



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: 6

Knowledge: (Engage, Explore, Explain) Remember, Understand
Identify the indigenous media, libraries and internet sources;
Explain the utilizations of indigenous media, libraries and internet;

Skills: (Elaborate) Apply, Analyze
Contrast indigenous media to the more common sources of information, such as libraries, internet, etc.;

Values/Attitude: (Evaluate) Evaluate, Create
Evaluate honestly the indigenous media and common sources of information, such as libraries, internet, etc.

Competency Code/s: _____

Name: _____ Grade & Section: _____ Date: _____

School: _____ District: _____

A. Readings/Discussions

Directions Engage in reading the terms and its meanings. Please read each word or keyword.

Vocabulary:

Cinema. It is a popular source of entertainment comprising audiences from all classes and socio-economic groups of society.

Films. These are watched by a significant number of people everyday. These involve the use of cinema halls and video tapes to deliver the ad message.



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Indigenous Media. These are the forms of media expression conceptualized, produced, and circulated by indigenous peoples around the globe as vehicles for communication.

Internet. It is a worldwide medium that provides means of exchanging information through a series of interconnected computers.

Libraries. These are buildings, rooms, or organizations that have a collection, especially of books, for people to read or borrow.

Magazines. The magazines are the specialized advertising media that serve educational, informational, entertainment and other specialized needs of consumers, business, and industries.

Media. The term refers to a vehicle or means of message delivery system to carry information to a targeted audience.

Newspaper. It is a major source of information for a large number of readers. It may be National or local, daily or weekly newspaper.

Radio. It is a premier mass medium for users and advertisers.

TV. It is a principal source of information and entertainment for people exposed to mass media.

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Reading. Directions. Read the selections below.

Indigenous Media

By Pamela Wilson, Joanna Hearne, Amalia Córdova, Sabra Thorner

Indigenous media may be defined as forms of media expression conceptualized, produced, and circulated by indigenous peoples around the globe as vehicles for communication, including cultural preservation, cultural and artistic expression, political self-determination, and cultural sovereignty. Indigenous media overlap with, and are on a spectrum with, other types of minority-produced media, and quite often they share a kinship regarding many philosophical and political motivations. Indigenous media studies allow us access to the micro-processes of what Roland Robertson has famously called “glocalization”—in this case, the interpenetration of global media technologies with hyperlocal needs, creatively adapted to work within and sustain the local culture rather than to replace it or homogenize it, as some



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globalization theorists have long feared. The scope of indigenous media studies, a growing field of interdisciplinary scholarship, is quite broad and extensive. Indigenous Media would have its core literature in the emerging field of indigenous media studies on works dealing with some specific media genres: film and video production, radio and television broadcasting, and the emerging field of indigenous digital media.

INDIGENOUS MEDIA

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Problem:

Lack of representation in media production results in reduced diversity of ideas and perspectives in the media. This often results in manipulation, lack of political participation and knowledge about rights. It lessens opportunities to engage in politics or to assume responsibilities in government. Indigenous people who are denied their voice will find it difficult to fight oppression, work with allies, or maintain their culture. Without the means to make their voices heard, communities become atomized within themselves and invisible to the outside world.

Context:

Indigenous people in rural and urban areas in developing and developed countries around the world need to create.

Discussion:

This pattern could be applied in urban areas and in rural areas where communities have suffered years of economic and social stagnation. Indigenous media is different from media that is produced by and for other underserved groups such as ethnic and sexual minorities, women, and youth. For one thing, indigenous people often don't know how to engage the media from their village far from electricity, telephones, press, or radio or television stations. For another thing, the knowledge that is intrinsic to their culture may be localized. It may be centuries old, embodied in stories or other non-written forms and endangered.



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Information is essential for development and it is now urgent to empower indigenous people with media technologies and knowledge. There are many activities which indigenous farmers could undertake to help improve their lives with better access to media. If, for example, the farmers of Chiapas in Southeast Mexico could sell their products directly to the companies they could improve their economic situation. Currently intermediaries buy coffee in poor villages for a few coins which is then sold to big companies at great profit. Access to the market depends on knowledge and the technological means to capitalize on it.

We know that this is not only a problem for the poor. Many people around the world have problems related to lack of media access. The fact that large corporations control the media becomes a matter of life and death because the media is the de facto gatekeeper of important information related to health and safety. Indigenous people often lack the power, knowledge and technology to produce their own information and their own media. The Internet could provide a new way to communicate. For example, in the south and south-east areas of México, there are new Internet access centers but these are only for people who already know how to use computers and the Internet, knowledge that many indigenous people don't have.

