

Lesson – Discovering Personal Challenges

Eckhart Tolle once said, “When you lose touch with inner stillness, you lose touch with yourself. When you lose touch with yourself, you lose yourself in the world. Your innermost sense of self, of who you are, is inseparable from stillness. I am that is deeper than your name and form.”

In your previous journeys, you have been provided with a lot of opportunities to explore and improve yourself. Now that you are in the final stage of your junior high school years, what this lesson promises is to teach you how to increase your effectiveness in responding to problems which challenge your innermost sense of self, your “I am that is deeper than your name and form.”

DAEDALUS AND ICARUS

Daedalus-his name means “skilled worker”- was a famous architect, inventor, and master craftsman known for having created many objects that figure prominently in various myths. He had a beloved son named Icarus.

Among the many inventions and creations crafted by Daedalus were the wooden cow he constructed for Queen Pasiphae, the Labyrinth of the Minotaur at Knossos on the island of Crete, artificial wings for himself and his son Icarus, and he was even said to have invented images.

The infamous Labyrinth was so cunningly crafted that Daedalus himself could barely find his way out after constructing it. With countless winding passages and turns that opened into one another, the Labyrinth appeared to have neither beginning nor end. Daedalus built the maze to imprison the Minotaur, half man - half bull beast.

His homeland was Athens but his parentage is uncertain. Alcippe, Merope, and Iphinoe are all mentioned at different times as being his mother. His father’s identity was never precisely established, but many claim that it was Metion, son of Erectheus.

For a short time, his apprentice was his sister’s son Perdix. But Daedalus was so proud of his achievements that he could not bear the idea of a rival. His sister had placed her son Perdix under his charge to be taught the mechanical arts.

Perdix was an apt scholar and showed striking evidence of ingenuity. Walking on the seashore, he picked up the spine of a fish. According to Ovid, imitating it, he took a piece of iron and notched it on the edge, and thus invented the saw.

Perdix also put two pieces of iron together, connecting them at one end with a rivet, and sharpening the other ends, and made a pair of compasses.

Daedalus was so envious of his nephew’s accomplishments that he seized an opportunity to toss him from the hill of the Acropolis. As he was plunging to his death, however, the goddess Athena turned Perdix into a partridge to save him.

Other sources claim instead that his apprentice was his nephew Talos. They say that it was Talos, at the age of twelve, who displayed a skill that nearly rivaled his mentor’s. Daedalus,

fearing that the boy would surpass him in talent, murdered the boy by tossing him from the Acropolis of Athens.

He was then tried at the Areiopagus, which was the ancient Greek court, and banished from his home city of Athens. He fled to the island of Crete, where he began to work at the court of King Minos and Queen Pasiphae, in the magnificent palace of Knossos.

It is said that Daedalus was the first to conceive masts and sails for ships for the navy of Minos, helping Crete become a naval power. The statues he carved were so exquisite, they looked as if they were alive. It is said that they would have escaped were it not for the chain that bound them to the palace wall.

Daedalus also constructed a wooden cow for the queen to hide in to satisfy her amorous longings for a white bull sent by Poseidon.

When the dreadful Minotaur was born, Daedalus built the Labyrinth to contain the monstrous half-man, half-bull. For years, Minos demanded a tribute of youths from Athens to feed the creature as punishment for the accidental killing of his son while he was visiting Athens.

Eventually, the Athenian hero Theseus came to Crete to attempt to slay the Minotaur. Princess Ariadne, daughter of King Minos and Queen Pasiphae, fell in love with Theseus and asked Daedalus to help him.

Daedalus gave her a flaxen thread for Theseus to tie to the door of the Labyrinth as he entered, and by which he could find his way out after killing the monster. Theseus succeeded, and escaped Crete with Ariadne.

Minos, enraged at the loss of his daughter, not to mention the killing of his pet Minotaur, shut Daedalus and his son Icarus into the Labyrinth, knowing that Theseus could not have accomplished the deed without inside help.

