style-type: none"> <li>• Digital Citizenship</li> <li>• Digital Etiquette</li> <li>• Digital Law</li> <li>• Digital Rights and Responsibilities</li> <li>• Digital Health and Wellness</li> <li>• Digital Security</li> </ul> <p>Have students click on each term to see definitions and examples. Link: <a href="https://padlet.com/rbfabro/digital-citizenship-and-online-safety-z417ts5vez4quzpu/slideshow/wish,399">https://padlet.com/rbfabro/digital-citizenship-and-online-safety-z417ts5vez4quzpu/slideshow/wish,399</a></p>	<p>After watching the video, ask students these questions:</p> <ol style="list-style-type: none"> <li>1. Why is it important to be a responsible digital citizen? and</li> <li>2. How can digital citizenship affect our online and offline lives?</li> </ol>
<b>C. Developing and Deepening Understanding</b>	<p><b>SUB-TOPIC 1: Elements of Digital Citizenship</b></p> <p><b>1. Explicitation</b></p> <p><b>Scenarios Where Digital Citizenship is Crucial</b></p> <p><u>A. Social Media Interactions</u> <i>Scenario:</i> A student shares a post on social media that could be interpreted as offensive or controversial. This leads to a heated discussion in the comments section.</p> <ul style="list-style-type: none"> <li>• <i>Questions:</i> What do you think makes someone a good digital citizen in the context of social media interactions? Can you share an experience where practicing good digital citizenship on social media was important?</li> </ul> <p><u>B. Online Gaming</u> <i>Scenario:</i> During an online gaming session, a player encounters another player who is using abusive language and harassing others.</p>	<p>Present the following scenarios where digital citizenship is crucial, such as social media interactions, online gaming, and digital communication in school. Then, engage students by asking thought-provoking</p>