Indigenous Media simultaneously addresses many needs of marginalized indigenous groups. Thus, embracing this pattern entails education and training, policy, resources (time, money, people, for example) in addition to access to the technology itself. An e-mail campaign or a panel discussion on a radio show can help organize a campaign against a group of intermediaries or to denounce bad legislators. In Mexico's rural communities such as Chiapas, Guerrero and Oaxaca radio stations managed by indigenous farmers and satellite gateways to the Internet can make the difference between intimidation and free speech. Some notable examples from around the world include Radio Tambuli Radio Network in the Philippines, the Deadly Mob aboriginal organization of Alice Springs, Australia, and the Koahnic Broadcast Corporation in Alaska.

Non-indigenous people can play a role in support of this pattern. They can organize training programs in the 3,100 new access points installed in the municipalities around Mexico and/or in Internet cafes. Many institutions and international agencies whose programs include technology in rural areas can donate equipment, access to the Internet (maybe via satellite gateways),



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and Internet streaming. NGOs with training and learning programs can work with indigenous farmers and others to learn how to apply media access technology. Mino of the Ashaninka native people in Peru who was instrumental in establishing Internet access for his people stresses that indigenous people must not allow non-indigenous people to monopolize information. For that reason, he and others in his group carefully observed every technical installation that was carried out in his village.

Unfortunately, the pattern language and other educational tools are not available in native languages and are useless to most indigenous people. Many of these stakeholders have experience with ICT who can share their stories of success and failure, but they can't express their thoughts in English.

Radio, print media, television, all have potential to help shape public opinion. When rural farmers acquire Internet skills and can access media, they can apply this knowledge to create their own information and communication systems. Ultimately, indigenous people can promote success by communicating with other indigenous people around the world about their experiences.

In the Philippines, the **National Commission on Indigenous Peoples** (NCIP) is the agency of the national [government of the Philippines](#) that is responsible for protecting the rights of the [indigenous peoples](#) in the country.^[2] The commission is composed of seven commissioners. It is attached to the [Department of Social Welfare and Development](#).

Library



A **library** is a curated collection of sources of information and similar resources, selected by experts and made accessible to a defined community for reference or borrowing, often in a quiet environment conducive to study. It provides physical or digital access to material, and may be a physical location or a virtual space, or both. A library's collection can include [books](#), [periodicals](#), [newspapers](#), [manuscripts](#), [films](#), [maps](#), [prints](#), [documents](#), [microform](#), [CDs](#), [cassettes](#), [videotapes](#), [DVDs](#), [Blu-ray Discs](#), [e-books](#), [audiobooks](#), [databases](#), [table games](#), [video games](#) and other formats. Libraries range widely in size up to millions of items. The word for "library" in many modern languages is derived from Ancient Greek βιβλιοθήκη (*bibliothēkē*), originally meaning bookcase, via Latin *bibliotheca*.



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The first libraries consisted of **archives** of the **earliest form of writing**—the **clay tablets** in **cuneiform script** discovered in **Sumer**, some dating back to 2600 BC. Private or personal libraries made up of written books appeared in **classical Greece** in the 5th century BC. In the 6th century, at the very close of the **Classical period**, the great libraries of the Mediterranean world remained those of **Constantinople** and **Alexandria**. The libraries of **Timbuktu** were also established around this time and attracted scholars from all over the world.

A library is organized for use and maintained by a public body, an institution, a corporation, or a private individual. Public and institutional collections and services may be intended for use by people who choose not to—or cannot afford to—purchase an extensive collection themselves, who need material no individual can reasonably be expected to have, or who require professional assistance with their research. In addition to providing materials, libraries also provide the services of **librarians** who are experts at finding and organizing information and at interpreting information needs. Libraries often provide quiet areas for studying, and they also often offer common areas to facilitate group study and collaboration. Libraries often provide public facilities for access to their electronic resources and the **Internet**.

Internet



The **Internet** (or **internet**) is the global system of interconnected **computer networks** that uses the **Internet protocol suite** (TCP/IP) to communicate between networks and devices. It is a *network of networks* that consists of private, public, academic, business, and government networks of local to global scope, linked by a broad array of electronic, wireless, and optical networking technologies. The Internet carries a vast range of information resources and services, such as the inter-linked hypertext documents and applications of the World Wide Web (WWW), electronic mail, telephony, and file sharing.

