



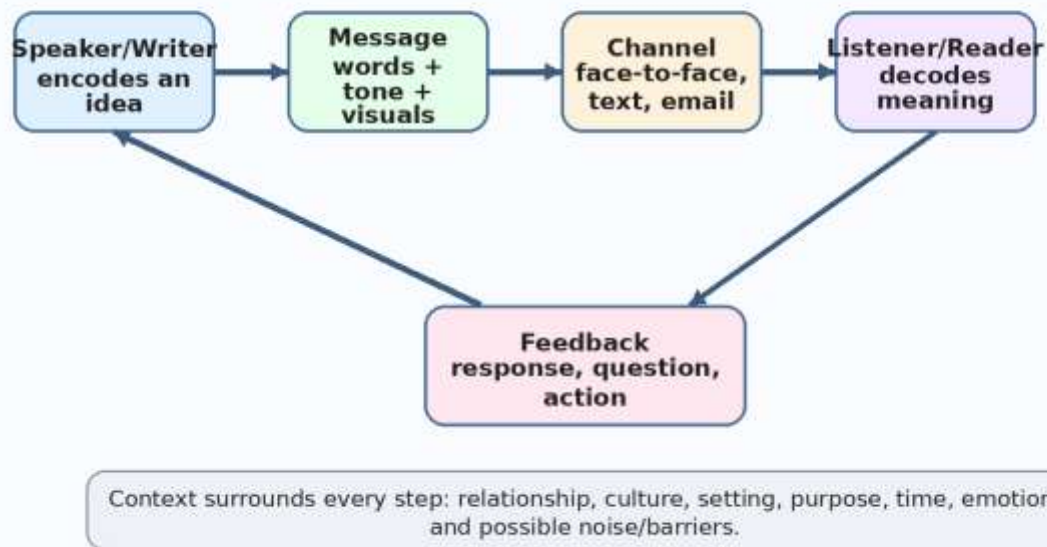
Compiled Learning Resource Material for **Effective Communication**

(STRENGTHENED SENIOR HIGH SCHOOL – FIRST TERM)

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Effective Communication in Personal, Interpersonal, Social, and Cultural Contexts

Communication Cycle: Meaning is Co-Created



Original instructional diagram: communication as an interactive cycle shaped by context.

Module Map and Curriculum Alignment

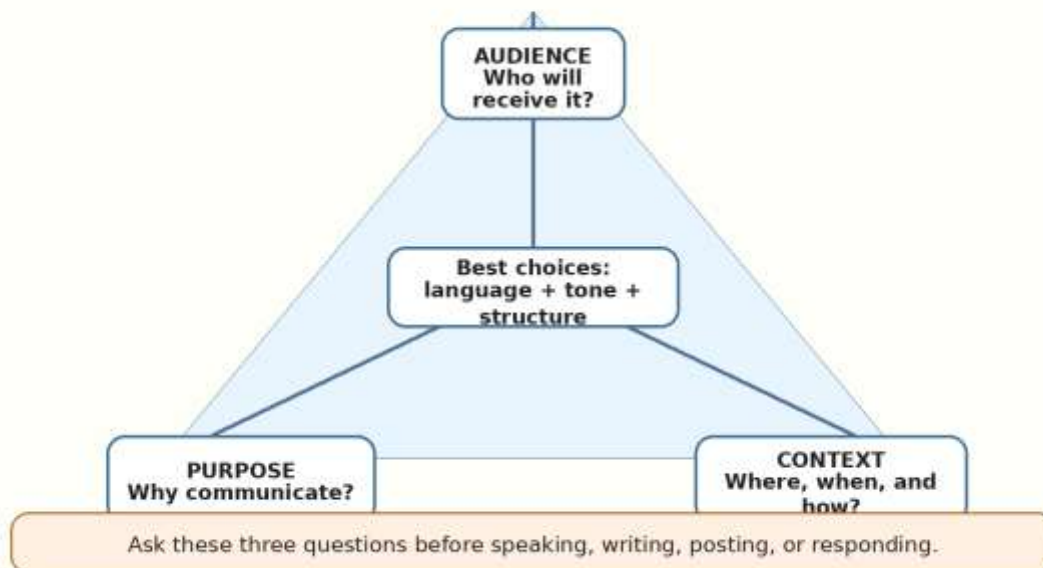
The three modules below follow the progression in the provided curriculum guide. Modules 1 and 2 focus on Quarter 1 competencies in personal and interpersonal communication, while Module 3 extends the same interpretive, engagement, expressive, and reflective processes to Quarter 2 social and cultural contexts.

Module	Main Focus	Key Learning Competencies Aligned	Major Output
1	Interpreting meaning in personal and interpersonal texts	Determine purposeful use of language and tone; extract main points; analyze content and intent; describe interpretation processes.	Context and Intent Analysis Sheet + Multimodal Text Analysis
2	Engaging and expressing in personal/interpersonal communication	Use appropriate language, tone, structure, politeness markers, conversation-management signals, and non-verbal strategies; compose personal/interpersonal texts; engage in intrapersonal communication while safeguarding privacy.	Communication Portfolio + Role-play Dialogue
3	Communicating in social and cultural contexts	Recognize assumptions and perspectives; use critical listening/reading/viewing with cultural sensitivity; identify biases and implied meanings; use inclusive language; compose public-facing texts and reviews; reflect on social communication.	Inclusive Public Communication Campaign

General Learning Design

- **Learner-centered and self-paced.** Each module begins with familiar situations, moves to concepts and examples, and ends with authentic performance tasks.
- **Communication as situated practice.** Learners analyze how audience, purpose, context, culture, medium, relationship, and emotion shape meaning.
- **Evidence-based assessment.** Activities require learners to cite details from conversations, texts, visuals, or scenarios before drawing conclusions.
- **Privacy and ethics.** Digital activities are designed using mock profiles and fictional examples so learners practice responsible communication without exposing personal information.

Audience-Purpose-Context Planner



Original instructional diagram: the audience-purpose-context planner used across all modules.

MODULE 1

Interpreting Meaning in Personal and Interpersonal Texts

Understanding language, tone, main points, intent, and context in spoken, written, and multimodal communication

Quarter Alignment	Quarter 1: Effective Communication in Personal and Interpersonal Contexts
Suggested Duration	7-9 class hours or one self-paced learning cycle
Target Learners	Senior High School learners in a modular distance learning format
Module Performance Output	See the final task and analytic rubric at the end of the module.

Aligned Learning Competencies

- Determine how language and tone are used purposefully in discussing personal and interpersonal topics.
- Extract main points from spoken, written, and multimodal texts, including recorded or live extended personal interactions.
- Analyze the content and intent of personal and interpersonal communication, including conversations and correspondence.
- Describe the processes of interpretation, engagement, and expression used in communication in personal and interpersonal contexts.

How to Use This Module

1. Read the learning targets and vocabulary before answering the pre-assessment.
2. Study the examples slowly. Underline the details that show audience, purpose, context, tone, intent, culture, or bias.
3. Answer practice tasks first in pencil. Revise your responses after checking the criteria.
4. For performance tasks, use the analytic rubric before submission so you can evaluate your own work.

At the end of this module, you should be able to:

- identify audience, purpose, and context before interpreting a message;
- distinguish topic, main point, supporting details, implied meaning, and speaker/writer intent;
- explain how tone and word choice affect meaning;
- analyze short conversations, messages, emails, diary excerpts, and multimodal posts using evidence;
- reflect on how your own assumptions influence interpretation.