Daedalus managed to get out of the Labyrinth - after all, he had built it and knew his way around. Daedalus decided that he and his son Icarus had to leave Crete and get away from Minos, before he brought them harm.

However, Minos controlled the sea around Crete. The King kept strict watch on all vessels, permitting none to sail without being carefully searched by his soldiers.

Since Minos controlled the land and sea routes, and there was no route of escape there; Daedalus realized that the only way out was by air. But only the gods could fly!

To escape, Daedalus built wings for himself and Icarus, fashioned with feathers held together with wax. Daedalus tried the wings on himself first and was satisfied that his plan would work.

Before taking off from the island, Daedalus warned his son to follow closely behind him. He sternly cautioned Icarus not to fly too close to the sun, as it would melt his wings, and not too close to the sea, as it would dampen them and make it hard to fly.

They successfully flew from Crete, but Icarus grew exhilarated by the thrill of flying and began getting careless. The father and son passed the islands of Samos, Delos and Lebynthos, and the further away from Crete they flew, the more cocky became Icarus.

Forgetting his father's stern advice, Icarus flew too close to the sun god Helios, who was pulling the sun behind his chariot high in the sky.

The wax holding together his wings softened and melted from the heat and, try as he might, Icarus could not prevent the feathers from falling off his body. Furiously he flapped his arms, but soon no feathers at all were left and he fell to his death, drowning in the sea, as his helpless father watched his son perish with anguish.

His father cried, bitterly lamenting his own arts, and called the land near the place where Icarus fell into the ocean Icaria in memory of his child. The Icarian Sea, where he fell, was forever named after him and it is said that the great hero Heracles (Hercules), who was passing by, gave him proper burial.

Daedalus grieved for his dead son and then continued to Sicily, where he came to stay at the court of Cocalus in a place called Camicus. On the island's south coast, Daedalus built a temple for Apollo, and hung up his wings, as an offering to the Olympian god.

But vengeful King Minos wasn't quite done — he then went in pursuit of Daedalus, hoping to locate and trick the great inventor into revealing himself.

At each city he visited, Minos offered a reward to whoever could thread a spiral seashell, a seemingly impossible task. Eventually, Minos came to Camicus in Sicily and presented the contest at Cocalus' court.

Cocalus knew of Daedalus' talents, and gave the shell to him. The clever Daedalus tied the string to an ant, placed the ant at one end of the shell, and allowed the ant to walk through the spiral chambers until it came out the other end.

When Minos saw that someone had solved the puzzle, he demanded that Cocalus surrender Daedalus, for he insisted that only he would have been inventive enough to solve the task. King Cocalus promised to do so, but he persuaded Minos to first take a bath and stay for some entertainment.

Minos agreed, and was consequently murdered by Cocalus' daughters, who had been totally impressed by the toys and gifts which Daedalus had bestowed upon them.

Daedalus eventually left Camicus, much to the dismay of King Cocalus and his daughters, and ended up in Sardinia with a group led by Iolaus, who was a nephew of Heracles.

Source: <http://thanasis.com/icarus02.html>

Republic Act No. 10627 or the Anti-Bullying Act of 2013

“Bullying” refers to any severe, or repeated use by one or more students of a written, verbal, or electronic expression, or a physical act or gesture, or any combination thereof, directed at another student that has the effect of actually causing or placing the latter in reasonable fear of physical or emotional harm or damage to his property; creating a hostile environment at school for the other student; infringing on the rights of another student at school; or materially and substantially disrupting the education process or the orderly operation of a school; such as, but not limited to, the following:

1. Any unwanted physical contact between the bully and the victim like punching, pushing, shoving, kicking, slapping, tickling, headlocks, inflicting school pranks, teasing, fighting, and the use of available objects as weapons;
2. Any act that causes damage to a victim's psyche and/or emotional well-being;
3. Any slanderous statement or accusation that causes the victim undue emotional distress like directing foul language or profanity at the target, name-calling, tormenting, and commenting negatively on the victim's looks, clothes, and body;
4. "Cyberbullying" or any bullying done through the use of technology or any electronic means. The term shall also include any conduct resulting to harassment, intimidation, or humiliation, through the use of other forms of technology, such as, but not limited to texting, email, instant messaging, chatting, internet, social media, online games, or other platforms or formats as defined in DepEd Order No. 40, s. 2012; and
5. Any other form of bullying as may be provided in the school's child protection or anti-bullying policy, consistent with the Act and this IRR.

b. 1. The term "bullying" shall also include:

1. Social bullying – refers to any deliberate, repetitive, and aggressive social behavior intended to hurt others or to belittle another individual or group.

2. Gender-based bullying – refers to any act that humiliates or excludes a person on the basis of perceived or actual sexual orientation and gender identity (SOGI).

c. **Bully** – refers to any student who commits acts of bullying as defined by the Act or this IRR.

d. **Bullied or Victim** – refers to any student who experiences the acts of bullying or retaliation as defined by the Act or this IRR.

Source: The Official Gazette of the Republic of the Philippines

2nd Quarter

Lesson – Finding Common Grounds

Have you had conflicts with others? How did you feel about it? What did you do?

There must have been times when you jump into a solution without knowing and analyzing the cause of misunderstanding we have with others. Searching for signals which may be subtle is a way of recognizing the root of the conflicts and disagreements.

"I think in most relationships that have problems, there's fault on both sides. And in order for it to work, there has to be some common ground that's shared. And it's not just one person making amends." - Steve Carell

4 Causes of Family Conflict

by K. Lee Banks

Family harmony provides a sense of belonging and a feeling of security unlike many other types of relationships. When conflict arises, it threatens that security. Whether the disharmony initiates from within the family unit or from external sources, individual family members and the family as a whole can experience a range of negative emotions and consequences. Unresolved conflict may irreparably damage a marriage and the entire family, if family members do not seek help.

One major source of family conflict is within the area of finances-specifically, the lack of enough money to pay bills, maintain the mortgage or rent, buy sufficient food and other necessities and have any remaining money for recreation, job or career may contribute to conflict within a family. If a parent's job keeps him/her away from home most of the time, the spouse at home with the children often feels neglected or overwhelmed. Conversely, if the parent becomes unemployed, this causes its own form of stress and conflict, as finances dwindle and uncertainty sets in about the future.

Another cause of family conflict is the inevitable rivalry that occurs between siblings. Children typically seek their parents' attention and approval, even if this requires tattling on, or sometimes causing harm to a sibling. Whether a child expresses jealousy of a sibling, competes with him/her or teases him/her non-stop, it is destined to cause conflict. Each child deserves an equal amount of parental love and acceptance, yet sometimes a parent may favor one child over another. This merely intensifies the conflict.

While mutual agreement on the subject of child discipline is crucial, the lack of consensus opens up another potential area for family conflict. If one parent acts as the "disciplinarian," the other parent typically becomes the "consoler" to whom the children turn - this often pits one parent against the other.

Jokes and movies abound regarding conflict with in-laws (especially mothers-in-law); however, when you actually become involved in disagreements with your in-laws or extended family, it is no laughing matter. While it is preferable to respect your elders-parents and grandparents on both sides equally-this can prove to be challenging. If relatives routinely interfere in your family's decisions and lifestyle, conflict frequently results.

MAKING DEFINITIONS

Definitions are a core part of any dictionary. Writing basic definitions requires skill, practice, and sometimes help.

1. Just the (dictionary) facts
 - A definition should contain the information about the word and what the word refers to. Do not include usage notes in a definition. Get to the point. Clarity, brevity, and conciseness are better when writing definitions.
2. Avoid complicated terms
 - Avoid terms that are more complicated or more technical than the term being defined. The purpose of a definition is to clarify meaning.