The origins of the Internet date back to the development of **packet switching** and research commissioned by the **United States Department of Defense** in the 1960s to enable **time-sharing** of computers.^[1] The primary



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precursor network, the **ARPANET**, initially served as a backbone for interconnection of regional academic and military networks in the 1970s. The funding of the **National Science Foundation Network** as a new backbone in the 1980s, as well as private funding for other commercial extensions, led to worldwide participation in the development of new networking technologies, and the merger of many networks.^[2] The linking of commercial networks and enterprises by the early 1990s marked the beginning of the transition to the modern Internet,^[3] and generated a sustained exponential growth as generations of institutional, personal, and mobile computers were connected to the network. Although the Internet was widely used by academia in the 1980s, **commercialization** incorporated its services and technologies into virtually every aspect of modern life.

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B. Exercises for skill subjects / Analysis questions using HOTS for content subjects

Exercise 1: Day 1

Identification. Directions. Identify the indigenous media, libraries and internet sources based on the given statements below. Please write down your answer on the short-size bond paper or an intermediate paper.

	1. These are the forms of media expression conceptualized, produced, and circulated by indigenous peoples around the globe as vehicles for communication, including cultural preservation, cultural and artistic expression, political self-determination, and cultural sovereignty.
	2. Some notable examples from around the world include Radio Tambuli Radio Network in the Philippines.
	3. These consist of archives of the earliest form of writing —the clay tablets in



	cuneiform script discovered in Sumer, some dating back to 2600 BC.
	4. It carries a vast range of information resources and services, such as the inter-linked hypertext documents and applications of the World Wide Web (WWW), electronic mail, telephony, and file sharing.

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Exercise 2: Day 2

Essay. Directions. Reread the selections presented above. Explain the utilizations of indigenous media, libraries and the internet sources. Please write down your answer on the short-size bond paper or an intermediate paper.

Criteria

Guidelines	VGE (10)	GE (9)	SE (8)	LE (7)	N (6)	Total
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.						



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5. Biases are avoided.						
6. Sentences are free from grammatical mistakes.						
7. Ideas are written vividly and meaningfully.						
TOTAL:						

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)

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Note: The rubric of guidelines shall be applicable to other exercises.

Exercise 3: Day 3

Essay. Directions. Reread the selections presented above. Contrast indigenous media to the more common sources of information, such as libraries, internet, etc. Please write down your answer on the short-size bond paper or an intermediate paper.

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C. Assessment/Application: Day 4

Multiple Choice. Directions. Evaluate honestly the indigenous media and common sources of information, such as libraries, internet, etc. Choose the letter that corresponds to the right answer and write down your answers on a short-size bond paper or an intermediate paper.

1. What is the agency of the national government of the Philippines that is responsible for protecting the rights of the indigenous peoples of the country?



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- A. Internet
 - B. Library
 - C. Indigenous media
 - D. National Commission on Indigenous Peoples (NPC)
2. What particular media should work with some specific genres: film and video production, radio and television broadcasting as produced by indigenous people?
 - A. Internet
 - B. Library
 - C. Indigenous media
 - D. NPC
 3. What particular media should address many needs of marginalized indigenous groups?
 - A. Internet
 - B. Library
 - C. Indigenous media
 - D. NPC
 4. What is a collection of sources of information and similar resources, selected by experts and made accessible to a defined community for reference or borrowing, often in a quiet environment conducive to study?
 - A. Internet
 - B. Library
 - C. Indigenous media
 - D, NPC
 5. What is the vast range of information resources and services, such as the inter-linked hypertext documents and applications of the World Wide Web (WWW), electronic mail, telephony, and file sharing?
 - A. Internet
 - B. Library
 - C. Indigenous media
 - D, NPC
 6. What is the global system of interconnected computer networks that uses the Internet protocol suite (TCP/IP) to communicate between networks and devices?
 - A. Internet
 - B. Library
 - C. Indigenous media
 - D, NPC
 7. When does the individual differentiate and value the importance of the internet?
 - A. It is when the individual knows that the information or context or media expression is conceptualized, produced, and circulated by indigenous people in a far flung area of the province.
 - B. It is when the individual knows that the information or context or media expression is conceptualized, produced, and circulated by a well-known radio station in the city.



