

English

Quarter 2 - Module 1

Language of Research, Campaigns and Advocacies



English– Grade 10

Alternative Delivery Mode

Quarter 2 – Module 1: Language of Research, Campaigns and Advocacies

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English

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Introductory Message

This Self-Learning Module (SLM) is prepared so that you, our dear learners, can continue your studies and learn while at home. Activities, questions, directions, exercises, and discussions are carefully stated for you to understand each lesson.

Each SLM is composed of different parts. Each part shall guide you step-by-step as you discover and understand the lesson prepared for you.

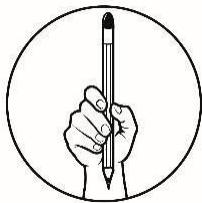
Pre-tests are provided to measure your prior knowledge on lessons in each SLM. This will tell you if you need to proceed on completing this module or if you need to ask your facilitator or your teacher's assistance for better understanding of the lesson. At the end of each module, you need to answer the post-test to self-check your learning. Answer keys are provided for each activity and test. We trust that you will be honest in using these.

In addition to the material in the main text, Notes to the Teacher are also provided to our facilitators and parents for strategies and reminders on how they can best help you on your home-based learning.

Please use this module with care. Do not put unnecessary marks on any part of this SLM. Use a separate sheet of paper in answering the exercises and tests. And read the instructions carefully before performing each task.

If you have any questions in using this SLM or any difficulty in answering the tasks in this module, do not hesitate to consult your teacher or facilitator.

Thank you.



What I Know

This is the pre-assessment section given to check your prior knowledge about the topic to be discussed in this module. Please do not write anything on the pages of this module. Use a clean sheet of paper for your answers.

A. Direction: Read and answer the questions below. Choose the letter of the correct answer for the questions given. Please use a clean sheet of paper.

1. _____ has ads that revolve around a single idea.
a. Advocacy b. Campaign c. Research d. Advertisement
2. It provides a framework in which processes of advocacy can be easily developed and enclosed.
a. Advocacy b. Campaign c. Research d. Advertisement
3. It is a political tool by which an individual or group aims to influence public policy and resource allocating decisions within political, economic and social system and institutions.
a. Advocacy b. Campaign c. Research d. Advertisement
4. It is used by grassroots-based social movements and a tool for the elite and the state itself.
a. Training b. Lobbying c. Mobilization d. Grassroots
5. It is a movement which uses the people in a given area as the basis for political or economic movement.
a. Training b. Lobbying c. Mobilization d. Grassroots
6. This is a process focused on a clear and specific target.
a. Training b. Lobbying c. Mobilization d. Grassroots
7. This involves a lot of different groups like civic and religious organizations, particularly the members of institutions.
a. Training b. Lobbying c. Mobilization d. Grassroots
8. This is an act to influence decisions made by officials in the government.
a. Training b. Lobbying c. Mobilization d. Grassroots
9. It is the other dimension that is based on fact-finding and provides the necessary knowledge to take action.
a. Advocacy b. Campaign c. Research d. Advertisement
10. It includes many different stakeholders involved for the complexity of the topics usually chosen; like, academics, partnership with universities and field data and interviews.
a. Advocacy b. Campaign c. Research d. Advertisement



What's In

In this module, we are going to know the language used in researches, campaigns and advocacies.

First, let us know what these three are by having the definitions and examples.

RESEARCH – is an imperative area in not just the field of education, but in other fields as well.

- it primarily focuses upon improving quality and is a research for knowledge (Kapur, 2018)
- It shows how to make provisions of solutions to a problem in a scientific and methodical manner.

Learning the language of research can help you understand research answers to important problems. It can also help you read academic texts (and tests) more easily.

The Research Process

Research starts with a question or a problem. Researchers first find out what others have already learned about the subject.

If the question has not been fully answered, they figure out a way to get more information. They may do further observations or perform an experiment to test their idea.