3. Avoid specific terms
 - Use conventional English words in explanations whenever possible. The more widespread a term is, the more users will benefit.
 - Stay away from jargon. Highly technical terms will most likely require a user to look up many terms in the definition just to understand what it says. Although there are cases which involve the use of a technical term in a specialized field, it should be minimal.
4. Avoid circularity
 - It is not good to define a word with that same word in the definition. Use different terms.
 - Avoid defining a term solely using etymologically or morphologically related terms. Adverbs are especially prone to being defined by the adjective from which they derive.
5. Make it simple
 - Write with simple grammatical structures rather than complex ones. Place key terms and short explanations near the start of the definition.

An **argumentative essay** tries to change the reader's mind by convincing the reader to agree with the writer's point of view.

Characteristics of an Argumentative Essay

An argumentative essay attempts to be highly persuasive and logical. It usually assumes that the reader disagrees with the writer, but it should be noted that the reader is no less intelligent than the writer. Hence, an argumentative essay should be written objectively and logically.

An argumentative essay has the following characteristics:

- presents and explains the issue or case
- gives reasons and supports these reasons to prove its point
- refutes (proves wrong) opposing arguments.

Parts

1. Introduction

First is the introductory paragraph. It introduces the problem and gives the background information needed for the argument and the thesis statement.

2. Body

The body of the essay contains the reasons. Each paragraph talks about one reason. The reason is included in the topic sentence and is supported by details or materials. These supporting materials can be examples, statistics, personal experiences, or quotations.

3. Conclusion

The conclusion restates the main claim and gives one or two general statements which exactly summarize the arguments and support the main premise.

Intonation – the sound changes produced by the rise and fall of the voice when speaking, especially when this has an effect on the meaning of what is said

Juncture – the manner in which words come together and a connection is made

Stress – accent, the relative prominence of a syllable or musical note

Pitch – the property of sound with variation in frequency of vibration

3rd Quarter

Lesson – Recognizing the Gifts of Nature

What would life be without the wonders of nature? What if there are no bountiful gifts from nature? Can we survive in this world?

In this lesson, you will be given the opportunity to show your appreciation of nature. Remember, life on earth is the greatest gift of nature, and it can be found in several hues and shapes. The beauty of nature mesmerizes all of us for without nature, we would not know the greatest gift of our existence.

What A Wonderful World

I see trees of green..... red roses too
I see them bloom..... for me and for you
And I think to myself.... what a wonderful world.

I see skies of blue..... clouds of white
Bright blessed days....dark sacred nights
And I think to myselfwhat a wonderful world.

The colors of a rainbow.....so pretty ..in the sky
Are also on the faces.....of people ..going by
I see friends shaking hands.....sayin.. how do you
do
They're really sayin.....i love you.

I hear babies cry..... I watch them grow
They'll learn much more.....than I'll never know
And I think to myselfwhat a wonderful world

(instrumental break)

The colors of a rainbow.....so pretty ..in the sky
Are there on the faces.....of people ..going by
I see friends shaking hands.....sayin.. how do you
do
They're really sayin... *spoken*(Ilove....you).

I hear babies cry..... I watch them grow

spoken(you know their gonna learn
A whole lot more than I'll never know)
And I think to myselfwhat a wonderful world
Yes I think to myselfwhat a wonderful
world.

What A Wonderful World lyrics © CARLIN AMERICA INC, WINDSWEPT HOLDINGS LLC,
MEMORY LANE MUSIC GROUP
http://www.lyricsfreak.com/l/louis+armstrong/what+a+wonderful+world_20085347.htm

Language in Use

Nouns and pronouns in English are said to display case according to their function in the sentence. They can be subjective or nominative (which means they act as the subject of independent or dependent clauses), possessive (which means they show possession of something else), or objective (which means they function as the recipient of action or are the object of a preposition).