	<ul style="list-style-type: none"> <li>• <i>Questions:</i> What do you think makes someone a good digital citizen in the context of online gaming? Can you share an experience where digital citizenship was important while playing online games?</li> </ul> <p><u>C. Email Communication</u></p> <p><i>Scenario:</i> A student receives an email from an unknown sender with a suspicious link. The student needs to decide whether to open the link or report the email.</p> <ul style="list-style-type: none"> <li>• <i>Questions:</i> What do you think makes someone a good digital citizen when it comes to email communication? Can you share an experience where being a responsible digital citizen in email communication was crucial?</li> </ul> <p><u>D. Online Learning Platforms</u></p> <p><i>Scenario:</i> In an online class discussion forum, a student posts a comment that is respectful and constructive, even though they disagree with the original post.</p> <ul style="list-style-type: none"> <li>• <i>Questions:</i> What do you think makes someone a good digital citizen in the context of online learning platforms? Can you share an experience where digital citizenship was important in an online learning environment?</li> </ul> <p><u>E. Content Creation and Sharing</u></p> <p><i>Scenario:</i> A student creates a video and shares it online, ensuring that all content used is original or properly credited to avoid plagiarism.</p> <ul style="list-style-type: none"> <li>• <i>Questions:</i> What do you think makes someone a good digital citizen when creating and sharing content online? Can you share an experience where practicing good digital citizenship in content creation was important?</li> </ul> <p><b>Digital citizenship</b> refers to the responsible use of technology by anyone who uses computers, the Internet, and digital devices to engage with society on any level. It encompasses a wide range of behaviors and skills that are necessary for effective and ethical participation in digital environments.</p> <p>According to <i>Ribble (2017)</i>, there are nine elements of Digital Citizenship. These elements include:</p> <ol style="list-style-type: none"> <li>1. Digital Access</li> <li>2. Digital Commerce</li> <li>3. Digital Communication</li> </ol>	<p>questions related to these scenarios to stimulate discussion and critical thinking about responsible digital behavior.</p> <p>Use a Slide presentation to display these scenarios.</p>
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	<ol style="list-style-type: none"> <li>4. Digital Literacy</li> <li>5. Digital Etiquette</li> <li>6. Digital Law</li> <li>7. Digital Rights and Responsibilities</li> <li>8. Digital Health and Wellness</li> <li>9. Digital Security (Self-protection)</li> </ol> <p>Use the link for visual presentation and discussion:  <a href="https://padlet.com/rbfabro/understanding-digital-citizenship-2q5nfdogsse4kyx/slideshow/wish/301792613">https://padlet.com/rbfabro/understanding-digital-citizenship-2q5nfdogsse4kyx/slideshow/wish/301792613</a></p> <p><b>2. Worked Example</b></p> <p>Present this scenario where a student encounter cyberbullying. Have students role-play the scenario, analyzing what digital citizenship elements were ignored and how the situation could have been handled better.</p> <p>Guide students through the analysis, discussing the importance of digital etiquette and security.</p> <p><b><u>Scenario: Cyberbullying Incident</u></b></p> <p>Scenario Description</p> <ul style="list-style-type: none"> <li>• A student, Alex, posts a picture of their new project on a school-related social media group. Another student, Sam, starts posting negative comments about Alex's project, calling it "stupid" and "a waste of time." Other students join in, and the comments escalate to personal attacks on Alex's appearance and abilities. Alex feels hurt and embarrassed and doesn't know how to respond.</li> </ul> <p><b>Guided Analysis</b></p> <p>Discussion Points</p> <p><b><u>Identify Ignored Digital Citizenship Elements</u></b></p> <ol style="list-style-type: none"> <li>1. Digital Etiquette - Sam and the other students ignored the norms of respectful and kind communication online.