Key Terms

Term	Meaning in this Module	Quick Example
Context	The situation surrounding a message, including relationship, setting, culture, timing, medium, and purpose.	A text sent during an emergency may sound short because the sender is rushed, not rude.
Tone	The attitude or feeling suggested by word choice, sentence structure, voice, and visuals.	"Please revise this part" sounds more respectful than "This is wrong."
Main point	The most important idea that the communicator wants the receiver to understand.	In a long apology, the main point may be "I accept responsibility and want to fix this."
Intent	The purpose behind the message, such as informing, requesting, apologizing, persuading, comforting, or setting a boundary.	"Can we talk?" may intend to clarify, repair, or confront depending on context.

Multimodal text	A message using more than one mode, such as words, images, layout, emoji, audio, or gestures.	A social media post with a photo, caption, hashtag, and comments.
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Lesson 1: Communication is Meaning-Making, Not Just Sending Words

Communication is the process of using messages to create meanings within and across contexts. A message may be spoken, written, visual, digital, or performed through non-verbal cues. Meaning is not located only in the words; it is shaped by the relationship between communicator and receiver, the situation, the channel, and the cultural expectations that guide interpretation.

A helpful way to interpret communication is to ask three questions before reacting: Who is the audience? What is the purpose? What is the context? These questions prevent quick judgments and help a learner recognize why a message is formal, casual, emotional, brief, detailed, humorous, or indirect.

- **Audience:** the person or group receiving the message. Audience affects vocabulary, level of detail, politeness, and examples.
- **Purpose:** the reason for communicating. Common purposes include introducing oneself, requesting help, expressing feelings, giving affirmations, resolving conflict, and reflecting on experiences.
- **Context:** the setting, medium, timing, relationship, cultural norms, and emotional climate surrounding the message.

For example, “Okay.” can show agreement, disappointment, obedience, sarcasm, or a desire to end the conversation. The word is the same, but the context and tone change the meaning.

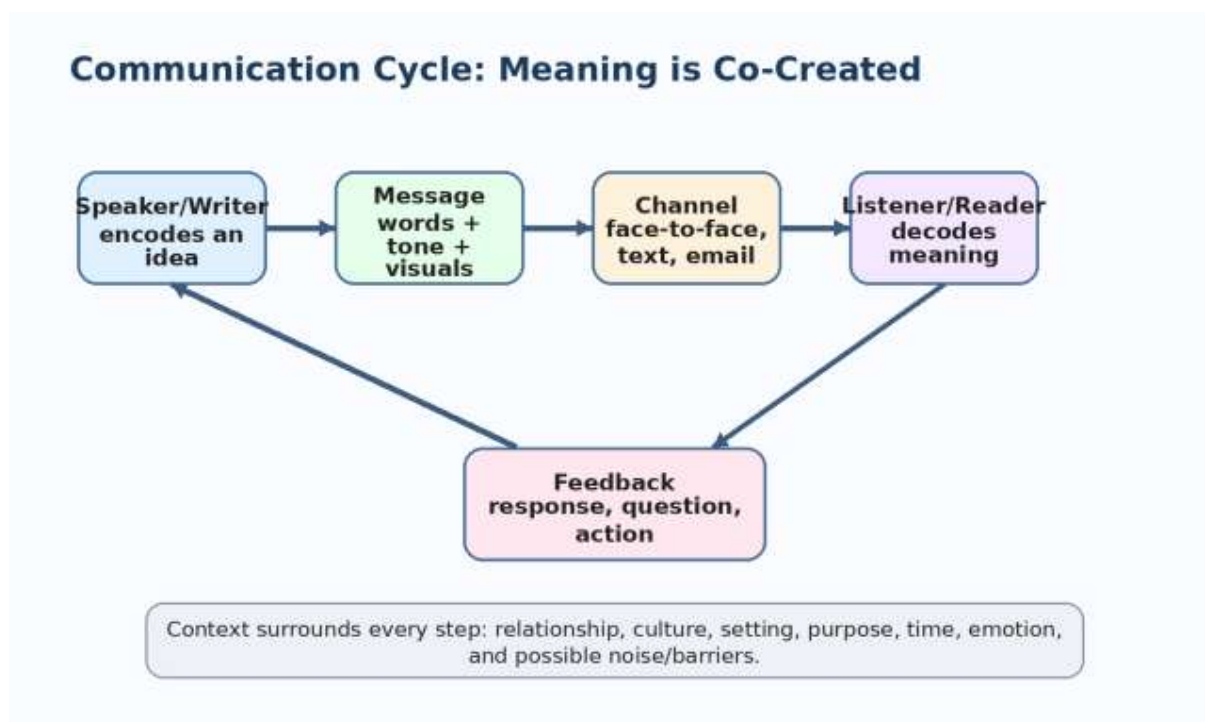


Figure 1. Communication cycle used for interpreting personal and interpersonal messages.

Example 1: Same Words, Different Meaning

Message: “Fine. Do whatever you want.”

Context A: Two friends are joking while choosing snacks. Tone may be playful and permissive.

Context B: A classmate says this after being ignored during group planning. Tone may be hurt, frustrated, or resentful.

Interpretation skill: Do not depend only on the words. Examine relationship, previous turns in the conversation, facial expression, punctuation, and timing.

Lesson 2: Language and Tone as Purposeful Choices

Language and tone are purposeful. Communicators choose words, sentence length, politeness markers, emojis, punctuation, volume, pace, and visual design to achieve an effect. In written communication, tone is often inferred from diction and structure. In spoken communication, tone is also shaped by pitch, stress, pauses, and facial expression. In multimodal communication, meaning may be strengthened by images, captions, symbols, font size, layout, or music.

Tone should fit the relationship and purpose. A message to a close friend can be warm and casual, but a message to a teacher, adviser, employer, or community leader usually requires a more respectful and structured tone. However, formality does not mean coldness; an effective communicator can be respectful, clear, and human at the same time.

- **Too casual for the audience:** “Ma’am, send notes pls now.”
- **More appropriate:** “Good afternoon, Ma’am. May I respectfully ask if you could send the notes when you are available? Thank you.”
- **Too harsh for conflict:** “You never listen.”
- **More constructive:** “I felt unheard during our meeting. Can we discuss how to divide the task more clearly?”

Tone Choices Change Meaning

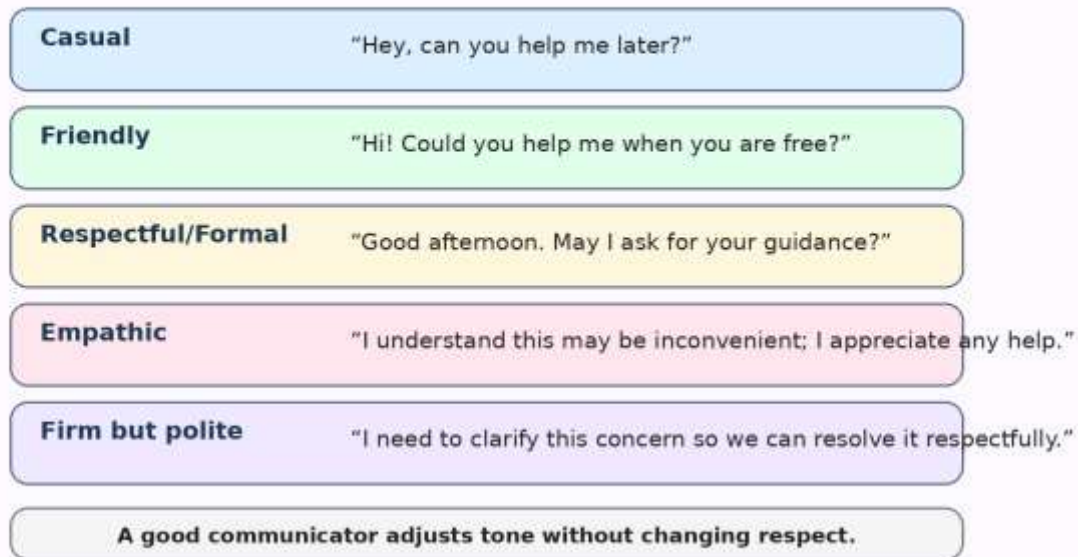


Figure 2. Tone ladder showing how word choice can adjust relationship and purpose.

