LESSON EXEMPLAR

Learning Area	EFFECTIVE COMMUNICATION	**Grade Level**	11
Semester	1st	**Quarter**	1st

I. OBJECTIVES *(Identifying the Goals)*	
Content Standard	The learners demonstrate effective communication in personal and interpersonal contexts through spoken, written, and multimodal forms; they understand that interaction patterns are adaptive and collaborative, and that trust-building, emotional reciprocity, and contextual understanding foster meaningful relationships.
Performance Standard	The learners are able to perform specific roles in controlled and uncontrolled personal and interpersonal communication events; engage in intrapersonal communication, including goal-setting, reflection and journaling; participate in extended conversations and discussions on a variety of personal and interpersonal topics; **provide short and extended responses to questions pertaining to the content and intent of conversations and correspondences**; and produce short and extended personal and interpersonal correspondence in formats such as, but not limited to, letters, email, texting and messaging, and social media posts.
Learning Competencies	1. Analyze the content and intent of personal and interpersonal communication (e.g., conversation and correspondence). 2. Use appropriate non-verbal strategies to enhance the quality of personal and interpersonal conversation. 3. Compose well-structured personal and interpersonal communication, showing awareness of audience and purpose (e.g., reporting observations, narrating experiences, or articulating opinions). 4. Review one's participation in personal and interpersonal communication, identifying strengths and areas for growth to improve communicative competence.
COMMUNICATIVE EVENT	**Resolving personal conflict through respectful dialogue**

II. REFERENCES and MATERIALS (*Selecting Resources and Material*)	**References:** ● CAERT, Inc. (n.d.). Nonverbal communication (E-unit No. 600081). The Center for Agricultural and Environmental Research and Training. Retrieved from https://www.isbe.net/CTEDocuments/TEE-600081.pdf ● Creative Commons. (2012). Types of nonverbal communication. In A primer on communication studies (Section 4.2). Retrieved from https://2012books.lardbucket.org/books/a-primer-on-communication-studies/s04-02-types-of-nonverbal-communicati.html ● Lumen Learning. Chapter 6: Finding a Purpose and Selecting a Topic. Retrieved from https://courses.lumenlearning.com/suny-fmcc-standupspeakout/chapter/chapter-6-finding-a-purpose-and-selecting-a-topic/ ● Sipacio, P. J. F. & Balgos, A. R. G. (2016). Oral Communication in Context. Quezon City, Philippines: C&E Publishing. p. 4 **Materials:** ● comic strip/video (viewing activity) ● skit scenario slips (role playing activity) ● scene strips (Convo Frames)
III. CONTENT (*Sequencing Content*)	Resolving personal conflict through respectful dialogue. ● Key elements and processes of personal and interpersonal communication ● Nonverbal Cues
IV. OBJECTIVES (*Setting Clear Objectives and Analyzing the Tasks*)	By the end of the lesson, the learners will be able to: 1. Examine key elements and processes in interpreting and engaging in personal and interpersonal communication. 2. Demonstrate appropriate non-verbal cues in simulated or real-life conversations. 3. Compose personal narratives, opinion pieces, or observation reports tailored to a specific audience and purpose. 4. Value continuous growth and self-awareness as essential to effective and ethical communication.

V. PROCEDURES		ANNOTATION

A. Activating Prior Knowledge	**Day 1**
	1. Activating Prior Knowledge
	<u>Activity 1: Say it like you mean it (20 minutes)</u>
	Students will interpret a short message, discuss its tone and purpose, then perform it using matching nonverbal cues to show how body language affects meaning.
	Part 1: Read and Analyze
	    1. The class will be divided into groups. Each group will receive 3-4 short written exchanges (e.g., sample messages, conversations, or notes).
	    2. For each message, the group will:
	       - Identify the **tone** (e.g., sarcastic, surprised, thankful, annoyed)
	       - Determine the **purpose** (e.g., to praise, to question, to inform, to criticize)
	       - Briefly describe what **nonverbal cues** might go along with this message (e.g., raised eyebrow, smile, flat tone)
	Part 2: Act it Out
	    3. Groups will choose one exchange from the set and prepare a short live performance (30–45 seconds) to show how tone and purpose are clarified or changed by nonverbal cues.
	    4. Each group performs the scene twice:
	       - Version 1: with confusing or mismatched nonverbal cues (e.g., smiling while saying something sad)
	       - Version 2: with accurate and intentional nonverbal communication
	