</li> <li>2. Digital Rights and Responsibilities - The bullies ignored Alex's right to a safe and respectful online environment.</li> </ol>	<p><b>Role-Play Instructions</b>  <b>Assign Roles:</b></p> <ul style="list-style-type: none"> <li>• Alex - (the victim)</li> <li>• Sam - (the bully)</li> <li>• Other students - (bystanders) -</li> <li>• Teacher - (authority figure)</li> </ul> <p><b>Role-Play the Scenario:</b></p> <ul style="list-style-type: none"> <li>• Alex posts the picture.</li> <li>• Sam starts posting negative comments.</li> <li>• Other students join in with negative comments.</li> <li>• Alex reacts to the bullying.</li> <li>• The teacher intervenes.</li> </ul>
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	<p>3. Digital Security - The situation could escalate to a point where Alex's personal information might be at risk if the bullying continues.</p> <p><u>Analyze the Situation</u></p> <ol style="list-style-type: none"> <li>1. How did Alex feel? Discuss the emotional impact of cyberbullying on Alex.</li> <li>2. Why did Sam and the other students behave this way? Explore the reasons behind cyberbullying behavior.</li> <li>3. What role did the bystanders play? Discuss the impact of bystanders either joining in or staying silent.</li> </ol> <p><u>How Could the Situation Have Been Handled Better?</u></p> <ol style="list-style-type: none"> <li>1. Digital Etiquette - Sam and the other students should have respected Alex's post and provided constructive feedback if necessary.</li> <li>2. Digital Rights and Responsibilities- Students should recognize their responsibility to create a positive online environment and report inappropriate behavior.</li> <li>3. Intervention- The teacher should intervene early to stop the bullying and provide support to Alex.</li> </ol> <p><u>Discuss the Importance of Digital Etiquette and Security</u></p> <ol style="list-style-type: none"> <li>1. Digital Etiquette - Emphasize the importance of treating others with respect online, just as one would in person. Discuss the long-term impact of negative online behavior.</li> <li>2. Digital Security - Highlight the need to protect personal information and the potential risks of sharing too much online. Discuss how bullying can sometimes lead to more serious security issues.</li> </ol> <p><b>3. Lesson Activity</b></p> <ul style="list-style-type: none"> <li>• <b>Refer to Learning Activity Sheet No. 1:</b> Understanding Digital Citizenship Through Creative Presentations</li> </ul> <p><b>DAY 2</b></p> <p><b>SUB-TOPIC 2: DIGITAL FOOTPRINTS AND IDENTITY</b></p> <p><b>1. Explicitation</b></p> <p>Access this link and allow students to read: <a href="https://www.calameo.com/read/005391603a9350eb6eb">https://www.calameo.com/read/005391603a9350eb6eb</a></p> <p>This is a real-life example where someone's digital footprint affected their real life (Ronson, 2015). After reading, ask these questions to students:</p> <ol style="list-style-type: none"> <li>1. What do you think makes up your digital footprint?</li> <li>2. Can you think of a time when someone's online actions affected their real life?</li> </ol>	
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### **What is a Digital Footprint?**

A digital footprint is the trail of data that individuals leave behind when they use the internet. This includes all the information that is shared, both intentionally and unintentionally, through various online activities such as social media interactions, website visits, emails, and online shopping. Digital footprints can be categorized into two types:

1. **Active Digital Footprints** - These are the data trails you leave intentionally, such as posts on social media, blog entries, or any other content you actively upload or share online.
2. **Passive Digital Footprints** - These are the data trails you leave unintentionally, such as cookies that track your browsing habits, IP addresses, and other metadata collected by websites and online services.

