Have you read the Facebook post circulating online since April 2? It was confirmed that the COVID UK Variant has already reached our neighboring town, Lucban, Quezon. According to my friend who resides in the said town, the alleged person who tested positive is a medical professional who attended to a deceased patient. I am worried about my relatives who live there. I hope they are fine. – Clara

I think you are worrying for nothing, because earlier today, April 4, 2021, I have read some news from inquirer.net published by news correspondent Delfin T. Mallari Jr. Based on the article, the Municipal Health Office of Lucban had clarified the said issue. According to them, the mayor only wanted to quote one of the medical professionals who attended to the deceased patient that there is a big possibility that it was caused by a UK variant, but there is no confirmatory test performed yet. They have also added that they are already trying to process a genome sequencing of a direct contact of the late patient and the local chief executive only wanted the residents to be vigilant and safe. – Mario

Process Questions:
1. Imagine you overheard the conversation between the two characters in the above comic strip.
   1. Which statements are more convincing? Clara’s or Mario’s?
   2. What are the things you considered in making your choice?
   3. What do you think is the impact of unconfirmed information spreading online?
   4. What do you suggest to readers or listeners?

As we try to gather information from various sources or platforms to keep us updated, our capability to judge the truthfulness and relevance of ideas is imperative. We must remember that before we believe the articles or materials we have obtained, we should check first if it is factual or misleading. Thus, we must know the different tips on how to distinguish factual or truthful information from a faulty one.  

**Relevance** is how appropriate something is to what is being said at a given time.

**Truth** is something that has been proven by facts or sincerity.

**Tips on How to Spot Factual or Truthful Information**

1. **CONSIDER THE SOURCE.** Investigate the site you are viewing or reading.
2. **READ BEYOND.** Headlines can be outrageous in an effort to get clicks, so you should focus on the whole story. You have to read and look for details such as statistics, date, name, etc.
3. **CHECK THE AUTHOR.** Do a quick search on the author to find out if they are real and credible.
4. **VERIFY SUPPORTING SOURCES.** Determine if the given information actually supports the story.
5. **CHECK THE DATE.** Reposting old news stories does not mean they’re relevant to current events. It should be updated.
6. **CHECK YOUR BIASES.** Consider if your own beliefs could affect your judgement.
IV. LEARNING PHASES AND LEARNING ACTIVITIES

D. Development (Time Frame: Days 1-2 – 90 minutes)

Learning Task 1

Now that you know the different tips on how to spot factual and truthful information, let us verify your answers on the first activity. Let’s do the fact check by accomplishing the table below. Put a check on the corresponding box for each item if it was clearly provided by the speaker. The person who will get the most checks is therefore the one who stated truthful ideas.

<table>
<thead>
<tr>
<th>Information Provided by the Speaker</th>
<th>Clara</th>
<th>Mario</th>
</tr>
</thead>
<tbody>
<tr>
<td>Source</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supporting Details (READ BEYOND)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Author</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supporting Sources</td>
<td></td>
<td></td>
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<tr>
<td>Date</td>
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</tbody>
</table>

Learning Task 2

Directions: Listen carefully to the news clip using the link below and be ready to answer the given questions.


Bulacan, Cavite, Laguna, Rizal revert to GCQ until April 4 (March 22, 2021)

Malacañang appeals for public understanding since the restrictions will affect some people’s holy week plans. The IATF considers tourism a non-essential activity.

“Sana po maintindihan ng lahat na this is for the common good, alam po natin na nagplano na kayo at talagang you are looking forward to ah… this holy week break noo… pero kung papayagan po tayo ng unabated travel ngayon ay talagang mas mapapabilis ang pagkalat ng mga new variants sa ibat-ibang parte pa ng Pilipinas,” Presidential Spokesperson, Harry Roque.

Despite the restrictions, Presidential Spokesperson Harry Roque clarifies there is no lockdown in Metro Manila or the four nearby provinces under GCQ. That is because most businesses and public transportation are allowed to operate.

“Hindi po tayo nag i-economic lockdown dahil bukas pa rin po ang mga industriya bagamat ini-encourage nga natin yung work from home kung pupwede. Konti lang yung mga establishment na ating isinara. Bukas pa rin po ang ating ekonomiya, so pupwede pa rin pong magtrabaho.”

Local government units of the areas under GCQ are ordered to ensure compliance with health protocols as well as quarantine and isolation measures. – Zian Arkanghel, CNN Philippines.
IV. LEARNING PHASES AND LEARNING ACTIVITIES

Guide Questions:
1. What is the news all about?
   A. Economic lockdown among provinces under the General Community Quarantine
   B. Holy Week break and essential activities allowed to be conducted during the holiday period
   C. COVID-19 Inter-Agency Task Force’s new approved resolution to slow down the rise in COVID-19 cases or the Resolution no. 104
   D. COVID-19 Inter-Agency Task Force considering tourism as an essential activity in the places under General Community Quarantine

2. What is the purpose of the news clip?
   A. to inform
   B. to entertain
   C. to persuade
   D. to encourage

3. What makes it truthful?
   A. It provides factual information.
   B. It is from a well-known news site.
   C. It has a convincing broadcaster.
   D. It presents prominent government officials.