Example 2: Tone Analysis of a Text Message

Text: “Thanks for telling me only now.”

Possible tone: disappointed, sarcastic, hurt, or genuinely thankful.

Evidence to check: punctuation, previous events, relationship, time pressure, and follow-up message.

Better response: “I’m sorry I informed you late. I understand why that is frustrating. Here is what happened, and here is what I can do now.”

Lesson 3: Extracting Main Points from Spoken, Written, and Multimodal Texts

A main point is not always the first sentence. In personal and interpersonal communication, people may tell stories, express feelings, give background information, or soften a request before stating the main idea. To extract the main point, separate the topic from the message. The topic is what the communication is about; the main point is what the communicator wants the receiver to understand about that topic.

Use the Three-Level Notes method: Level 1 names the topic; Level 2 states the main point; Level 3 lists evidence and supporting details. This method works for conversations, voice messages, emails, letters, social media posts, and diary entries.

1. Identify repeated words, emphasized ideas, or emotional expressions.
2. Ask, “What does the communicator want me to understand, feel, or do?”
3. Separate facts from feelings and assumptions.
4. Write the main point in one complete sentence.
5. Support the main point with two or three details from the message.

Example 3: Extracting Main Points

Conversation excerpt: "I know everyone is busy, but our group has not started the slides. The deadline is Friday. I already made the outline, but I need help with the examples and design. Can we meet at 4 PM?"

Topic: Group project progress.

Main point: The speaker is requesting group support and a meeting because the deadline is near.

Supporting details: deadline is Friday; outline is already done; help is needed for examples and design; proposed meeting is 4 PM.

Lesson 4: Analyzing Content and Intent

Content refers to what the message says. Intent refers to what the message is trying to do. A message may contain information but intend to request help, repair a relationship, set a boundary, ask for affirmation, invite reflection, or persuade someone to act. Good interpretation requires evidence from the text and caution about assumptions.

When analyzing intent, avoid saying "The person definitely means..." unless the evidence is strong. Use responsible language: "The message suggests...", "The tone may indicate...", or "Based on the context, the likely intent is..." This supports respectful communication because it leaves room for clarification.

- **Content question:** What happened? What was said? What details are included?
- **Intent question:** Why was this said? What response is expected? What relationship need is present?
- **Context question:** What situation, audience, culture, or medium shaped this message?
- **Clarifying question:** What should I ask before judging or responding?

Practice and Performance Activities

Activity 1: Tone Detective

Estimated Time	25-30 minutes
Instructions	Read the five short messages below. For each message, identify the possible tone, the clues that helped you infer it, and one clarifying question you can ask before responding. Messages: (1) "Wow, you remembered." (2) "K." (3) "I appreciate your effort, but we need to revise." (4) "No worries, I can do it myself." (5) "Can we talk after class?"
Expected Output	A table with columns for message, possible tone, evidence/clues, and clarifying question.
Analytical Criteria	Accuracy of inference; use of textual/contextual evidence; respectful uncertainty; clarity of explanation.

Activity 2: Three-Level Notes

Estimated Time	30-40 minutes
Instructions	Ask a family member or classmate to tell a brief story about a school, home, or community experience. Listen without interrupting. Afterward, write Level 1 topic, Level 2 main point, and Level 3 supporting details. If no partner is available, analyze a short educational video or recorded interview approved by your teacher.
Expected Output	Three-level notes plus a one-paragraph summary.
Analytical Criteria	Completeness of details; accurate main point; distinction between fact and feeling; coherence of summary.

Activity 3: Multimodal Meaning Analysis

Estimated Time	45-60 minutes
Instructions	Choose one safe, school-appropriate poster, public announcement, or mock social media post. Analyze the words, image, colors, layout, and possible audience. Explain how the modes work together to create meaning. Do not use a private post from a real person unless it is publicly approved for class discussion.
Expected Output	A one-page multimodal analysis with at least three pieces of evidence.

Analytical Criteria	Identification of modes; connection between design choices and meaning; audience-purpose-context analysis; responsible treatment of privacy.
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Performance Task: Context and Intent Analysis Sheet

Estimated Time	60-90 minutes
Instructions	Analyze one personal or interpersonal communication scenario provided by your teacher or selected from the sample scenarios. Complete an analysis sheet with: context, audience, purpose, content, tone, main point, likely intent, possible misunderstanding, and recommended response.
Expected Output	Completed analysis sheet and a 150-200 word explanation.
Analytical Criteria	Depth of analysis; evidence-based interpretation; awareness of audience, purpose, and context; quality of recommended response; respectful language.

Rubric for Module 1 Performance Task

Criteria	4 - Excellent	3 - Proficient	2 - Developing	1 - Beginning
Context Analysis	Clearly explains relationship, setting, medium, timing, and emotional climate.	Explains most relevant context factors.	Mentions context but lacks depth or misses important factors.	Gives little or no context.
Main Point and Intent	Accurately distinguishes topic, main point, content, and likely intent using evidence.	Mostly accurate distinction with some evidence.	Partly accurate but confuses content and intent.	Main point or intent is missing or unsupported.
Tone Interpretation	Identifies tone with specific clues and acknowledges possible alternatives.	Identifies tone with some clues.	Identifies tone but gives limited evidence.	Tone interpretation is unsupported or careless.
Recommended Response	Response is respectful, clear, context-appropriate, and helps prevent misunderstanding.	Response is clear and respectful with minor weakness.	Response is understandable but not fully appropriate to context.	Response may worsen conflict or ignore audience/purpose.
Reflection	Insightfully explains how interpretation was formed and what assumption was checked.	Explains process with some insight.	Reflection is general.	No meaningful reflection.

MODULE 2

Engaging and Expressing Effectively in Personal and Interpersonal Communication

Using verbal, non-verbal, written, and intrapersonal strategies for respectful relationships, conflict resolution, and clear expression

Quarter Alignment	Quarter 1: Effective Communication in Personal and Interpersonal Contexts
Suggested Duration	8-10 class hours or one self-paced learning cycle
Target Learners	Senior High School learners in a modular distance learning format
Module Performance Output	See the final task and analytic rubric at the end of the module.

Aligned Learning Competencies

- Use language, tone, and structure appropriately for audience, purpose, and context in personal and interpersonal topics.
- Use politeness markers and conversation management signals and strategies, including topic nomination, topic shift/control, turn-taking, back-channeling, feedback-giving, and topic termination.
- Use appropriate non-verbal strategies to enhance the quality of personal and interpersonal conversation.
- Compose well-structured personal and interpersonal communication showing awareness of audience and purpose.
- Engage in intrapersonal communication, including diary writing, journaling, and building a social media profile to reflect on learning and experiences, set goals, and establish an online presence while safeguarding privacy.
- Employ language and structure, including transition and cohesive devices, appropriately and effectively for a variety of purposes.
- Review one's participation in personal and interpersonal communication, identifying strengths and areas for growth.