Except for the possessive forms (usually formed by the addition of an apostrophe and the letter s), nouns do not change form in English. (This is one of the few ways in which English is easier than other languages.) Pronouns, however, do change form when they change case; these changes are most clearly illustrated among the personal pronouns.

Quick Writes

Cohesion is a very important aspect of academic writing because it immediately affects the tone of your writing. Although some instructions may say that you will lose points because of grammatical errors in your paper, or you may lose points if the tone of your writing is too casual or sloppy (a diary-type of writing of choppy sentences will make the tone of your writing too casual for academic writing).

Cohesive writing refers to the connection of your ideas both at the sentence level and the paragraph level. Coherence is another important aspect of academic writing. Literally, the word means “to stick together.”

Coherence in writing means that all ideas in a paragraph flow smoothly from one sentence to the next sentence. With coherence, the reader has an easy time understanding the ideas that you wish to express.

Source: www.bothell.washington.edu/wacc/fro-students/eslhandbook/coherence.

Topics for Speech Writing

INFORMATIVE SPEECH

- Speech intended to inform and to share new ideas and build perceptions about “Tree Planting.” Give the importance of your topic to the audience. The goal of this speech is to give the audience a new understanding or new appreciation of some topic with which you might be familiar.

PERSUASIVE SPEECH

- Speech written to convince the listeners of the validity of the speaker's argument about "Why People Should Connect More with Nature." This might involve convincing some to change their opinion or at the very least take into account some ideas that have not really been considered before.

ARGUMENTATIVE SPEECH

- Speech that tries to change the reader's mind by convincing him or her to agree with your point of view about "Nature vs. Nurture." This attempts to be highly persuasive and logical. It usually assumes that the reader disagrees with the writer, but it should be noted that the reader is no less intelligent than the writer. Hence, this speech should be written objectively, logically, and respectfully.

source: <http://webcache.googleusercontent.com/search?q=cache:hUeoXp9-uRcJ:www.presentationmagazine.com/example-persuasive-speech-global-warming-6769.htm+&cd=7&hl=en&ct=clnk&gl=ph>

Read the following example of eulogy for a pet written by Delma B. Diquino

Run Papoy, run... to your freedom, to your happiness, to the clouds

August 5, 2011 at 10:02 p.m.

Many of us give importance to valuable things that we acquired, either by working for them (things bought, earned, awarded, etc.) or asking for them (prayed for, wished for, hoped for, etc.). It's hard for us to part from them because although they are inanimate, they are deemed precious. I was like that most of my life... always 295 treasuring the hard work and sentimentality that come with my "precious things"; my awards, clothes, appliances and what not. I thought having most of them would be enough to fill my day-to-day goings-on. All of that changed when a cute husky pup, barely a month old was given to Mommy as a valentine present.

Every day was a happy day with Papoy around. Even when there's nothing else to see on TV or to do on my PC, she would still manage to keep the family busy. I myself could just watch her for hours wag her tail, bark at strangers, or change positions as she slumbered. Doing the most mundane stuff around her made me content. I pretended that she understood me when I said things to her, maybe she did sometimes. She was a very good listener and an effective stress reliever. She kept me company a lot of times when people had to leave to attend to something important. She was the go-between when we all needed to bond with each other. She was the family mascot.

By now I know you realize that this has a sad ending. Papoy passed away at 9:15 this morning (July 5, 2011). I guess having a pet for the first time, we did a lot of things wrong and we are partly to blame for the virus that took away Papoy's life. But there's no question that she was loved and doted on by the family. We only wanted her to be happy because she made us happy. How I wish we could have done more. I never thought I would feel like this for a pet that I cannot even consider all mine but Papoy filled a void inside me that I cannot explain. She gave so much without her realizing it. And now I don't know what to do with myself. I am so lost and confused. I couldn't stop crying. I miss her so much.

Now, to me it seems that a lot of things I used to consider valuable is not so important anymore. Knowing Papoy and the gift that she has given to me and to my family made me aware of life, relationships, and contentment. I appreciate all the more that only the love you give and the love you receive will matter in the end. Keep life simple and childlike. I know I did, for a time – with Papoy.