### Importance of Digital Footprints

- **Privacy and Security** - The data you leave behind can be used to build a profile about you, which can be exploited for malicious purposes such as identity theft or targeted cyber-attacks (Solove, 2007).
- **Reputation Management** - Your digital footprint can affect your reputation. Employers, colleges, and other entities often search for online information about candidates, and inappropriate content can have negative consequences (Berkelaar, 2014).
- **Personalization** - Companies use digital footprints to personalize user experiences, such as recommending products or content based on browsing history (Turow, 2011).

### Managing Your Digital Footprint

Managing your digital footprint involves being mindful of the information you share online and taking steps to protect your privacy.

- **Privacy Settings** - Regularly review and adjust the privacy settings on your social media accounts and other online services to control who can see your information.
- **Search Yourself** - Periodically search for your own name on search engines to see what information is publicly accessible.
- **Think Before You Post** - Consider the long-term impact of the content you share online. Once something is posted, it can be difficult to remove it completely.
- **Use Secure Connections** - Ensure that you are using secure (HTTPS) connections when browsing the internet to protect your data from being intercepted.

### **Digital Identity**

Digital identity refers to the online persona that is created through your digital footprints. It encompasses all the information available about you online, including social media profiles, online transactions, and any other digital interactions. Your digital identity can influence how others perceive you and can have real-world implications.

#### Components of Digital Identity

- **Personal Information** - This includes your name, date of birth, address, and other identifying details.
- **Professional Information** - This includes your employment history, professional skills, and educational background, often found on platforms like LinkedIn.
- **Social Information** - This includes your social media activity, such as posts, likes, comments, and the networks you are part of.
- **Behavioral Information** - This includes your browsing habits, purchase history, and other online behaviors that can be tracked and analyzed.

#### Risks Associated with Digital Identity

- **Identity Theft** - Cybercriminals can use your personal information to steal your identity and commit fraud (Newman & McNally, 2005).
- **Reputation Damage** - Negative information or inappropriate content associated with your digital identity can harm your personal and professional reputation.
- **Data Exploitation** - Companies can exploit your digital identity for targeted advertising and other commercial purposes without your explicit consent (Acquisti & Gross, 2006).

#### Protecting Your Digital Identity

- **Strong Passwords** - Use strong, unique passwords for different online accounts and change them regularly.
- **Two-Factor Authentication** - Enable two-factor authentication (2FA) for an added layer of security.
- **Be Skeptical of Phishing** - Be cautious of emails, messages, or websites that ask for personal information.
- **Regular Monitoring** - Keep an eye on your online accounts for any suspicious activity.

#### **2. Worked Example**

Guide students through analyzing the scenario. Ask these questions: What impact did this have on the student's digital footprint and identity? How could the situation have been handled better?

#### Scenario: The Misunderstood Photo

- Sarah, a high school student, posts a photo on her Instagram account during a weekend party with friends. In the background of the photo, there are some students drinking from red

cups, which are commonly associated with alcoholic beverages, although the cups actually contain soda. Sarah captions the photo, "Crazy night with the best people! #PartyHard."

#### Analysis Using Digital Footprints and Identity Concepts

##### **1. Digital Etiquette**

- *Ignored Element* - Sarah did not consider the potential implications of the photo and the caption. Digital etiquette involves thinking about how your posts might be perceived by others and the possible consequences.
- *Improvement*- Sarah should have reviewed the photo more carefully and chosen a caption that accurately reflected the situation. She could have avoided using a hashtag that implied reckless behavior.

##### **2. Digital Rights and Responsibilities**

- *Ignored Element*- While Sarah had the right to post the photo, she also had the responsibility to ensure that her post did not mislead or harm others.
- *Improvement*- Sarah should have been more mindful of her responsibilities as a digital citizen, considering how her post might be interpreted by different audiences.

##### **3. Digital Security**

- *Ignored Element*- Sarah did not consider the privacy settings of her Instagram account. The photo was publicly accessible, allowing anyone to view and share it.
- *Improvement*- Sarah could have used privacy settings to limit the visibility of her post to close friends only, reducing the risk of misunderstandings and wider spread.