How to Use This Module

1. Read the learning targets and vocabulary before answering the pre-assessment.
2. Study the examples slowly. Underline the details that show audience, purpose, context, tone, intent, culture, or bias.
3. Answer practice tasks first in pencil. Revise your responses after checking the criteria.
4. For performance tasks, use the analytic rubric before submission so you can evaluate your own work.

At the end of this module, you should be able to:

- manage a conversation using clear and polite signals;
- apply active and empathic listening techniques in a dialogue;
- use non-verbal cues that strengthen spoken messages;
- write messages, emails, notes, journal entries, and reflections suited to audience and purpose;
- use privacy and digital responsibility checks before publishing personal information;
- evaluate personal communication strengths and areas for improvement.

Key Terms

Term	Meaning in this Module	Quick Example
Conversation management	Strategies used to begin, maintain, shift, repair, and close a conversation.	"Can I add something?" signals turn-taking.
Politeness marker	A word or phrase that softens a message and shows respect.	please, may I, thank you, I understand, respectfully

Back-channeling	Short verbal or non-verbal signals that show attention while someone speaks.	nodding, "I see," "mm-hmm," "go on."
Repair strategy	A way to fix misunderstanding or tension.	"Let me restate what I meant."
Intrapersonal communication	Communication with oneself for reflection, decision-making, and self-awareness.	A journal entry about learning goals.
Cohesive device	A word or phrase that connects ideas.	first, however, because, as a result, finally

Lesson 1: Conversation Management Strategies

Effective conversation is collaborative. Participants take turns, listen, respond, ask questions, shift topics carefully, and close the interaction respectfully. Conversation management prevents interruptions, confusion, and emotional escalation. It also helps participants feel seen and heard.

- **Topic nomination:** introducing a topic clearly. Example: "Can we talk about how we will divide the presentation?"
- **Turn-taking:** entering the conversation without dominating. Example: "May I share my idea after Ana?"
- **Back-channeling:** showing attention while the other person talks. Example: nodding or saying "I understand."
- **Topic shift/control:** moving to a related topic without dismissing the current one. Example: "That connects to another concern: our deadline."
- **Feedback-giving:** responding to the message with understanding and helpful information. Example: "Your point is clear; I think we need one more example."
- **Topic termination:** closing with respect. Example: "Thank you for explaining. Let us continue tomorrow after we gather the data."

A strong communicator does not only speak well. A strong communicator helps the interaction move forward respectfully.

Lesson 2: Active and Empathic Listening

Active listening means concentrating on the speaker, showing attention, checking understanding, and responding appropriately. Empathic listening adds sensitivity to feelings and experiences. In personal and interpersonal contexts, people often need both accurate understanding and emotional recognition. A learner who practices active listening can reduce misunderstanding and build trust.

A practical listening formula is CARE: Concentrate, Acknowledge, Restate, and Encourage. Concentrate by reducing distractions. Acknowledge through verbal and non-verbal signals. Restate the message in your own words. Encourage the speaker with respectful questions or supportive feedback.

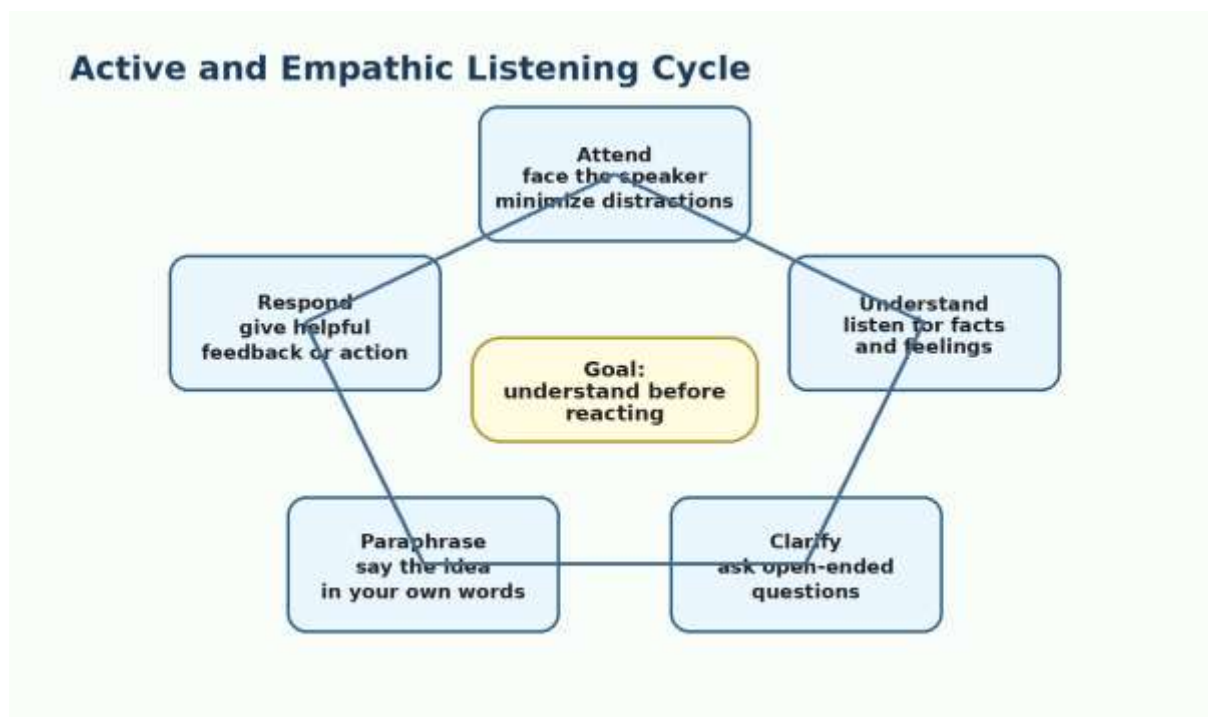


Figure 3. Active and empathic listening cycle for interpersonal communication.

Example 1: Poor Listening vs Active Listening

Speaker: "I felt embarrassed when my idea was laughed at during the group meeting."

Poor response: "It was only a joke. Don't be sensitive."

Active and empathic response: "You felt embarrassed because your idea was not taken seriously. I'm sorry that happened. Can we agree to discuss ideas without teasing next time?"

Lesson 3: Verbal Strategies for Respectful Conflict Resolution

Conflict is not automatically negative. It becomes harmful when people attack, insult, avoid responsibility, or refuse to listen. Respectful dialogue focuses on the issue, not the worth of the person. Use "I-statements," specific observations, and repair phrases. Avoid exaggerations such as "always" and "never" unless they are factually supported.

- **Observation:** "During the meeting, I noticed that only two members volunteered for tasks."
- **Feeling or concern:** "I felt worried because the deadline is close."
- **Need or value:** "We need a fair division of work."
- **Request:** "Can each member choose one part by tonight?"

This structure helps express emotions without blaming and helps the listener understand what action is needed.

Example 2: Conflict Dialogue Rewrite

Harsh version: "You are lazy. You did nothing."

Respectful version: "I noticed that your section is not yet uploaded. I feel worried because we need to combine the report tonight. Can you send your draft by 7 PM or tell us what support you need?"

Why it works: The revised message names the observable issue, explains the effect, asks for a specific action, and keeps respect.

Lesson 4: Non-Verbal Communication

Non-verbal communication includes facial expression, posture, gestures, eye contact, personal space, appearance, timing, and voice qualities such as pace and volume. These cues can reinforce, contradict, replace, or regulate verbal messages. Because non-verbal meanings vary across people and cultures, learners should avoid overgeneralizing. Instead of assuming, use observation and clarification.