	Debrief the class' presentations through the following questions:
		Constructive Alignment (Curriculum – Teaching – Assessment) *through:*
		  ● Curriculum goal: Analyzing tone and purpose in communication, and using nonverbal strategies effectively.
		  ● Instructional strategy: Students collaboratively interpret, discuss, and demonstrate tone and nonverbal communication in group performances.
		  ● Assessment method: Observation and debrief questions allow both formative assessment and peer reflection.
		
		Reflective and Responsive Instruction (3Rs of SHS IDF)
		  ● The reflective nature of the debrief encourages students to think critically about how nonverbal cues affect meaning.
		  ● The activity is responsive by allowing varied expressions of understanding (discussion + performance), accommodating diverse learning styles and readiness levels.
		This reflects the IDF's emphasis on engaging learners through self-awareness, responsiveness, and contextualized learning experiences.

- What was the message's tone and purpose?
- What changed between the two versions?
- How did nonverbal cues help (or hurt) the understanding of the message?

21st Century Skill Development
- The activity develops communication, collaboration, and critical thinking—3 of the 4Cs—through group analysis, creative skits, and peer feedback.
- Students also develop emotional intelligence by recognizing how tone and nonverbal signals shape understanding.

2. Establishing the Purpose of the Lesson
Activity 2: Mixed Messages (10 minutes)
1. Teacher will read a line aloud to the class three (3) times. Teacher will change his/her tone and facial expression each time: "I'm glad you're here."
   - Version 1: warm, welcoming, smiling
   - Version 2: sarcastic, raised eyebrow, eye-roll
   - Version 3: bored, flat tone, looking away
2. Ask students the following questions:
   - Did the words change?
   - Did the meaning change?
   - How did you know what is meant in each delivery?
3. Prompt the class into discussion through an imagined situation: Imagine misunderstanding someone's tone or body language in a job interview, a group project, or even a text. What could happen?
4. Ask the class why they think it is necessary to learn to understand a speaker's tone and body language. *Expected*

Responsive Instruction (1st "R" of 3Rs)
This activity responds to diverse learner needs by:
- Engaging auditory and visual learners (through vocal tone and facial expression).
- Requiring no prior knowledge, making it inclusive.
- Prompting real-life reflection, making it relatable to all students regardless of ability level.

Reflective Instruction (3rd "R" of 3Rs)
Students are asked to reflect on:
- What changed in each delivery
- How nonverbal communication affects understanding
- How misunderstanding tone/body language can lead to real-world conflict

	Answer: "We're learning this because how we say things— our tone and body language—can change everything. Whether we're comforting a friend, emailing a teacher, or applying for a job, people don't just hear our words—they feel our intent."	

B. Instituting New Knowledge	**3. Presenting Examples**
	<u>Activity 3: Role Playing Activity (30 minutes)</u>
	Assign each group a communication scenario (e.g., group work conflicts, misunderstandings of friends, classroom fights). Each group prepares a short skit composed of the following roles:
	  a. Performer/s: member/s delivers the message;
	  b. Interpreter/s: interpret/respond using both verbal and non-verbal cues; and
	  c. Evaluators: the remaining group members who will observe and take note of communication elements and non-verbal cues.
	Performance Grading Rubric:
		Note to the Teacher: The number of members per group will vary depending on the total class size. Teacher should come up with the interpersonal conflict scenarios relevant to the learners' context and/or current events.
		
