



Republic of the Philippines  
 Department of Education  
 Region VII, Central Visayas  
 Division of Cebu Province

### SELF-LEARNING HOME TASK (SLHT)

Subject: Media and Information Literacy      Grade Level: 11/12  
 Quarter: 1    Week: 3

Knowledge: (Engage, Explore, Explain) Remember, Understand  
 Choose responsible use of media and information;  
 Classify responsible use of media and information;

Skills: (Elaborate) Apply, Analyze  
 Select responsible use of media and information;  
 Distinguish irresponsible use of media and information;

Values/Attitude: (Evaluate) Evaluate, Create  
 Determine fairly the responsible use of media and information;  
 Improve responsible use of media and information

Competency Code/s: \_\_\_\_\_







Name: \_\_\_\_\_ Grade & Section: \_\_\_\_\_ Date: \_\_\_\_\_

School: \_\_\_\_\_ District: \_\_\_\_\_

#### A. Readings/Discussions

Directions. Identify these social media platforms.

What are these image icons all about? Have you utilized them?

Disclaimer: The icons presented above are borrowed from the online sources. The Department of Education does not claim or own the presented icons. Links for the sources are found in the reference part of the Self-Learning Home Task (SLHT).

Vocabulary:



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**Facebook** is an American online social media and social networking service based in Menlo Park, California and a flagship service of the namesake company Facebook, Inc.

**Instagram** is an American photo and video-sharing social networking service owned by Facebook, Inc.

**Snapchat** is a multimedia messaging app developed by Snap Inc., originally Snapchat Inc.

**Twitter** is an American microblogging and social networking service on which users post and interact with messages known as "tweets".

**Youtube** is an American online video-sharing platform headquartered in San Bruno, California.

**Tumblr** is an American microblogging and social networking website founded by David Karp in 2007 and currently owned by Automattic.

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## **Social Media/Media Literacy: Responsible Use**

Over 70% of youth report use of social media such as Facebook, Instagram, Snapchat, Twitter, YouTube, Tumblr, and the list of possible platforms continues to expand. The majority of youth report using more than one social media platform. Social media use, and internet use more generally, is a typical part of most youths' daily lives. Supporting them in responsible use and navigation of various platforms is important for any supportive adults in their lives.

### **What to do**

*Here are some ways you can support the youth in your life to engage in responsible social media use:*

- Help youth to build up empathy and perspective-taking skills both offline and online. This can empower them to practice good decision-making online, for example taking time to consider how something they post online might be hurtful, respectfully sharing a difference of opinion in a comment, etc.



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Talk about safety and privacy online, and ways that youth can protect themselves

- Privacy, including their social media account settings, as well as their process for who gets access to their page/who doesn't. Have conversations about what their process is for accepting/not accepting friend requests, etc. These explicit conversations can increase awareness about the importance of privacy, and also support/strengthen good decision-making.
- They can always block/unfriend, and also report, individuals who make you uncomfortable. For example, individuals who make inappropriate sexual comments, are aggressive, or bullying them.
- Be mindful of what they share in terms of personal information (e.g., sensitive information that if on a piece of paper you lost offline you would be concerned about someone else finding). Also, excessively sharing things like location tags, especially for places like your house, places you frequent often, etc.)
- The permanence of a social media/internet record. While things can be deleted, once posted, there are ways for comments, images, etc. that we post to follow us in the long-term. Once posted, we have no control over where they may end up. For example, sexually explicit images/videos, harassing comments, compromising information about yourself or another person, etc., have consequences socially, legally, etc.
- Taking online relationships with individuals that they don't know offline. While most youth are not interacting with individuals they don't know offline (e.g., research suggests that most youth use social media to keep up with friendships/relationships that exist offline), sometimes, youth connect with peers on social media who share similar interests (e.g., gaming community, etc.). An adult needs to be involved if these relationships are taken offline to ensure safety.

Encourage balanced use of social media:

The pressure of being constantly connected, which has become more of a challenge with the constant access to social media that smartphones provide, can become stressful. A lot of youth report feeling the need to stay constantly connected for



fear of missing out (also known as FOMO), which can be associated with depression and anxiety. In addition, being constantly connected or feeling the need to be connected can affect sleep, for example if youth are sleeping with their phones. Getting social media notifications/alerts throughout the night can be disruptive to quality sleep.

- Support practices of “unplugging”, “digital detox”, or taking time away from social media where you don’t access any social media. For example evening hours/bedtime, as well as periodic “unplugging” for longer durations (e.g., weekends or a certain number of days).
- Help youth to have greater awareness and control of their social media consumption. For example, removing social media apps from your smartphone and only accessing them from a computer can help with regulating access because it’s often not as easily accessible as refreshing on your smartphone. There are also apps available that help with managing time limits regarding social media access.