Next, they analyze the data (information) they have collected. Then they publish their procedures, data, and conclusions. This allows other scientists to repeat the experiments and double-check the conclusions.

Example, the “COVID-19 injectables” (best proof) of clinical research is a double-blind trial. That is an experiment with two (or more) groups of people in which only one group receives the drug or treatment being tested. The other group gets a placebo. (A **placebo** is a “sugar pill” or other treatment that looks and feels like the experimental treatment but has no active ingredients. Any effect it has are psychological—because the participants expect it to work.)

A “double-blind” experiment gets its name because both the researchers and the participants are “blind” during the test. Nobody knows until the experiment has finished which group got the treatment and which group got an inactive placebo. That helps prevent people’s expectations from distorting (twisting or changing) the results.

The treatment being tested should give significantly better results than the placebo. If not, any apparent difference it makes may be due to people’s hopes and expectations. So, a double-blind trial is a way to check the effectiveness of a treatment.

You will be encountering these words in a research, like ***design, data, significance, evidence, treatment, experiment, conclusions, observations*** and ***statistics***.

Let us have them briefly for you to be familiarized with these words of research.

Terms	Definition
Design	- it is to plan (or a plan of) how something will be made or done.
Data	- these are collected facts or information.
Significance	- these are important data and meaningful findings in a research.
Evidence	- observations or information that can help solve a crime or show whether something is true or false.
Treatment	- it is the course of action designed for research
Experiment	- it is a test to see what happens when all factors (variables) but one is controlled.
Conclusion	- it is a summary of what has been learned or shown at the end of a study.
Observation	- it is looking carefully at something
Statistics	- it is the organization and study of numerical data.

There are several reasons research results can be misleading. There may be flaws in the research design. Researchers may make mistakes during the experiment or when analyzing the data. They may even be biased: wanting certain results so much that they influence the results.

Sometimes groups that might profit from the results pay for the research but only report it if they get the results they want.

Well, we have more research languages. You can read more on or from the internet to expand your learnings about research.

Campaign – this can be a single ad or a series of ads.

- it has ads that revolve around a single idea.
- it provides a framework in which processes of advocacy that can be easily developed and enclosed.
- it has varying purposes, they are created using similar structures, as well as through the use of persuasive language in order to convince audiences to perform a certain function.

5 Dimensions of a Campaign

1. Awareness Raising – this is intended to make the problem to be addressed known by the general public.

Example:



https://www.freepik.com/free-vector/coronavirus-prevention-infographic_7877651.htm

2. Research – another dimension that is based on research, since it provides the necessary knowledge to take action.

- many stakeholders are involved here for the complexity of the topics.

Example: Experimenting to come up with a vaccine to cure COVID 19.

3. Social Mobilization – these are used by grassroots-based social movements, but also as a tool for the elite and the state itself.

- involves a lot of different groups like, civic organizations, religions, and actions of members of institutions like, mass meetings, processions, and demonstrations.

Example: EDSA revolution, Human Rights rally

4. Training – it is the process focused on a clear and specific target.

- it further develops the contents, but also the scope and the vision.
- it runs in a mid-term and long-term scenario to get in-depth into the topic.
- it completes the information-understanding cycle.

Example: Training police for proper actions on crime, training for teachers to update them on teaching strategies, trainings for nurses for new practices in caring for patients.