For example, silence may mean respect, hesitation, disagreement, thinking, shyness, tiredness, or emotional overload. An appropriate response is not "You are ignoring me," but "I notice you are quiet. Would you like more time to think?"



Figure 4. Non-verbal cues that can support or weaken a message.

Lesson 5: Writing Personal and Interpersonal Texts

Written communication requires structure because the receiver cannot always hear your voice or ask immediately. Good personal and interpersonal texts usually include a clear opening, purpose, necessary details, respectful tone, and closing. Longer texts use cohesive devices so the ideas flow logically.

- **Text message:** brief, direct, context-sensitive, and polite. It is useful for quick coordination or simple emotional support.
- **Email:** more formal and complete. It often includes greeting, purpose, details, request or action, thanks, and signature.
- **Handwritten note or letter:** personal and reflective. It can express appreciation, apology, encouragement, or support.
- **Journal entry or diary:** intrapersonal communication for reflection, goal-setting, emotional processing, and self-awareness.
- **Digital profile or diary:** a public or semi-public expression that requires privacy checks and responsible audience awareness.

Example 3: Email Structure

Subject: Request for Consultation on Performance Task

Greeting: Good afternoon, Sir.

Purpose: I would like to ask if I may consult you about our group's performance task.

Details: We already drafted the script, but we are unsure if our conflict-resolution dialogue meets the criteria.

Request: May we meet for 10 minutes after class on Wednesday?

Closing: Thank you very much for your guidance. Respectfully, [Name]

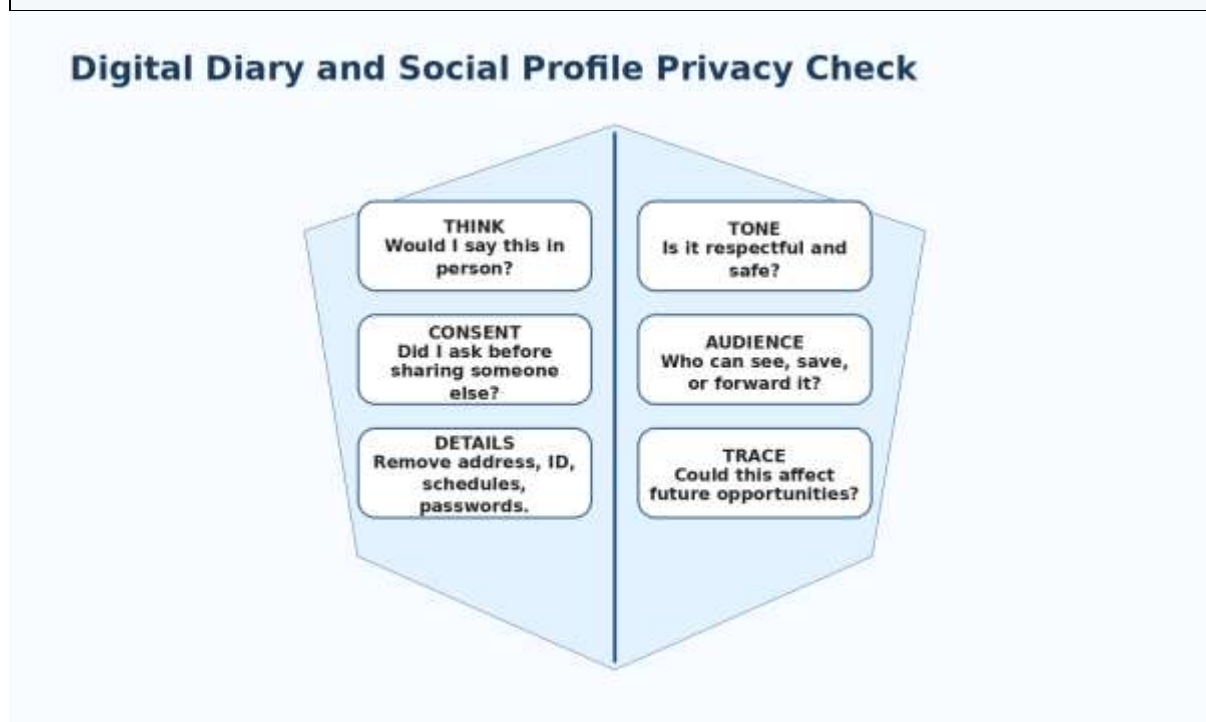


Figure 5. Privacy checklist for digital diaries and social profiles.

Practice and Performance Activities

Activity 1: Conversation Signal Sort

Estimated Time	25-30 minutes
Instructions	Classify the following phrases as topic nomination, turn-taking, back-channeling, topic shift, feedback-giving, repair, or termination: "May I add?" "I see." "Let me clarify." "Before we end..." "That reminds me..." "Can we discuss our roles?" "Your point is helpful because..."
Expected Output	A completed classification table with one explanation for each answer.

Analytical Criteria	Correct classification; explanation of function; understanding of how signals manage conversation.
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Activity 2: Active Listening Pair Practice

Estimated Time	45-60 minutes
Instructions	With a partner, choose a safe topic such as study habits, family responsibilities, hobbies, or time management. Speaker A talks for two minutes. Speaker B listens using CARE, then paraphrases and asks one open-ended question. Switch roles. If studying alone, write a sample script with both speaker and listener lines.
Expected Output	Listening checklist and short reflection.
Analytical Criteria	Evidence of attending, paraphrasing, clarifying, and respectful response; recognition of facts and feelings.

Activity 3: Message Makeover

Estimated Time	30-40 minutes
Instructions	Rewrite three careless messages into audience-appropriate messages. Include one text to a friend, one email to a teacher, and one note to a family member. Explain what you changed in tone, structure, and politeness.
Expected Output	Three revised messages and explanation notes.
Analytical Criteria	Appropriate tone; clear purpose; respectful wording; improved structure and cohesive devices.

Activity 4: Mock Profile Privacy Audit

Estimated Time	30-40 minutes
Instructions	Study a fictional social media profile provided by the teacher. Circle details that may risk privacy or safety, such as address, school schedule, ID number, exact location, private family information, or photos of others without permission. Suggest safer alternatives.
Expected Output	Annotated mock profile and revised bio/status.
Analytical Criteria	Identification of privacy risks; practical safer revisions; respectful and ethical reasoning.

Performance Task: Personal Communication Portfolio

Estimated Time	90-120 minutes
Instructions	Create a portfolio containing: (1) an email for a formal request, (2) a supportive text message, (3) a short conflict-resolution dialogue using conversation management signals, (4) a journal entry about a communication strength and area for growth, and (5) a privacy-checked mock profile bio.
Expected Output	Portfolio with five pieces and a 200-word reflection.
Analytical Criteria	Audience-purpose-context fit; clarity and coherence; politeness and empathy; non-verbal/conversation strategy in dialogue; privacy and ethical awareness; reflection quality.

Rubric for Module 2 Performance Task

Criteria	4 - Excellent	3 - Proficient	2 - Developing	1 - Beginning
Audience and Purpose Fit	All pieces are strongly adapted to audience, purpose, context, and medium.	Most pieces are appropriately adapted.	Some adaptation is shown but inconsistently.	Messages ignore audience, purpose, or medium.
Language, Tone, and Structure	Language is respectful, clear, cohesive, and well organized across outputs.	Mostly respectful and organized with minor lapses.	Understandable but tone or structure needs improvement.	Unclear, disorganized, or inappropriate tone.
Conversation Strategies	Dialogue skillfully uses topic nomination, turn-taking, feedback, repair, and closure.	Dialogue uses several appropriate strategies.	Dialogue uses few strategies or uses them mechanically.	Strategies are missing or incorrect.