		IDF Integration:
		
		Responsive Instruction
		
		● The activity adapts to various learning styles (visual, kinesthetic, social)
		● It addresses diverse readiness levels through tiered roles (performer, interpreter, evaluator)
		● Provides real-world relevance through scenarios that reflect common student experiences (e.g., group conflicts, misunderstandings)
		
		Relevant Instruction

Performance Grading Rubric:

Criteria	3 - Good	2 - Fair	1 - Needs Work
Message Delivery (Performer/s)	Message is clear and fits the situation well.	Message is somewhat clear but could be improved.	Message is unclear or not appropriate for the situation.
Response & Interpretation (Interpreter/s)	Responds clearly with the right words and	Responds, but lacks clarity or uses few nonverbal	Response is unclear or not connected to the situation.

	body language.	cues.		
Nonverbal Communication	Uses gestures, facial expressions and tone effectively.	Some use of nonverbal cues.	Little or no nonverbal communication.	
Teamwork & Preparation	Group is organized and everyone has a role.	Group is somewhat organized; not all members contribute.	Group is disorganized; few members participate.	
Evaluator's Observation	Gives clear, helpful feedback about the communication.	Gives general or unclear feedback.	Gives little or no feedback.	

- Role-play scenarios are grounded in authentic, relatable communication challenges
- Skills practiced are applicable to academic, social, and workplace settings
- Supports learners in preparing for SHS exit points like employment, entrepreneurship, or higher education

Day 2
4. Discussing New Concept
Activity 4: Viewing Activity (10 minutes)
1. Present a video/comic strip showing a communicative scenario displaying conflict (e.g., intrapersonal: disappointment in oneself, low self-esteem, unjustified expectations; interpersonal: road rage, online community dispute, or misunderstanding between family members).

Responsive Instruction
- Presents diverse conflict types (intrapersonal and interpersonal), allowing learners to connect based on personal experiences

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Alternative: Teacher may also opt to choose learners who can perform a 1-2 minute-skit displaying conflict.

2. Ask learners to identify the key elements and the processes involved through the following questions:
   - Who are the people involved in the scenario? (source/speaker; audience/receiver)
   - What is the observed issue? (message, channel, conflict, context, nonverbal gestures)
   - Is the conflict resolved? If yes, what is your alternative solution? Otherwise, how will you resolve the problem?

Interactive Discussion (30 minutes)
Teacher will review elements of communication (e.g., tone, purpose, speaker, audience) and discuss the eight (8) components of nonverbal communication: gestures, eye contact, physical distance, facial expressions, posture, appearance, touch, and paralanguage.

5. Developing Mastery (20 minutes)
Activity 5: Present the scenario: *"Alex asks his college professor requesting an extension for an assignment due to a family emergency."*

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- Allows flexibility: video, comic strip, or live skit—addressing different learning styles (visual, auditory, kinesthetic)
- Provides opportunities for group or individual processing

Relevant Instruction
- Scenarios reflect real-life struggles (e.g., emotional pressure, social conflict) that learners may experience at home, school, or online
- Connects to future contexts—workplace conflicts, personal stress, or social misunderstandings—making the activity meaningful beyond the classroom

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	Alternative: Teacher may opt to use a video prompt showing the same scenario (Sample: https://www.youtube.com/shorts/nZ8Ps48D_Nk) Answer the following: 1. What is the **purpose** of Alex's communication? 2. Who is the **audience**? 3. What **tone** would be appropriate in this context? 4. Describe the **context** of this communication. 5. What appropriate **nonverbal gestures** should Alex show to express sincere and honest behavior? 6. Suggest how Alex might adapt his message if he was texting a classmate instead.	***Constructive Alignment (Curriculum – Teaching – Assessment)*** This activity targets the key SHS communication competencies: ● Analyzing the content and intent of communication ● Using nonverbal strategies effectively in personal and interpersonal interactions It follows a clear alignment between: ● Curriculum: Learners practice identifying purpose, tone, audience, and context—core elements of effective communication ● Instruction: A realistic scenario is presented through discussion or a video prompt ● Assessment: Learners answer targeted questions to demonstrate comprehension and practical application
C. Demonstrating Knowledge and Skills	**Day 3** **6. Finding Practical Application** Activity 6: Convo Frame: Deliver the Message (20 minutes) 1. Divide the class into 4 groups.Each group prepares a short skit with the scenarios given: **Group 1:** A student receives unexpected criticism during a thesis consultation with their professor. **Group 2:** An apprentice in a culinary training kitchen accidentally overcooked a dish while the assessor watches.	***Responsive Instruction*** ● The scenarios include academic, technical-vocational, entrepreneurial, and workplace settings, catering to SHS exit points ● Group roles (performer, interpreter, evaluator) support differentiated