5. Lobbying – it is an act to influence decisions made by officials in the government.

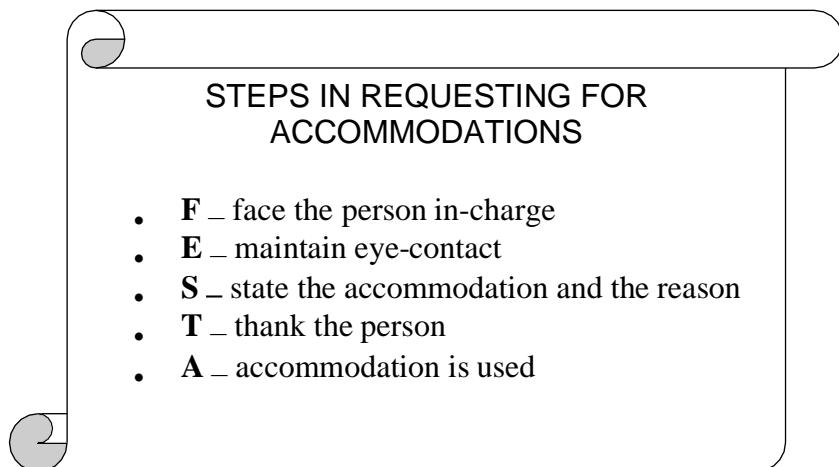
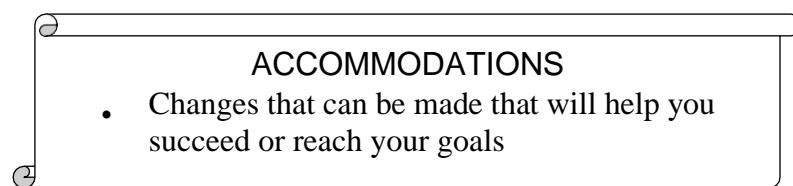
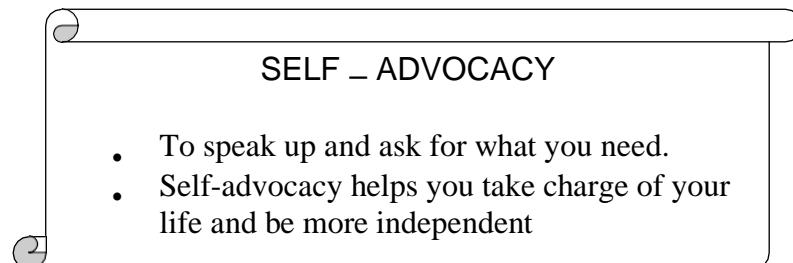
- it is very effective since it points directly to the legislator and regulatory agencies.

Example: **POLITICS OF COALITION-BUILDING FOR DEMOCRATIC REFORM: A PHILIPPINE EXPERIENCE**

ADVOCACY – it is an action for a cause or purpose such as a media campaign of an non-government organization or NGO that works for human rights to find shareholders and partners to sustain its activity.

Advocacy and **Campaign** are sometimes seen as synonymous terms, both are terms for all forms of influencing or convincing others.