<https://www.facebook.com/notes/delma-bassig-dioquino/run-papoy-run-to-your-freedom-to-your-happiness-to-the-clouds/217009011680733>

4th Quarter

Lesson – Approaching Differences

The Philippines is laden with fantastic resources that people have already utilized for their own benefit. The country is gifted with warm and tranquil white sand- beaches of Boracay, delicate chocolate hills in Bohol, the awesome Underground River in Palawan, the breath-taking Banaue Rice Terraces, and the charming island of Camiguin, to name a few. Really, the list goes on and on. Apart from the natural wonders that are discovered and wonders that still need to be explored, our country is blessed with citizens who refuse to give in to despair. Come hell or high water, the Filipinos will brave any challenge or obstacle with faith in God, a heart full of hope and love, and a soul that will always be resilient.

You may ask, how diverse is the Philippines? To give a glimpse of how diverse the country is, here are some facts: The Philippines is composed of 7,107 islands, which make the country an archipelago. There are seven major ethnic groups that can be further divided into 183 ethnic and ethnolinguistic groups who speak 176 local languages. Thus, it is expected that differences may sometimes arise among the people. The challenge is how to approach and respect each other's differences to realize a common goal.

Below is background information about the author of the text that you are about to read. Go over the information to help you understand the text.

Antoine de Saint-Exupéry (1900-1944), French writer and aviator. Antoine Marie Jean-Baptiste Roger de Saint-Exupéry was born in Lyon and educated at the University of Fribourg. He joined the French Air Force in 1921 and became a commercial pilot in 1926.

His first two books, *Southern Mail* (1929; translated 1933) and *Night Flight* (1931; translated 1932), are novels distinguished by a poetic evocation of the romance and discipline of flying, which requires devotion to duty at the risk of death. His later works, including *Wind, Sand and Stars* (1939; translated 1939), and *Flight to Arras* (1942; translated 1942), stress the humanistic philosophy of Saint-Exupéry. His popular children's book *The Little Prince* (1943; translated 1943) is also read by adults for its allegorical meaning.

During World War II, Saint-Exupéry rejoined the French Air Force, was shot, escaped to the United States, and later joined the Free French forces. On a reconnaissance mission over southern France in 1944, his plane was lost. The remains of the aircraft were not found until 2004 when scuba divers recovered a tailpiece bearing the serial number of the aircraft Saint-Exupéry was flying, a Lockheed P-38 Lightning. The cause of the crash, which occurred about 5 km (3 mi) off the French coast, between the cities of Marseille and Cassis, is still unknown. Saint-Exupéry's

notebooks, collected under the title “Wisdom of the Sands” (1948; translated 1950), were published posthumously.

Source:(Antoine de Saint-Exupery. Microsoft Encarta Premium. 2009)

The advent of technology and the popularity of social media have proven that the gap between people in the 21st century has almost completely waned. With one search and a simple click on facebook, any user can add and confirm as many friends as one wants. With the convenience that technology brings in making friends, do you think that being a friend and befriending another has become superficial?

SILVER-TONGUED

A. Coherent writing means that the sentences, ideas, and details included blend so smoothly that the readers will have an easy time following what the writer wants to put across. In order to achieve this, the writer must use devices that will help his delivery of thoughts. Study the following cohesive devices:

1. Repetition of a Key Term or Phrase - This helps to focus your ideas and to keep your reader on track.

Example: The problem with contemporary art is that it is not easily understood by most people. **Contemporary art** is deliberately abstract, and that means it leaves the viewer wondering what she is looking at.

2. Synonyms - Synonyms are words that have essentially the same meaning, and they provide some variety in your word choices, helping the reader to stay focused on the idea being discussed.

Example: Myths narrate sacred histories and explain sacred origins. These traditional narratives are, in short, a set of beliefs that are a very real force in the lives of the people who tell them.