##### **4. Reputation Management**

- *Ignored Element*- Sarah did not think about how the photo might affect her reputation and the reputation of her friends.
- *Improvement*- Before posting, Sarah should have considered the long-term impact of the photo on her digital footprint and reputation.

#### How the Situation Could Have Been Handled Better

##### *a) Think Before Posting*

- Sarah should have taken a moment to review the photo and the caption, considering how they might be perceived by others.

	<p>- She could have chosen a different photo that did not include the red cups or used a caption that clearly indicated they were having a fun, responsible time.</p> <p>b) <i>Use Privacy Settings</i></p> <ul style="list-style-type: none"> <li>- Sarah could have adjusted her privacy settings to ensure that only her close friends could see the post. This would have limited the spread and potential for misunderstandings.</li> </ul> <p>c) <i>Clear Communication</i></p> <ul style="list-style-type: none"> <li>- If Sarah realized the misunderstanding early, she could have posted a follow-up clarification, explaining that the cups contained soda and not alcohol.</li> </ul> <p>d) <i>Seek Support</i></p> <ul style="list-style-type: none"> <li>- When the situation escalated, Sarah could have sought support from a trusted teacher or counselor to help address the rumors and misunderstandings.</li> </ul> <p><b>3. Lesson Activity</b></p> <p><b>Refer to Learning Activity Sheet No. 2: Digital Footprint Diary</b></p> <p><b>DAY 3</b></p> <p><b>SUB-TOPIC NO. 3: ICT-RELATED LEGAL BASES</b></p> <p><b>1. Explication</b></p> <p>Access this link:  <a href="https://padlet.com/rbfabro/discussion-topic-goes-here-iiobjcbxfobpq5djd/slideshow/wish/302197987">https://padlet.com/rbfabro/discussion-topic-goes-here-iiobjcbxfobpq5djd/slideshow/wish/302197987</a></p> <p>Then discuss the relevance of each law in everyday digital activities. Explain to students how these laws protect users and regulate digital behavior. Use the case studies presented to illustrate each law. Ask these questions:</p> <ol style="list-style-type: none"> <li>1. What do you know about these laws?</li> <li>2. Can you think of a situation where these laws might apply?</li> </ol> <p><b>2. Worked Example</b></p> <p>Present the scenario below where a student encounters cyberbullying. Guide students through analyzing the scenario using Republic Act No 10627 (Cyberbullying Act). Discuss the protections and responsibilities outlined in the law.</p> <p><b><u>Scenario: Cyberbullying Incident</u></b></p> <ul style="list-style-type: none"> <li>• Maria, a high school student, starts receiving hurtful messages on her social media accounts. The messages come from anonymous accounts and include insults about her appearance and</li> </ul>	<p>Present the scenario in a PPT where a student posts something online that later causes issues.</p>
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	<p>false rumors about her personal life. The situation escalates when someone creates a fake profile using her name and photos, posting inappropriate content that further tarnishes her reputation. Maria feels distressed and helpless, unsure of how to stop the harassment.</p> <p><b><u>Analyzing the Scenario Using Republic Act No. 10627 (Anti-Bullying Act of 2013)</u></b></p> <p><i>Step 1: Identifying the Cyberbullying</i>  <u>Cyberbullying Characteristics</u></p> <ul style="list-style-type: none"> <li>• <b>Hurtful Messages:</b> Maria receives insulting messages about her appearance and false rumors about her personal life.</li> <li>• <b>Anonymous Accounts:</b> The messages come from unidentified sources, making it difficult for Maria to confront the bullies.</li> <li>• <b>Fake Profile:</b> Someone creates a fake profile using Maria's name and photos, posting inappropriate content to damage her reputation.</li> </ul> <p><i>Step 2: Understanding Maria's Protections Under the Law</i>  <u>Protections Outlined in Republic Act No. 10627</u></p> <ul style="list-style-type: none"> <li>• <b>Definition of Bullying:</b> The law defines bullying to include any severe or repeated use of written, verbal, or electronic expression that causes physical or emotional harm, fear, or damage to a person's reputation.</li> <li>• <b>School Responsibility:</b> Schools are required to adopt policies to address bullying and cyberbullying. These policies must include procedures for reporting, investigating, and responding to bullying incidents.</li> <li>• <b>Reporting Mechanisms:</b> The law mandates that schools provide clear mechanisms for students to report bullying incidents safely and confidentially.</li> <li>• <b>Support and Intervention:</b> Schools must offer support and intervention programs for both victims and perpetrators of bullying to promote behavioral change and conflict resolution.</li> </ul> <p><i>Step 3: Maria's Responsibilities and Steps to Take</i>  <u>Responsibilities and Actions Maria Should Take</u></p> <ul style="list-style-type: none"> <li>• <b>Report the Incident:</b> Maria should report the cyberbullying to a trusted teacher, school counselor, or administrator. She can provide screenshots or other evidence of the hurtful messages and fake profile.</li> <li>• <b>Document the Bullying:</b> Maria should keep a record of all bullying incidents, including dates, times, and descriptions of the messages and actions taken by the bullies.</li> </ul>	
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	<ul style="list-style-type: none"> <li>• <b>Seek Support:</b> Maria should seek emotional support from friends, family, or a school counselor to help cope with the stress and emotional impact of the cyberbullying.</li> <li>• <b>Avoid Retaliation:</b> Maria should avoid responding to the bullies or retaliating, as this could escalate the situation.</li> </ul> <p><i>Step 4: School's Role and Responsibilities</i>  <u>School's Responsibilities Under Republic Act No. 10627:</u></p> <ul style="list-style-type: none"> <li>• <b>Investigate the Report:</b> The school must promptly investigate Maria's report of cyberbullying, ensuring that the investigation is thorough and confidential.</li> <li>• <b>Take Disciplinary Action:</b> If the investigation confirms the cyberbullying, the school should take appropriate disciplinary action against the perpetrators, in accordance with their anti-bullying policy.</li> <li>• <b>Provide Support:</b> The school should offer counseling and support services to Maria to help her recover from the emotional impact of the bullying.</li> <li>• <b>Educate the Community:</b> The school should conduct awareness programs to educate students, teachers, and parents about the dangers of cyberbullying and the importance of respectful online behavior.</li> </ul> <p><b>DAY 4</b>  <b>3. Lesson Activity</b></p> <ul style="list-style-type: none"> <li>• <b>Refer to Learning Activity Sheet no. 3:</b> Creating Posters on Philippine Digital Laws</li> </ul>	
<b>D. Making Generalizations</b>	<p><b>1. Learners' Takeaways</b>  Ask students to write a summary of what they learned about ICT-related legal bases. Prompt them with questions like, 1) What are the key points of each law?" and 2) How do these laws protect and regulate digital behavior?</p> <p><b>2. Reflection on Learning</b>  Guide students in a reflection activity where they think about how they learned the material. Ask them to consider questions like, 1) What strategies helped you understand ICT-related legal bases better? and 2) How will knowing these laws affect your online behavior?</p>	