Group 3: Two business partners disagree about pricing during a product pitch.

Group 4: A new employee receives corrections from their supervisor in front of colleagues.

2. Each group composed of the following roles:
   - Performer/s: member/s delivers the message;
   - Interpreter/s: interpret/respond using both verbal and non-verbal cues; and
   - Evaluators: the remaining group members who will observe and take note of communication elements and non-verbal cues.

Performance Grading Rubric:

Criteria	3 - Good	2 - Fair	1 - Needs Work
Message Delivery (Performer/s)	Message is clear and fits the situation well.	Message is somewhat clear but could be improved.	Message is unclear or not appropriate for the situation.
Response & Interpretation (Interpreter/s)	Responds clearly with the right words and body language.	Responds, but lacks clarity or uses few nonverbal cues.	Response is unclear or not connected to the situation.
Nonverbal	Uses gestures,	Some use of	Little or no

instruction based on learners' strengths and preferences
- Promotes collaborative learning and peer interaction

Competency-Based and Performance Assessment

- Students are assessed through role-playing and observation—performance-based assessment that mirrors real-life scenarios
- Evaluators provide peer feedback based on observation of communication behavior, which enhances learning through practice

Communication	facial expressions and tone effectively.	nonverbal cues.	nonverbal communication.
Teamwork & Preparation	Group is organized and everyone has a role.	Group is somewhat organized; not all members contribute.	Group is disorganized; few members participate.
Evaluator's Observation	Gives clear, helpful feedback about the communication.	Gives general or unclear feedback.	Gives little or no feedback.

Process the class' activity through the following questions:
1. What was the message being delivered in the skit?
2. How would you describe the tone of the speaker?
3. What nonverbal cues helped you understand how the characters were feeling?
4. Was the intent of the message clear? Why or why not?
5. How did the interpreter/respondent show understanding or misunderstanding of the message?
6. What could have been done differently to improve the communication?

	7. Making Generalization Activity 7: Pick & Post (10 minutes) 1. Post the following prompt on the board or screen: *"What's one key element of communication and non-verbal cue you'll start using more consciously, and why?"* 2. Give learners 1–2 minutes to reflect and write their answers on a **sticky note or a digital platform** (like Padlet, Jamboard, or a shared doc). 3. Ask a few volunteers to share aloud or have learners do a "Gallery Walk" to read others' responses.	Note to teacher: Alternative: Teacher can ask learners to write their answers on the board or use metacards/sheets of paper. IDF Integration: ***Reflective Instruction*** ● The entire activity is reflection-driven—students examine their personal growth and future application ● Encourages metacognition, self-awareness, and setting personal communication goals
	8. Evaluating Learning Activity 8: Formative Test (30 minutes) Test I. Multiple Choice 1. Which of the following is not a key element of effective personal communication? A. Context B. Purpose C. Tone **D. Volume** 2. The main purpose of interpersonal communication is to: A. Express opinions only B. Compete in arguments C. Avoid misunderstandings **D. Exchange messages and build relationships**	

3. What does the tone of your message reflect?
   A. Message length
   B. How loud you are
   C. Grammar accuracy
   D. Your emotional attitude

4. If you adjust your message depending on who you're speaking to, you're considering the:
   A. Audience
   B. Feedback
   C. Noise
   D. Setting