Example of Advocacy: **SELF-ADVOCACY**

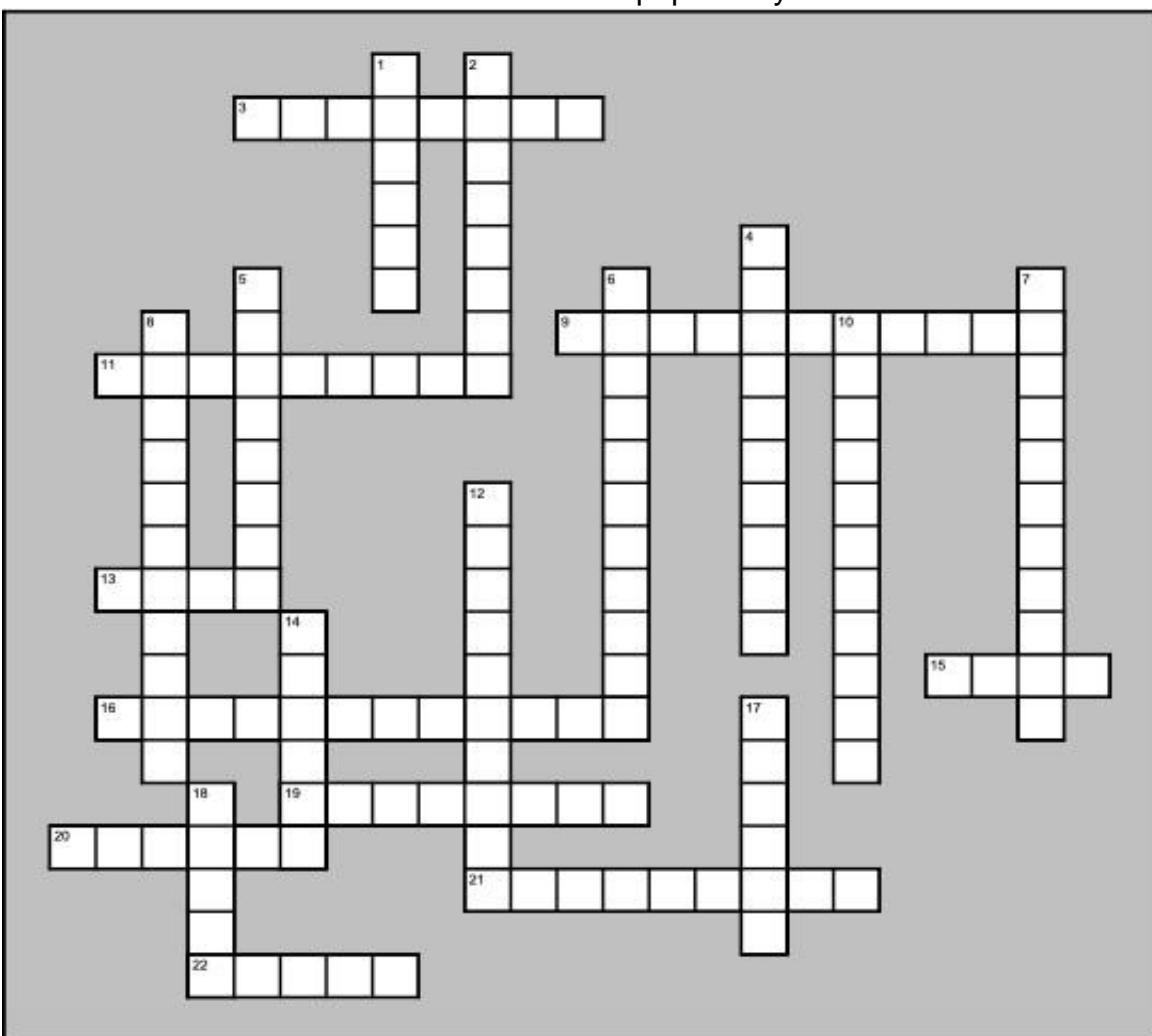




What's New

Activity 1: UNRAVEL ME PLEASE!

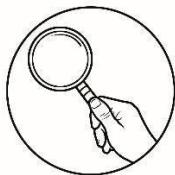
Direction: Solve the puzzle below. Use the list of words and clues below.
Please use a clean sheet of paper for your answers.



List of Words: false, experiment, outcomes, data, statistics, impact, treatment, evidence, flawed, demonstrate, withhold, error, observation, target, collaborate, design, distorted, conclusion, bias, interactions, significant, benefits

ACROSS	DOWN
3. good or positive effects	1. to plan (or a plan of) how something will be made or done
9. to work together	2. hold back or hide some information (that might change the results)
11. twisted, presented in a way to encourage false conclusions	4. the organization and study of numerical data

13. a researcher's desire to get certain results rather than others	5. the results at the end of a test or trial
15. collected facts or information	6. what has been learned or shown at the end of a study
16. the ways two or more medications (or other things, or people) affect each other	7. show
19. observations or information that can help solve a crime or show whether something is true or false	8. important, meaningful
20. a strong effect	10. looking carefully at something
21. the course of action designed to help a patient	12. a test to see what happens when all factors (variables) but one are controlled
22. mistake	14. the goal researcher aims for
	17. badly designed; with errors
https://mankindforward.com/2012/03/26/free-crossword-generator/	18. not true



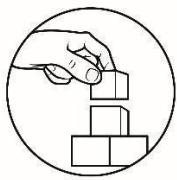
What is It

Activity 2: What Am I?