<b>IV. EVALUATING LEARNING: FORMATIVE ASSESSMENT AND TEACHER'S REFLECTION</b>	<b>NOTES TO TEACHERS</b>
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<p><b>A. Evaluating Learning</b></p>	<p><b>I. Formative Assessment:</b>  This quiz is designed to test students' understanding of the laws and their ability to apply this knowledge to various scenarios.</p> <p>1. Republic Act No. 10173 (Data Privacy Act of 2012) is designed to protect personal data in information and communications systems both in the government and the private sector. Which of the following is NOT a right provided by this act?</p> <ul style="list-style-type: none"> <li>A. Right to be informed</li> <li>B. Right to data portability</li> <li>C. Right to erasure or blocking</li> <li>D. Right to freedom of speech</li> </ul> <p>2. The Cybercrime Prevention Act (Republic Act No. 10175) includes a controversial provision about online libel. Which statement best reflects the implication of this provision?</p> <ul style="list-style-type: none"> <li>A. It decriminalizes libel when committed online.</li> <li>B. It imposes a higher penalty for libel committed online than written libel.</li> <li>C. It only applies to libel against individuals, not groups.</li> <li>D. It equates online libel with spoken defamation.</li> </ul> <p>3. Under the Electronic Commerce Act (Republic Act No. 8792), electronic documents have legal recognition. Which scenario would challenge the admissibility of an electronic document in court?</p> <ul style="list-style-type: none"> <li>A. The document was sent through a secured email service.</li> <li>B. The document lacks a digital signature.</li> <li>C. The document was notarized electronically.</li> <li>D. The document was printed and presented in paper form.</li> </ul> <p>4. The Intellectual Property Code (Republic Act No. 8293) protects the rights of creators over their creations. Which of the following is <b>NOT</b> protected under <b>this</b> act?</p> <ul style="list-style-type: none"> <li>A. Literary works</li> <li>B. Mathematical formulas</li> <li>C. Musical compositions</li> <li>D. Artistic illustrations</li> </ul>	<p><b>Answer key:</b></p> <ul style="list-style-type: none"> <li>1. D</li> <li>2. B</li> <li>3. B</li> <li>4. B</li> <li>5. B</li> <li>6. C</li> <li>7. D</li> <li>8. C</li> <li>9. A</li> <li>10. B</li> </ul>
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	<p>5. Republic Act No. 10844, which created the Department of Information and Communications Technology (DICT), aims to ensure the provision of strategic, reliable, and cost-efficient ICT infrastructure. What is a potential consequence of this act for educational institutions?</p> <ul style="list-style-type: none"> <li>A. Mandatory use of DICT-approved software in schools</li> <li>B. Increased access to online learning platforms</li> <li>C. Restriction on the use of foreign ICT resources</li> <li>D. Decreased autonomy in ICT-related decision-making</li> </ul> <p>6. The Magna Carta for Philippine Internet Freedom (Senate Bill No. 3327) proposes several provisions. Which of the following is NOT included in the bill?</p> <ul style="list-style-type: none"> <li>A. Protection of internet users from censorship</li> <li>B. Ensuring network neutrality</li> <li>C. Regulation of content creation on the internet</li> <li>D. Promotion of internet rights and governance</li> </ul> <p>7. The Free Internet Access in Public Places Act (Republic Act No. 10929) provides free internet access in public places. How might this law affect students' online behavior?</p> <ul style="list-style-type: none"> <li>A. It may increase instances of cyberbullying due to wider internet access.</li> <li>B. It could lead to a decrease in the use of internet cafes.</li> <li>C. It might improve research capabilities with increased access to information.</li> <li>D. It could reduce the digital divide among students from different socioeconomic backgrounds.</li> </ul> <p>8. The Child Online Safety Act aims to protect children from harmful online content. Which of the following strategies is NOT typically included in such legislation?</p> <ul style="list-style-type: none"> <li>A. Implementing age verification systems</li> <li>B. Mandating 'safe search' filters on school computers</li> <li>C. Banning the use of smartphones by minors</li> <li>D. Educating children about responsible online behavior</li> </ul> <p>9. The E-Government Act (Republic Act No. 10844) promotes the use of ICT in government services. Which of the following is a likely benefit for citizens?</p> <ul style="list-style-type: none"> <li>A. Reduction in the need for physical government offices</li> <li>B. Increased taxes to fund the ICT initiatives</li> <li>C. Mandatory ICT training for all citizens</li> <li>D. Decreased transparency in government transactions</li> </ul>	
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	<p>10. The Access to Information and Communications Technology Act aims to bridge the digital divide. Which of the following actions would best support this goal?</p> <p>A. Prohibiting the use of social media in schools</p> <p>B. Providing tax incentives for ICT investments in rural areas</p> <p>C. Limiting internet access to government-approved sites</p> <p>D. Requiring all citizens to own a computer</p> <p><b>2. Homework (Optional)</b></p>			
<b>B. Teacher's Remarks</b>	<i>Note observations on any of the following areas:</i>	<b>Effective Practices</b>	<b>Problems Encountered</b>	<p>The teacher may take note of some observations related to the effective practices and problems encountered after utilizing the different strategies, materials used, the learner engagement and other related stuff.</p> <p>Teachers may also suggest ways to improve the different activities explored.</p>
	<b><i>strategies explored</i></b>			
	<b><i>materials used</i></b>			
	<b><i>learner engagement/ interaction</i></b>			
	<b><i>Others</i></b>			
<b>C. Teacher's Reflection</b>	<p><i>Reflection guide or prompts can be on:</i></p> <ul style="list-style-type: none"> <li>▪ <u><i>principles behind the teaching</i></u> <i>What principles and beliefs informed my lesson?</i> <i>Why did I teach the lesson the way I did?</i></li> <li>▪ <u><i>students</i></u> <i>What roles did my students play in my lesson?</i> <i>What did my students learn? How did they learn?</i></li> <li>▪ <u><i>ways forward</i></u> <i>What could I have done differently?</i> <i>What can I explore in the next lesson?</i></li> </ul>			<p>Teacher's reflection in every lesson conducted/facilitated is essential and necessary to improve practice. You may also consider this as an input for the LAC/Collab sessions.</p>