5. Which situation best demonstrates active listening?
   A. Interrupting when you disagree
   B. Repeating everything word-for-word
   C. Looking away while someone speaks
   D. Nodding, summarizing, and asking clarifying questions

6. What should you do when interpreting a message in a personal conversation?
   A. End the talk quickly
   B. Focus on your reply right away
   C. Assume the meaning without listening
   D. Consider both verbal and non-verbal cues

Test II. *Answer briefly.*
7. A friend seems upset but says they're "fine." What clues might you use to interpret their real feelings? (Tone, facial expression, body language, etc.) ***(Answers may vary)***

8. Imagine you're in a group chat where one message is misinterpreted as rude. What steps can you take to clear things up and re-engage positively? **(Answers may vary)**
9. Why is understanding context and audience important in a conversation? **(Answers may vary)**
10. Why might it be important to adjust your communication style depending on who you're talking to? **(Answers may vary)**

9. Additional Activities
Reinforcement Activity (for learners who need more practice)
Scenario Sorting (Cut-and-Paste or List-Matching Task)
1. Provide learners with different communication scenarios and a list of possible purposes, tones, audiences, contexts and non-verbal cues.
2. Learners will match each scenario to its appropriate elements. *Example: A formal complaint letter → purpose: express concern; tone: polite; audience: school admin; context: academic issue.*

Enrichment Activity (for advanced/independent learners)
Mini-Guide to Meaningful Conversations
Task: Ask learners to research or reflect and create a 1-page visual guide titled "*How to Communicate with Empathy*" that includes:
   a. Key tips on tone, listening, and purpose
   b. Examples of what to say or avoid in common student situations
   c. Optional: Add a drawing, dialogue bubble, or quote that shows respectful communication

VI. ASSESSMENT
 	
(Assessing Learnings)
	<u>Written Assessment (15 minutes):</u>
	
	1. Which of the following best describes *clarity* in communication?
	    A. Adding humor to keep the audience engaged
	    B. Using complex vocabulary to sound intelligent
	    C. Organizing ideas in a confusing but interesting way
	    D. Expressing ideas in a clear and understandable manner
	2. What does *coherence* in communication refer to?
	    A. Using long paragraphs
	    B. Making each sentence rhyme
	    C. Including as many facts as possible
	    D. Ensuring ideas logically flow and connect
	3. Which tone is most appropriate for a formal business email?
	    A. Sarcastic and witty
	    B. Humorous and casual
	    C. Aggressive and commanding
	    D. Respectful and professional
	4. In a message that says, "I'm really sorry for missing the meeting. It won't happen again," what is the speaker's intent?
	    A. To accuse someone
	    B. To explain an idea
	    C. To offer an apology
	    D. To make a suggestion
	5. Which of the following best indicates personal communication?
	    A. A product manual
	    B. letter requesting a refund from a store
	    C. An email to a friend sharing weekend plans
	    D. A company-wide memo about safety guideline
	6. If a person says "I understand how you feel" during a difficult conversation, they are demonstrating:
	    A. Authority
	    B. Empathy

      C. Indifference

      D. Sarcasm

7. Which non-verbal cue shows that you are listening attentively in a conversation?

      A. Yawning occasionally

      B. Looking at your phone

      C. Folding arms across your chest

      D. Making eye contact and nodding

8. During a job interview, what is the best non-verbal behavior?

      A. Avoiding eye contact

      B. Slouching in the chair

      C. Crossing arms and legs tightly

      D. Smiling and maintaining good posture

9. If someone is speaking softly and avoiding eye contact, what might this non-verbal behavior suggest?

      A. Anger

      B. Confidence

      C. Disinterest

      D. Nervousness

10. Why is body language important in communication?

      A. It replaces the need for spoken words

      B. It adds confusion to what is being said

      C. It is only used in formal presentations

      D. It can support or contradict verbal messages

Performance Task: GRASPS-Based Written Communication Activity (45 minutes)

Goal: Your goal is to provide short and extended responses to questions pertaining to the content and intent of conversations and correspondences.