Listening and Empathy	Portfolio shows strong understanding of feelings, facts, and supportive responses.	Shows understanding of listening and empathy.	Shows limited empathy or paraphrasing.	Little evidence of listening or empathy.
Digital Privacy and Ethics	Mock profile shows careful privacy, consent, and audience awareness.	Shows adequate privacy awareness.	Identifies some risks but misses important ones.	Exposes sensitive details or ignores privacy.
Reflection	Insightfully identifies strengths, weaknesses, and specific next steps.	Identifies strengths and areas for growth.	Reflection is general or incomplete.	No meaningful self-review.

MODULE 3

Communicating in Social and Cultural Contexts

Practicing intercultural sensitivity, inclusive language, critical viewing, ethical public communication, and reflective engagement

Quarter Alignment	Quarter 2: Effective Communication in Social and Cultural Contexts
Suggested Duration	9-12 class hours or one extended self-paced learning cycle
Target Learners	Senior High School learners in a modular distance learning format
Module Performance Output	See the final task and analytic rubric at the end of the module.

Aligned Learning Competencies

- Recognize underlying attitudes, assumptions, or perspectives related to social or cultural topics in culturally significant communication events.
- Use critical listening, reading, and viewing strategies, including cultural awareness and sensitivity, to interpret literary, media, and digital communication.
- Identify main messages, implied meanings, and biases in public, civic, or culturally significant communication events.
- Use culturally appropriate verbal and non-verbal strategies to communicate effectively in diverse social and cultural settings.
- Demonstrate sensitivity to social roles, group dynamics, and cultural identities in face-to-face and online interactions.
- Compose public-facing texts that promote inclusivity, equity, or social awareness, and compose critical reviews of culturally significant texts.
- Construct coherent arguments or narratives that reflect understanding of social responsibility, diversity, and shared values.
- Describe how cultural awareness and sensitivity influence interpretation, engagement, and expression in diverse social contexts.

How to Use This Module

1. Read the learning targets and vocabulary before answering the pre-assessment.
2. Study the examples slowly. Underline the details that show audience, purpose, context, tone, intent, culture, or bias.
3. Answer practice tasks first in pencil. Revise your responses after checking the criteria.
4. For performance tasks, use the analytic rubric before submission so you can evaluate your own work.

At the end of this module, you should be able to:

- explain how cultural context, social norms, roles, values, and group dynamics shape communication;
- recognize assumptions, stereotypes, bias, and implied meanings in public and cultural texts;
- use inclusive and respectful language in face-to-face, written, and digital contexts;
- compose a public-facing message, short opinion piece, or critical review with evidence and sensitivity;
- reflect on how cultural awareness improves interpretation, engagement, and expression.

Key Terms

Term	Meaning in this Module	Quick Example
Culture	Shared and changing ways of life, values, practices, symbols, and meanings within groups.	Language, food, rituals, family roles, humor, and ideas about respect.
Social norm	An expected pattern of behavior in a group or situation.	Waiting for elders to speak first in some settings.

Intercultural communication	Communication among people who may have different cultural backgrounds, values, languages, or norms.	Interviewing a cultural bearer or joining a community dialogue.
Inclusive language	Language that respects people and avoids stereotypes, exclusion, or unnecessary labels.	"Learners with disabilities" instead of disrespectful or reducing labels.
Bias	A tendency to favor or disfavor a person, group, idea, or perspective, often unfairly.	A post that presents only one side of a community issue.
Public-facing text	A text intended for a broad audience beyond a private relationship.	Advocacy post, blog, public service announcement, speech, community letter.

Lesson 1: Social and Cultural Contexts Shape Meaning

In social and cultural communication, meaning is shaped not only by individual intention but also by community values, group roles, cultural histories, power relations, and public expectations. A word, gesture, image, or silence may be interpreted differently across settings. A respectful communicator does not assume that one's own norm is the only correct norm.

Cultural sensitivity requires three habits: observe before judging, ask before assuming, and adapt without pretending. This means learners should recognize visible cultural practices while also remembering that many important values are invisible. The cultural iceberg helps show the difference between visible culture and deeper cultural patterns.

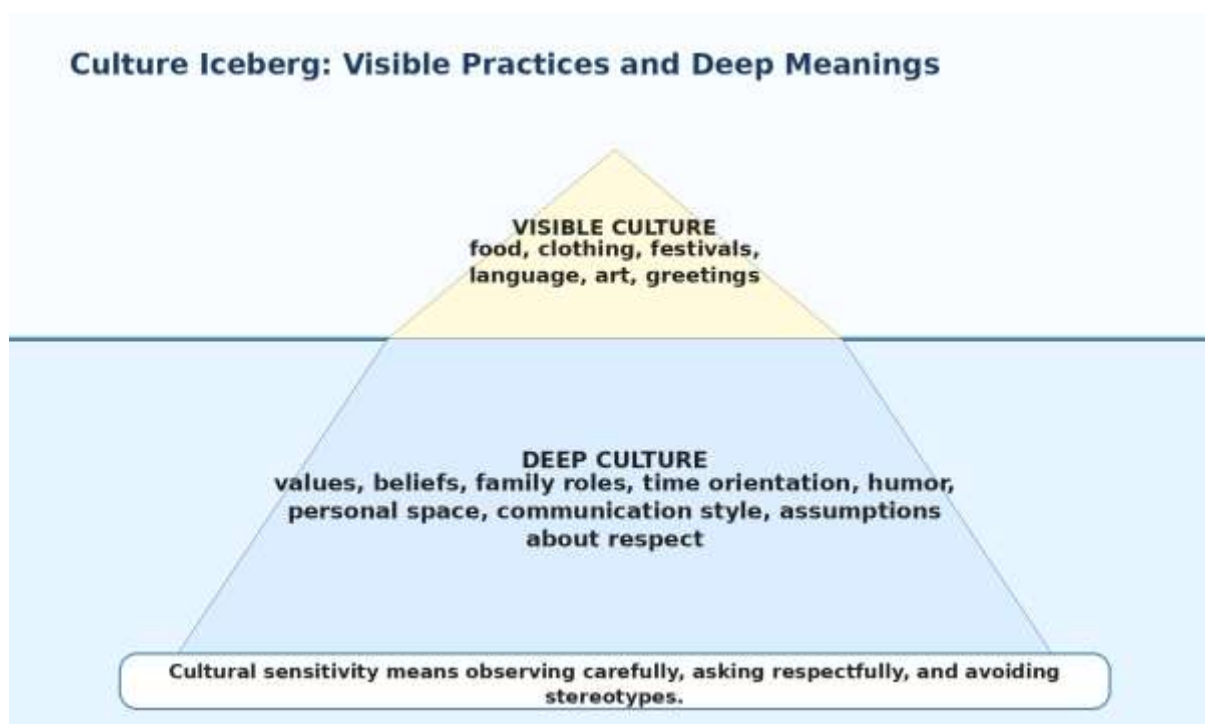


Figure 6. Culture iceberg for interpreting visible and deep cultural meanings.

Example 1: Avoiding Quick Cultural Judgments

Situation: During an interview, a community elder pauses for a long time before answering.

Quick judgment: "The elder does not understand the question."

Sensitive interpretation: The pause may show careful thinking, respect for the question, memory, emotion, or a preference for deliberate speech.

Better action: Wait respectfully, then ask, "Would you like more time, or should I rephrase the question?"