Encourage youth to maintain offline relationships.

Online and offline exchanges provide different types of social connection. In person time is important for support and emotional wellbeing. Encourage youth to have a balance rather than to neglect face-to-face time spent with important people in their lives, in lieu of online interactions.

Support self-esteem nurtured through offline activities and interests.

Be on the lookout for potential online injuries to youths’ self-esteem. There is an element of social media that involves posing and curating, even among adults. People often present ideal versions of their lives. Youth may feel pressure to present a false self online or keep up a certain image. Similarly, they may also make comparisons to their peers that leave them feeling negatively about self.



Be aware of cyberbullying and some of the potential signs of who might be bullying or getting bullied online including sudden changes in their use of social media.

Encourage positive aspects of social media such as connecting with like-minded peers around a special/niche interest

Open up conversations about challenges with use, cyberbullying, etc. that may be coming.

Offer support to empower youth to talk to parents and other adults, or seek out help if they are struggling or in distress. If connected/friends with youth online, notice cryptic posts/images that may be indicative of struggle.

### **What not to do**

1. Follow youth online without their consent/knowledge. For instance, if a youth has a social media page/account that is public (i.e., doesn't require a "request" before people can view content), don't spend time on their page/account without letting them know. Doing so creates situations where you might learn something about them that they were not ready to share with you, or it creates a monitoring/prying/trust issue that may weaken your relationship.
2. Agree to connect with youth via social media without consideration of what your page/account and activity on social media look like. While some social media allows for settings where you can filter your page out by group so that certain people only see certain content on your page or to share content with subsets of people, it's important to consider what type of image you're presenting online.
3. Share pictures/videos, etc. of youth or other identifying content on your social media without getting their consent (along with parent/guardian).
4. Model how not to get caught up in excessive social media use or constant checking when spending time with them.
5. Dismiss or minimize concerns they raise about experiences on social media, no matter how benign the concerns may seem. Instances of cyberbullying may start off with something that appears minor before escalating.



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## B. Exercises

### Exercise 1: Day 1

Directions. Write your answers on a short-size bond paper or an intermediate paper.

- Write down five (5) phrases that express the responsible use of media and information.
- Write down five (5) phrases that express irresponsible use of media and information.

Guidelines	Criteria					
	VGE (10)	GE (9)	SE (8)	LE (7)	N (6)	
1. The ideas in the paragraph/s are well organized.						
2. The message is expressed logically and clearly.						
3. There are sufficient supporting ideas.						
4. The choice of words is appropriate.						
5. Biases are avoided.						
6. Sentences are free from grammatical mistakes.						
7. Ideas are written vividly and meaningfully.						
<b>TOTAL:</b>						

Legend: VGE-To a very extent (10)  
 GE-To great extent (9)  
 SE-To some extent (8)  
 LE-To less extent (7)  
 N-Not at all (6)



## Exercise 2: Day 2

Directions: Explore situations. Classify the sentences according to the responsible use of information. Mark Check (/) if the stated situation is expressing the responsible use of information. Mark X if it is not.

Situation	/	X
1. Make inappropriate gender bias comments.		
2. Be mindful not to share personal information.		
3. He is respectfully sharing a difference of opinion in a comment, etc.		
4. Be aware of cyberbullying.		
5. Do not spend time sharing negative comments.		

Directions. Please read the article and answer the guide question below.

### The Bigger Picture

Social media has been woven into the fabric of our daily lives. As such, supporting youth in engaging in responsible use habits both with regards to themselves and towards others is an important aspect of supporting their overall development and wellbeing. To get a handle on the scope of social media use in teens today, a Pew Research Center report says:

24% of teens go online “almost constantly,” facilitated by the widespread availability of smartphones.

Aided by the convenience and constant access provided by mobile devices, especially smartphones, 92% of teens report going online daily — including 24% who say they go online “almost constantly,” according to a new study from Pew Research Center. More than half (56%) of teens — defined in this report as those ages 13 to 17 — go online several times a day, and 12% report once-a-day use. Just 6% of teens report going online weekly, and 2% go online less often.

## Exercise 3: Day 3

**Writing Sentences.** Directions. Write a composition explaining the importance of the responsible use of media and information. Please



refer to the Exercise 1 Guidelines in Writing. Write your answer on a short-size bond paper or an intermediate paper.

Directions. Elaborate the importance of the responsible use of media and information by breaking down its information into component parts. Please reread the selection.

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about yourself or another person, etc., have consequences socially, legally, etc.

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#### Exercise 4: Day 4

**Writing Sentences.** Directions. Write a composition elaborating the importance of the responsible use of media and information. Please refer to the Exercise 1 Guidelines in Writing. Write your answer on a short-size bond paper or an intermediate paper.