Role: You will replicate or act like a humanized and empathic AI therapist *(AI therapist - Artificial Intelligence platforms that offer assistance through chatbots and digital platforms).*

Audience: A student struggling with disappointment in oneself due to poor academic performance sought your advice.

Situation: You are an AI therapist on an online mental health website. You received a query from a student struggling with disappointment in oneself due to poor academic performance despite efforts exerted.

Product/Performance: A short and extended response to the student's query.

Scoring Rubric: You will be graded using the rubric below:

	Excellent 25 pts	Proficient 20 pts	Developing 15 pts	Beginning 10 pts
Content Understanding	Demonstrates deep understanding of the student's emotional and academic concerns; response reflects insight and relevance.	Addresses the concern clearly and with appropriate content; shows a good grasp of the situation.	Response reflects partial understanding; some ideas may lack clarity or relevance.	Shows limited understanding of the concern; vague or off-topic.
Empathy and Tone	Tone is consistently warm, respectful, and affirming; shows genuine concern and encouragement.	Tone is mostly appropriate and empathetic; shows support and encouragement.	Tone is somewhat supportive but may sound robotic or generic.	Tone is impersonal or inappropriate; lacks empathy.
Structure and Clarity	Short and extended responses are well-structured, clear, and coherent; ideas are logically organized.	Responses are clear and mostly well-organized; minor lapses in coherence.	Responses are understandable but may lack flow or organization.	Responses are disorganized or hard to follow.
Language Use and Appropriateness	Language is accurate, natural, and sensitive to the student's emotional state; vocabulary is suited	Language is appropriate and understandable; few minor issues in tone or word choice.	Language is somewhat appropriate but may lack sensitivity or formality.	Language is inappropriate, insensitive, or confusing.

		to the role and audience.			

The performance task's complexity is scaffolded into three (3) levels depending on the learner's readiness.

Tier One - Basic (For learners who need scaffolding or are building confidence in writing)

Task: Write a short response (3-5 sentences) to the student's concern.

Support provided:

- Sentence starters such as:
    - "I understand how it feels to..."
    - "It's okay to feel disappointed when..."
    - "You've already shown strength by..."
- Vocabulary bank: *effort, understand, believe, try again, proud, support, feel*
- Checklist: *Did I show empathy? Did I use kind and clear language?*

Focus: 1) Show basic empathy; 2) Use simple but appropriate language; 3) Respond with emotional support.

Tier Two - Intermediate (For learners with moderate writing skills who can apply empathy and structure)

Task: Write a short and extended response (8-10 sentences) that: a) acknowledges the student's feelings; b) gives at least one piece of encouragement or advice; c) uses clear tone and appropriate language.

Scaffold: Use a guiding question sheet like:

- What might this student be feeling right now?
- What would you say to a friend in this situation?
- How can you sound both kind and helpful?

Focus: 1) Express empathy and understanding; 2) Respond appropriately to the situation; 3) Begin applying tone and audience awareness.

Tier Three - Advanced (For learners who can analyze emotional context and write reflectively)

	Task: Write a complete AI therapist response (2-3 well-structured paragraphs) that a) expresses sincere empathy; b) gives two (2) pieces of thoughtful insight or advice; and c) uses natural, compassionate language that suits the role of an AI support responder. Challenge Prompt: • Can you write in a way that sounds comforting but professional? • Can you encourage the student without giving unrealistic promises? Focus: 1) Write for a real-life emotional situation; 2) Use tone, purpose, and language intentionally; 3) Demonstrate thoughtful response structure and empathy.
VII. REFLECTION *(Feedback and Continuous Improvement)*	1. How many learners achieved 80% on the assessment? How many learners need remediation? 2. Which of my teaching strategies worked well? 3. What difficulties did I encounter in the delivery of the lesson? How did I resolve these concerns?

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