Lesson 2: Inclusive Language and Respectful Expression

Inclusive language is not just about avoiding offensive words. It is about communicating with respect, accuracy, and awareness of how language can include or exclude people. Inclusive language avoids stereotypes, unnecessary labels, mockery of accents or identities, and assumptions about ability, gender, religion, economic status, age, ethnicity, or community background.

- **Use people-first or identity-preferred language when appropriate.** When unsure, follow respectful institutional guidance or ask how a person or group prefers to be named.

- **Avoid reducing people to a single trait.** Say “students from different communities” rather than treating a group as one stereotype.
- **Use specific and accurate descriptions.** Instead of “those people are lazy,” describe an observed behavior and context.
- **Choose language that promotes dignity.** Public communication should critique ideas, systems, or actions without insulting people.

Inclusive language also includes listening. A communicator may intend no harm but still need to revise if words create exclusion or disrespect. Responsible communication accepts correction as part of growth.

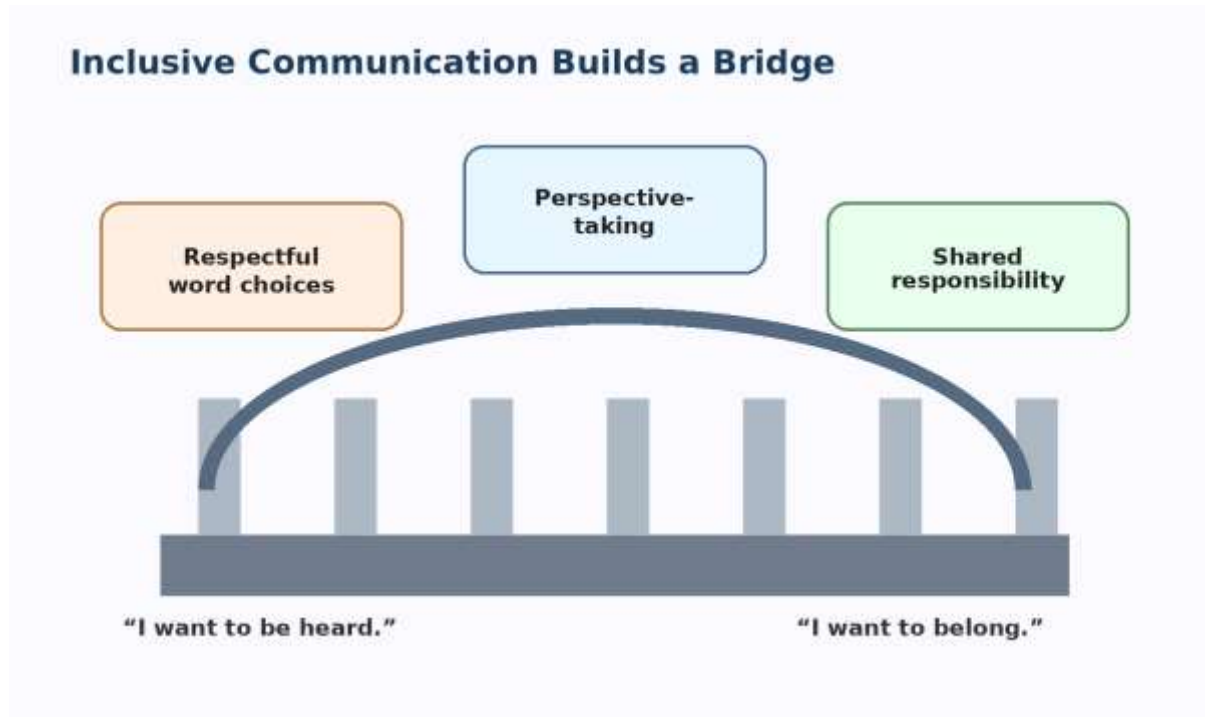


Figure 7. Inclusive communication as a bridge of respectful language, perspective-taking, and shared responsibility.

Example 2: Revising for Inclusive Language

Less inclusive: “Normal students can join; special students will have a separate task.”

More inclusive: “All learners may join the activity. Learners who need accommodations may request alternative formats or support.”

Why it improves: The revised sentence avoids labeling one group as not normal and focuses on access and support.

Lesson 3: Critical Listening, Reading, and Viewing

Critical interpretation means asking how a text constructs meaning and whose perspective it represents. It is especially important in public, civic, digital, and cultural communication because messages can influence group attitudes, public behavior, and community relationships. Critical does not mean negative; it means careful, evidence-based, and fair.

When viewing a speech, podcast, cultural performance, film, poem, social media post, or public service announcement, examine the source, evidence, representation, language, visuals, and purpose. Ask: What is the main message? What is implied but not directly said? What assumptions are present? Who benefits from this message? Who might be harmed or excluded? What evidence is missing?

Critical Viewing: Bias and Implied Meaning Lens

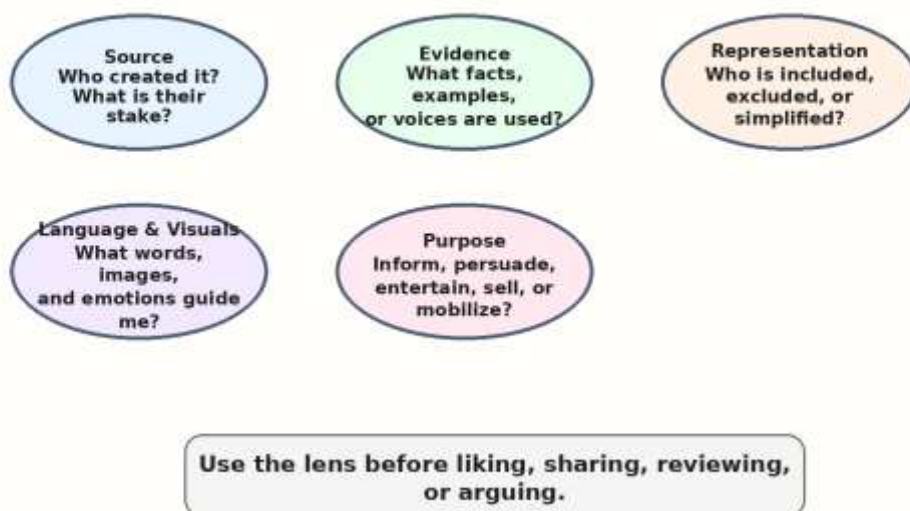


Figure 8. Bias and implied meaning lens for public and cultural texts.

Example 3: Bias in a Community Post

Post: "Young people today do not care about traditions. They only use phones."

Possible bias: Overgeneralization against youth.

Missing evidence: Examples of young people preserving traditions through school activities, family events, digital archives, or cultural performances.

More balanced statement: "Some community members worry that traditions may be forgotten. However, many young people also use digital tools to document and share cultural practices."

Lesson 4: Composing Public-Facing Texts

Public-facing texts include advocacy posts, community announcements, opinion pieces, blog entries, public letters, speeches, cultural reviews, and public service announcements. Because they reach wider audiences, they require stronger responsibility than private messages. Public communication should be accurate, respectful, inclusive, and purposeful.

A public-facing text is usually stronger when it follows a clear structure: hook, context, claim or message, evidence, and call to action. The hook attracts attention, but it should not mislead. The context explains the issue. The claim states the main message. Evidence supports credibility. The call to action gives the audience a respectful next step.

Structure of a Public-Facing Text



Figure 9. Structure for public-facing texts such as advocacy posts and opinion pieces.

Example 4: Short Advocacy Post

Hook: "Respectful words can make a classroom safer."

Context: "In group work, jokes about accent, family background, or ability can discourage learners from participating."