The activity above shows how many terms are found in a research alone. Let us now know about campaigns used in advertisements.

Direction: Identify the product for its famous slogan. Write your answers on a clean piece of paper.

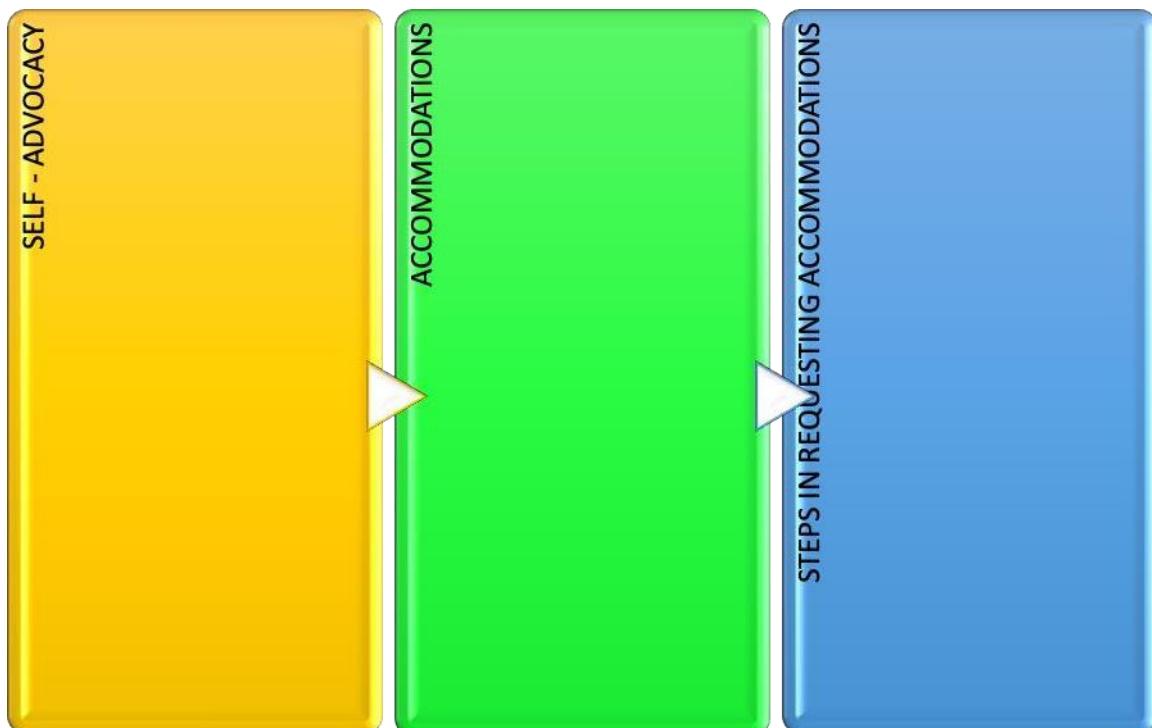
SLOGAN	PRODUCT
1. "Just Do It!"	
2. "Langhap sarap. Bida ang sarap!"	
3. "Obey your thirst!"	
4. "Have a break. Have a _____!"	
5. "We find ways..."	
6. "Finger lickin' good!"	
7. "Inspire the World, Create the Future"	
8. "This Changes <i>Everything</i> . Not Most Everything."	
9. "Impossible Is Nothing"	
10. "To inspire and nurture the human spirit - one person , one cup, and one neighborhood at a time."	



What's More

Activity 3: COMPLETE ME PLEASE!

Direction: Complete the boxes below with your own Self-Advocacy. Use the situation in school where you have difficulty in one of your subjects. Please use a clean sheet of paper for your answer. Recycle the paper if you must.





What I Have Learned

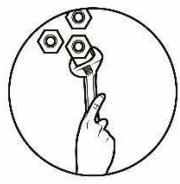
Activity 4: BRAND ME!