- C. It is when the individual knows the limited access to indigenous media, the time constraints in visiting personally at the public library, and the easy access of the TV broadcasting station in the city.
- D. It is when the individual knows the limited access to indigenous media, the time constraints in visiting personally at the public library, and the easy access of information retrieved from the internet legitimate websites using the cellphone.
8. When do students classify information as originating from the indigenous people?
- A. It is when the students made a research on the information which is posted in the world wide web (www); then, such information is delivered through the radio broadcasting station in the city and such radio station activity is shared online via Facebook Live streaming.
- B. It is when the students made a research on the information which is uploaded in the legitimate website; then, said information is downloaded through the internet connected desktop and such document is checked with the use of the online Turnitin platform.
- C. It is when the students made a research on the information which is originally derived from the indigenous people; when they underwent immersion, and when they had validated such information through the gathering of evidence or by the testimonies of the elders.
- D. It is when the students made a research on the information which is published in the legitimate website; then, said information is copied through the use of the Local Area Network (LAN) and such document is checked with the use of the offline Turnitin software.
9. How do students find a book for their research in a very wide public library?
- A. The students shall type the title of the book on the Google browser to search the published book online for the students to download its PDF document.
- B. The students shall politely ask the librarians who are experts at finding and organizing information and at interpreting information needs.



- C. The students shall borrow the book for research.
 - D. The students shall register their names on the online form
10. How do Indigenous media differ from the more common sources of information, such as libraries and the internet?
- A. Indigenous media differ from libraries and the internet when it comes to the sources of information because indigenous media expression is conceptualized, produced, and circulated by indigenous people. However, the internet is a collection of books, periodicals, newspapers, manuscripts, films, maps, prints, documents, microform, CDs, cassettes, videotapes, DVDs, Blu-ray Discs, e-books, audiobooks, databases, table games, video games and other formats which are legally published by experts while **library** sources are produced, and published formally and informally through the global system of interconnected computer networks that uses the Internet protocol suite (TCP/IP) to communicate between networks and devices.
 - B. Indigenous media differ from libraries and the internet when it comes to the sources of information because indigenous media expression is conceptualized, produced, and circulated by indigenous people. However, the internet protocol is a collection of books, periodicals, newspapers, manuscripts, films, maps, prints, documents, microform, CDs, cassettes, videotapes, DVDs, Blu-ray Discs, e-books, audiobooks, databases, table games, video games and other formats which are legally published by experts while **library** sources are produced, and published formally and informally through the global system of interconnected computer networks that uses the Internet protocol suite (TCP/IP) to communicate between networks and devices.
 - C. Indigenous media differ from libraries and the internet when it comes to the sources of information because indigenous media expression is conceptualized, produced, and circulated by indigenous people. However, the library is a collection of books, periodicals, newspapers, manuscripts, films, maps, prints, documents, microform, CDs, cassettes, videotapes, DVDs, Blu-ray Discs, e-books, audiobooks, databases, table games, video games and other formats which are legally published by experts



while **internet** protocol sources are encoded, and published formally and informally through the computer system using the local area networks that uses the Internet protocol suite (TCP/IP) to communicate between networks and devices

D. Indigenous media differ from libraries and the internet when it comes to the sources of information because indigenous media expression is conceptualized, produced, and circulated by indigenous people. However, the library is a collection of books, periodicals, newspapers, manuscripts, films, maps, prints, documents, microform, CDs, cassettes, videotapes, DVDs, Blu-ray Discs, e-books, audiobooks, databases, table games, video games and other formats which are legally published by experts while **internet** sources are produced, and published formally and informally through the global system of interconnected computer networks that uses the Internet protocol suite (TCP/IP) to communicate between networks and devices.

E. A and B

Answer Keys:

Exercise 1: Day 1 Answer Key:

1. Indigenous media 2. Indigenous media 3. Library 4. Internet

Exercise 2: Day 2. Essay. An answer varies...

Exercise 3: Day 3. Essay. An answer varies...

Assessment: Answer Key:

1. D 2. C 3. C 4. B 5. A 6. A 7. D 8. C 9. B 10. D

References:

- <https://www.oxfordbibliographies.com/view/document/obo-9780199791286/obo-9780199791286-0229.xml#:~:text=Indigenous%20media%20may%20be%20defined,%20determination%2C%20and%20cultural%20sovereignty.>
- <http://publicsphereproject.org/node/254#:~:text=Some%20notable%20examples%20from%20around,Koahnic%20Broadcast%20Corporation%20in%20Alaska.>
- [https://en.wikipedia.org/wiki/National_Commission_on_Indigenous_Peoples_\(Philippines\)](https://en.wikipedia.org/wiki/National_Commission_on_Indigenous_Peoples_(Philippines))
- <https://en.wikipedia.org/wiki/Library>
- <https://en.wikipedia.org/wiki/Internet>
- <https://unsplash.com/photos/hIz3vbUbOol>



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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

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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