Message: "Let us practice inclusive language in every discussion."

Evidence: "When classmates feel respected, they are more likely to share ideas and ask questions."

Call to action: "Before speaking, ask: Is it true? Is it necessary? Is it respectful?"

Lesson 5: Critical Review of a Culturally Significant Text

A critical review explains what a cultural text communicates and evaluates how effectively and ethically it does so. A culturally significant text may be a poem, short story, film, speech, podcast, social media campaign, cultural performance, exhibit, or community narrative. The review should summarize fairly before evaluating. It should also consider cultural context and avoid mocking practices that differ from the reviewer's own background.

1. Identify the text, creator, audience, and context.
2. Summarize the main message without distortion.
3. Describe important elements such as language, images, performance, symbols, or sound.
4. Analyze assumptions, perspectives, representation, and possible bias.
5. Evaluate strengths and limitations with evidence.
6. End with a respectful recommendation or reflection.

Practice and Performance Activities

Activity 1: Culture Iceberg Reflection

Estimated Time	35-45 minutes
Instructions	Choose one familiar cultural practice from your family, school, barangay, or community, such as a greeting, celebration, food practice, storytelling tradition, religious/civic ceremony, or rule about respect. Fill out a culture iceberg: visible elements above the waterline and values/meanings below the waterline. Avoid sharing private or sacred details that should not be public.
Expected Output	Completed culture iceberg and a 150-word reflection.

Analytical Criteria	Depth of cultural explanation; distinction between visible and deep culture; respectful treatment of the practice; awareness of privacy and sensitivity.
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Activity 2: Inclusive Language Revision

Estimated Time	30-40 minutes
Instructions	Revise ten sentences that contain stereotyping, exclusion, insensitive labels, or overgeneralization. For each revision, explain the problem and how your version improves respect and accuracy.
Expected Output	Revised sentence set with explanations.
Analytical Criteria	Accurate identification of problematic language; respectful and precise revision; clear explanation of inclusive choice.

Activity 3: Bias Lens Analysis

Estimated Time	45-60 minutes
Instructions	Analyze one public-facing text such as a school announcement, advocacy post, speech excerpt, poster, or editorial paragraph. Use the five questions in the bias lens: source, evidence, representation, language/visuals, and purpose.
Expected Output	One-page bias lens analysis.
Analytical Criteria	Evidence-based analysis; balanced judgment; identification of implied meanings and biases; recognition of missing voices or context.

Activity 4: Interview Guide for a Cultural Bearer or Community Member

Estimated Time	45-60 minutes
Instructions	Prepare six respectful interview questions for a local elder, leader, artist, parent, teacher, or cultural bearer. Questions should invite stories, values, and advice, not stereotypes. Include a short consent statement explaining the purpose and how the answers will be used.
Expected Output	Interview guide with consent statement.
Analytical Criteria	Respectfulness of questions; cultural sensitivity; clarity of purpose; ethical treatment of participant voice.

Performance Task: Inclusive Public Communication Campaign

Estimated Time	120-180 minutes
Instructions	Create one public-facing communication product on a social or cultural topic relevant to school or community. Choose one format: advocacy poster with caption, 400-word opinion piece, 2-minute speech script, community blog post, or critical review of a cultural text. Your output must include a clear message, audience awareness, evidence/examples, inclusive language, and a call to action or reflective conclusion.
Expected Output	Public-facing text/product plus a 250-word reflection explaining audience, purpose, context, cultural sensitivity, and ethical choices.
Analytical Criteria	Cultural sensitivity; clarity of public message; evidence and coherence; inclusive language; ethical digital/public communication; reflective explanation.

Module 3 Performance Task

Criteria	4 - Excellent	3 - Proficient	2 - Developing	1 - Beginning
Cultural and Social Understanding	Shows nuanced understanding of cultural context, roles, values, and diverse perspectives.	Shows clear understanding with minor gaps.	Shows basic understanding but may be general.	Shows limited or stereotyped understanding.
Critical Interpretation	Insightfully identifies main message, implied meaning, assumptions, evidence, and bias.	Identifies most key elements with evidence.	Identifies some elements but analysis is thin.	Little evidence of critical analysis.

Inclusive and Respectful Language	Language is precise, dignifying, and avoids stereotypes or exclusion.	Language is respectful with minor lapses.	Some respectful language but includes vague or problematic phrasing.	Language is insensitive, stereotyping, or exclusionary.
Public Text Structure	Output has strong hook/context/message/evidence/call to action or reflective conclusion.	Output is organized and mostly complete.	Output has organization but missing important parts.	Output is disorganized or unclear.
Evidence and Examples	Uses relevant examples, details, or credible information to support ideas.	Uses adequate support.	Support is limited or weakly connected.	Claims are unsupported.
Ethical and Reflective Awareness	Reflection clearly explains choices, possible impact, and responsibility to audience/community.	Reflection explains choices and responsibility.	Reflection is general.	Reflection is absent or superficial.

Integrated Culminating Activity: Communication Growth Portfolio

After completing the three modules, learners may submit a communication growth portfolio. This optional culminating activity helps teachers see development across interpretation, engagement, expression, and reflection.

- **Part A: Interpretation.** A revised analysis of a personal/interpersonal message from Module 1.
- **Part B: Engagement.** A role-play script or dialogue demonstrating active listening, repair, and respectful closure from Module 2.
- **Part C: Expression.** A public-facing text or critical review from Module 3.
- **Part D: Reflection.** A 300-word learner reflection answering: How did my understanding of audience, purpose, context, tone, culture, and responsibility change? What communication habit will I continue practicing?

Overall Portfolio Rubric

Criteria	4 - Excellent	3 - Proficient	2 - Developing	1 - Beginning
Interpretation	Insightful evidence-based analysis of meaning, tone, context, and intent.	Clear analysis with adequate evidence.	Basic analysis with limited evidence.	Minimal or unsupported analysis.
Engagement	Dialogue shows skillful listening, turn-taking, politeness, empathy, and repair.	Dialogue shows appropriate engagement skills.	Some skills present but inconsistent.	Engagement strategies are absent or ineffective.
Expression	Texts are clear, coherent, audience-aware, and purpose-driven.	Texts are mostly clear and appropriate.	Texts need stronger coherence or adaptation.	Texts are unclear or inappropriate.
Cultural/Ethical Responsibility	Shows strong sensitivity to privacy, inclusion, cultural context, and public impact.	Shows adequate responsibility.	Shows partial awareness but misses some concerns.	Shows little awareness of ethical/cultural responsibility.
Reflection and Growth	Specific, honest, and actionable reflection on strengths and growth areas.	Clear reflection with some action steps.	General reflection with limited specifics.	Little or no reflection.

Suggested Answers

Module 1

Activity 1 sample responses

Answers may vary. For “K,” learners should avoid a single fixed meaning; possible tones include neutral, rushed, annoyed, or dismissive. Strong answers cite context clues and propose a clarifying response such as “Just to make sure, are we okay with the plan?”

Module 2

Activity 1 sample classifications

“May I add?” = turn-taking. “I see.” = back-channeling. “Let me clarify.” = repair. “Before we end...” = termination. “That reminds me...” = topic shift. “Can we discuss our roles?” = topic nomination. “Your point is helpful because...” = feedback-giving.

Module 3

Problematic sentences often overgeneralize, mock, label people as “normal/abnormal,” or define a group by one trait. Strong revisions become more specific, respectful, and accurate.

Learners should identify not only obvious bias but also missing voices, emotional language, selective examples, and implied assumptions. Require evidence from the text.

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