3. Pronouns - This, that, these, those, he, she, it, they, and we are useful pronouns for referring back to something previously mentioned. Be sure, however, that what you are referring to is clear.

Example: When scientific experiments do not work out as expected, they are often considered failures until some other scientist try them again. Those that work out better the second time around are the ones that promise the most rewards.

4. Transitional Words - There are many words in English that cue our readers to relationships between sentences, joining sentences together. Examples of transitional words are however, therefore, in addition, also, but, moreover, again, besides, and then, in addition to, compared with, in comparison with, similarly, again, likewise, nevertheless, instead, granted, certainly, it may be the case, on the contrary, etc.

Example: I like autumn, and yet autumn is a sad time of the year, too. The leaves turn bright shades of red and the weather is mild, but I can't help thinking ahead of the winter and the ice storms that will surely blow through here. In addition, that will be the season of chapped faces, too many layers of clothes to put on, and days when I'll have to shovel heaps of snow from my car's windshield.

Source: Cohesive Devices. Retrieved on June 21, 2014. Retrieved from <http://home.ku.edu.tr/~doregan/Writing/Cohesion.html>.

How to Select and Limit a Research Topic

- 1. Brainstorm for Ideas** — What local treasure or heritage in the community would you like to research on? Why does it interest you and what you would you like to know more about it? Do you have an opinion about the local treasure or heritage?
- 2. Identify the Sources of General Background Information** — What sources of information can you use to gather information? Who can help you in providing information about the topic? Can you use the library, magazines, journals, periodicals, or the internet to collect information? Do you know any organization that can help you in gathering information?
- 3. Focus on Your Topic** — What specific area or factor of the local treasure or heritage in the community would you focus your research on? Why did you decide to focus on that specific area or aspect? Who is affected by the topic?
- 4. Make a List of Useful Keywords** — What are the keywords that you can use to best describe your topic?
- 5. Be Flexible** — What are the considerations or adjustments that you would do if ever there is a need to modify your research topic?
- 6. Define Your Topic as a Focused Research Question** — What is the primary question that your research topic wants to answer?
- 7. Formulate a Thesis Statement** — What is the thesis statement of the study that you would like to conduct?

Source: <http://library.bcu.ac.uk/learner/writingguides/1.05.htm>

How to Develop a Questionnaire for Research

- 1. Figure out what information you are trying to gather from this survey.** What is your main objective in doing the questionnaire? What information do you need from the respondents in order to meet your objectives? Think of questions that will address your objectives. You should not include any question that is not directly useful to your research.
- 2. Write an introduction for your questionnaire.** This should explain a little about your questionnaire: why are you doing it and what is your goal. The introduction, while brief, should engage your target audience. Think about how much time they have, and administer the questionnaire based on that estimate.
- 3. Use closed questions for questionnaires.** A closed question is one that can be answered with a word or a phrase. This makes it easy for the respondent to give their answer without having to think of an articulate way to word it. Closed questions also make classification of responses easier.
- 4. Order your questions in a way that is meaningful and easy to follow.** Start with questions that are easy to understand and easy to answer. Opening with harder questions is discouraging

and may scare your respondents before they complete your entire survey. Easy questions help encourage your participants to finish answering. The questions should flow in an order that sounds natural and does not skip around too much.

5. Put the more important questions at the beginning of your questionnaire. Often, participants can lose interest on the latter part of the questionnaire, especially if the survey is rather lengthy. Place more important questions in the first part of the questionnaire.

6. Add a little variety to your questions. While closed questions are best for ease of answering and analyzing purposes, adding in a couple of open-ended questions helps keep respondents from becoming bored. Open-ended questions require respondents to write out their answers and to include some detail.

Source: <http://www.wikihow.com/Develop-a-Questionnaire-for-Research>

Source: <https://myteachermommy.com/2022/06/10/grade-10-deped-modules-and-grade-10-modules-downloads/>