### **C. Assessment / Application/ Outputs (Please refer to DepEd Order No. 31, s. 2020)**

Assessment/Application: Day 5

**Multiple Choice.** Directions. Evaluate the information, rules, ideas, and situations by answering the guide questions. Choose the letter that corresponds to the right answer. Write down your answers on a short-size bond paper or an intermediate paper.



1. Based on the article, what type of media use if you increase the privacy setting of your Facebook account?
  - a. Responsible Use
  - b. Irresponsible Use
  - c. Media Use
2. Based on the reading material, what type of media use if she shows confidential pictures without getting friends' consent?
  - a. Responsible Use
  - b. Irresponsible Use
  - c. Media Use
3. Based on the selection, what type of media use if you take time to consider before posting comments on a social networking site like Facebook?
  - a. Responsible Use
  - b. Irresponsible Use
  - c. Media Use
4. What type of media use if you follow the youth online without their consent/knowledge.?
  - a. Responsible Use
  - b. Irresponsible Use
  - c. Media Use
5. What type of media use if you agree to connect with youth via social media without consideration of what your page/account and activity on social media look like?
  - a. Responsible Use
  - b. Irresponsible Use
  - c. Media Use
6. What type of media use if you are mindful of your excessive sharing of things like location tags, especially for places like your house or places you frequently visited?
  - a. Responsible Use
  - b. Irresponsible Use
  - c. Media Use
7. When shall you distinguish irresponsible use of media and information?
  - a. It is when the individuals are informed to recognize a few comments wherein friends will be happy to read your posts.
  - b. It is when I am able to analyze that disclosing the private information violates the provisions of the Privacy Act.



- c. It is when the people are aware to access media contents and contexts wherein they are guided what to do with their social networking accounts.
  - d. It is when you are educated to browse reliable comments and when you are appreciated by people because of your posts.
8. When do you use responsible media and information?
- a. It is when you are using a Cyber Café desktop computer in logging-in an unknown account.
  - b. It is when you are using a dummy account and disclosing the private information.
  - c. It is when you are using the Smartphone of your lover without his or her consent.
  - d. It is when you are connecting with like-minded peers around a special/niche interest.
9. What shall you do if you have done wrong in the use of media and information?
- a. I have to correct my wrong deeds and I am liable for such.
  - b. I have to log-out my social networking account.
  - c. I have to apologize to the victim using my social networking account.
  - d. I have to delete my post, apologize to the victim and use another account.
10. How can you improve the responsible use of media and information?
- a. Always read and reread the provisions of the law.
  - b. Always talk about Cyber bullying using social networking sites.
  - c. I have to apply the provisions of the law and make it an advocacy.
  - d. a and b.

## Answer Keys

Exercise 1. Answers vary...

Exercise 2.

1. X    2. /    3. /    4. /    5. /



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Exercise 3. Answers vary...  
Exerciser 4. Answers vary...  
Assessment.

1. a   2. b   3. a   4. b   5. b   6. a   7. b   8. d   9. a   10. c

#### References:

- <https://everydaymentor.org/article/social-mediamedia-literacy-responsible-use/>
- <https://en.wikipedia.org/wiki/Facebook>
- <https://en.wikipedia.org/wiki/Instagram>
- <https://en.wikipedia.org/wiki/Snapchat>
- <https://en.wikipedia.org/wiki/Twitter>
- <https://en.wikipedia.org/wiki/YouTube>
- <https://en.wikipedia.org/wiki/Tumblr>

Prepared by:

Edited by:

**GEORGE P. LUMAYAG**

Teacher 3

<https://georgelumayag.weebly.com/>

**ALOHA Z. BENGCOLITA**

Master Teacher I

Reviewed by:

**EMELIANO B. BUSTAMANTE**

Assistant Principal II

## GUIDE

### For the Teacher

As the main source of learning, it is your top priority to explain clearly on how to use this SLHT to the learners. While using this, learner's progress and development should be recorded verbatim to assess their strengths and weaknesses while doing the activities presented independently in the safety of their homes.

### For the Learner



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This SLHT is especially crafted for you to grasp the opportunity to continue learning even at home. Using guided and independent learning activities, rest assured that you will be able to deeply understand the contents of the lesson presented and successfully recognize your own capacity and capability in acquiring knowledge.

### **For the Parent/Home Tutor**

As one of the stakeholders of learning, your role as a parent/home tutor is vital for the success of the student's learning process. Guide the student in such a way that the transfer of the newly acquired knowledge and skills will be attained smoothly. If you have some questions, feel free to keep in touch with the teacher, who is just a text or call away.



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