4. Which of the following makes the news clip relevant?
   a. It states issues that are prevalent nowadays.
   b. It provides information that the public needs
   c. It contains pertinent answers on issues.
   d. All of the above

5. Complete the table by supplying the necessary information heard from the news:

<table>
<thead>
<tr>
<th>Source</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Author</td>
<td></td>
</tr>
<tr>
<td>Supporting Sources</td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td></td>
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</tbody>
</table>

**E. Engagement** (Time Frame: Days 3-4 – 90 minutes)

**Learning Task 3**

As a teenager, you are considered as one of the most vulnerable individuals from COVID-19. Thus, it is important to always remind yourself of the preventive measures against the virus. In this task, you will make a creative infographic out of the informative text from the World Health Organization on COVID-19 facts.

What is an INFOGRAPHIC? It is a visual representation of information or data, specifically a collection of imagery, charts, and minimal text that gives an easy-to-understand overview of a topic.

**World Health Organization: Coronavirus Overview, Prevention, & Symptoms**

**Overview:** Coronavirus disease (COVID-19) is an infectious disease caused by a newly discovered coronavirus. Most people infected with the COVID-19 virus will experience mild to moderate respiratory illness and recover without requiring special treatment. Older people and those with underlying medical problems like cardiovascular disease, diabetes, chronic respiratory disease, and cancer are more likely to develop serious illness.

The COVID-19 virus spreads primarily through droplets of saliva or discharge from the nose when an infected person coughs or sneezes, so it is important that you also practice respiratory etiquette (for example, by coughing into a flexed elbow).

**Prevention:** To prevent infection and to slow transmission of COVID-19, do the following:
- Wash your hands regularly with soap and water or clean them with alcohol-based hand rub.
- Maintain at least 1 metre distance between you and people coughing or sneezing.
- Avoid touching your face.
- Cover your mouth and nose when coughing or sneezing.
- Stay home if you feel unwell.
- Refrain from smoking and other activities that weaken the lungs.
- Practice physical distancing by avoiding unnecessary travel and staying away from large groups of people.

**Most common symptoms:**
- fever
- dry cough
- tiredness

**Serious symptoms:**
- difficulty breathing or shortness of breath
- chest pain or pressure
- loss of speech or movement

**Less common symptoms:**
- aches and pains
- conjunctivitis
- sore throat
- diarrhea
- headache
- loss of taste or smell
- a rash on skin or discoloration of fingers or toes
**IV. LEARNING PHASES AND LEARNING ACTIVITIES**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>4 points</th>
<th>3 points</th>
<th>2 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content</td>
<td>Includes all the required information as outlined on the informative text in an exceptional manner.</td>
<td>Includes the required information as outlined on the informative text.</td>
<td>Missing some of the required information as outlined on the informative text.</td>
</tr>
<tr>
<td>Design/Graphics</td>
<td>Incorporates principles of design and graphic elements in an exceptional manner</td>
<td>Incorporates principles of design and graphic elements.</td>
<td>Somewhat incorporates principles of design and graphic elements.</td>
</tr>
<tr>
<td>Format</td>
<td>Formatted in an exceptional manner to enhance maximum readability and audience understanding.</td>
<td>Formatted to enhance maximum readability and audience understanding.</td>
<td>Somewhat formatted to enhance maximum readability and audience understanding.</td>
</tr>
<tr>
<td>Quality</td>
<td>Quality exceeding expectations being clear, concise, and free from grammar errors.</td>
<td>Done with satisfactory effort being clear, concise, and with 1-2 grammar errors.</td>
<td>Shows little effort being somewhat clear and concise, containing 3-5 grammar errors.</td>
</tr>
<tr>
<td>Sourcing</td>
<td>Citation for the infographic’s source included.</td>
<td>Citation for the infographic’s source included but incomplete.</td>
<td>No citation of the infographic’s source included.</td>
</tr>
</tbody>
</table>

A. Assimilation (Time Frame: Days 4 – 10 minutes)

**REMEMBER THIS!**

Checking the legitimacy of the information will keep us from being a victim of fake news or faulty information. While as a receiver of information, we need to sharpen our skill in judging the relevance and worth of one’s ideas, since we may have to use it as bases of our personal decisions in some situations.

V. ASSESSMENT (Time Frame: Days 4 – 10 minutes)

Directions: Analyze the following situations and decide whether it can help you obtain factual information or not. Put a check (✓) if yes and a cross (✗) if no.

- 1. You are reading an article about the number of new positive cases of COVID-19 in your place. Then, you found out that the article is already out of date.
- 2. Amanda saw a viral Twitter post from unknown source who asserted that a medicinal plant is being used to cure COVID-19 patients.
- 3. A resource speaker in the seminar you are attending mentioned names of credible authors while expounding his ideas.
- 4. Your friend saw a cryptic news headline and shared it in her timeline, but it does not present any details about the whole story.
- 5. A social media influencer stressed, “Filipinos have no right in the West Philippine Sea.” However, he failed to cite any source to prove his claim.

VI. REFLECTION (Time Frame: Days 4 – 10 minutes)

Communicate your personal assessment as indicated in the Learner’s Assessment Card.

**Personal Assessment on Learner’s Level of Performance**

Using the symbols below, choose one which best describes your experience in working on each given task. Draw it in the column for Level of Performance (LP). Be guided by the descriptions below:

✓ - I was able to do/perform the task without any difficulty. The task helped me in understanding the target content/lesson.

✗ - I was able to do/perform the task. It was quite challenging, but it still helped me in understanding the target content/lesson.

? – I was not able to do/perform the task. It was extremely difficult. I need additional enrichment activities to be able to do/perform this task.

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<tr>
<td>Number 1</td>
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<td>Number 2</td>
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<td>Number 3</td>
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<td>Assessment</td>
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VII. REFERENCES


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