Direction: Make a campaign and advocacy of the topics. Use advertisement, slogan and a short statement to persuade the audience to stand for your cause.

- A. COVID 19
- B. New Normal in Education
- C. Philippines Rises Amidst the Deadly Illness

RUBRICS for the Activity

CRITERIA	GREAT (10 PTS.)	VERY GOOD (8 PTS.)	GOOD (6 PTS.)	NICE (4 PTS)
Content	<ul style="list-style-type: none">• the idea is relevant to the theme.	<ul style="list-style-type: none">• the idea is relevant, however, it lacks some points relevant to the theme	<ul style="list-style-type: none">• the idea is a bit not relevant to the theme and lacks the points of the theme	<ul style="list-style-type: none">• the idea is not relevant to the theme.
Originality	<ul style="list-style-type: none">• The slogan is original and creative.	<ul style="list-style-type: none">• The slogan is original and eye-catching.	<ul style="list-style-type: none">• The slogan is original but lacks impact.	<ul style="list-style-type: none">• The slogan was copied and has no impact at all.
Mechanics	<ul style="list-style-type: none">• Words used in the slogan are perfectly relevant to the theme.	<ul style="list-style-type: none">• Words used in the slogan are appropriate for the theme	<ul style="list-style-type: none">• Words used in the slogan are slightly appropriate to the theme.	<ul style="list-style-type: none">• Words used in the slogan were not appropriately chosen for the theme

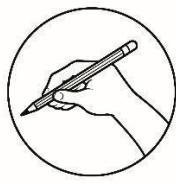


What I Can Do

Activity 5: CAMPAIGN ME

Direction: Make a campaign out of the illustrations/pictures below.

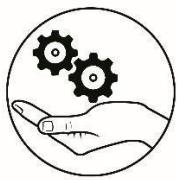




Post-Assessment

Instruction: Read and answer the questions and illustrations below. Please use a clean sheet of paper for your answers.

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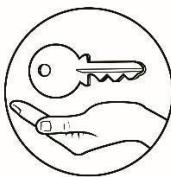


Additional Activities

Direction: Create an Ad for COVID 19 prevention in a poster with a slogan. Use clean sheet of bond paper for your poster. Use the rubrics below as your guide for making your poster.

RUBRICS Slogan Making

CATEGORY	4	3	2	1
Required Elements	The poster includes all required elements as well as additional information.	All required elements are included in the poster	All but one of the required elements are included in the poster	Several required elements were missing
Labels	All items of importance in the poster are clearly labeled with labels that can be read from at least 3 feet away.	Almost all items of importance in the poster are clearly labeled with labels that can be read from at least 3 feet away.	Many items of importance in the poster are clearly labeled with labels that can be read from at least 3 feet away.	Labels are too small to view OR no important items were labeled.
Graphics-Relevance	All graphics are related to the topic and make it understand. All borrowed graphics have a source citation.	All graphics are related to the topic and most make it easier to understand. Some borrowed graphics have a source citation.	All graphics relate to the topic. One or two graphics have a source citation.	Graphics do not relate to the topic OR several borrowed graphics do not have a source citation.
Attractiveness	The poster is exceptionally attractive in terms of design, layout, and neatness.	The poster is attractive in terms of design, layout, and neatness.	The poster is acceptably attractive though it may be a bit messy.	The poster is distractingly messy or very poorly designed. It is not attractive.
Grammar	There are no grammatical mistakes in the poster.	There are 1-2 grammatical/mechanical mistakes in the poster.	There are 3-4 grammatical/mechanical mistakes in the poster	There are more than 4 grammatical mistakes in the poster



Answer Key

WHAT I KNOW (Pre-assessment).

1. CAMPAIGN
2. CAMPAIGN
3. ADVOCACY
4. MOBILIZATION
5. GRASSROOTS
6. TRAINING
7. LOBBYING
8. RESEARCH
9. CAMPAIGN
10. ADVOCACY

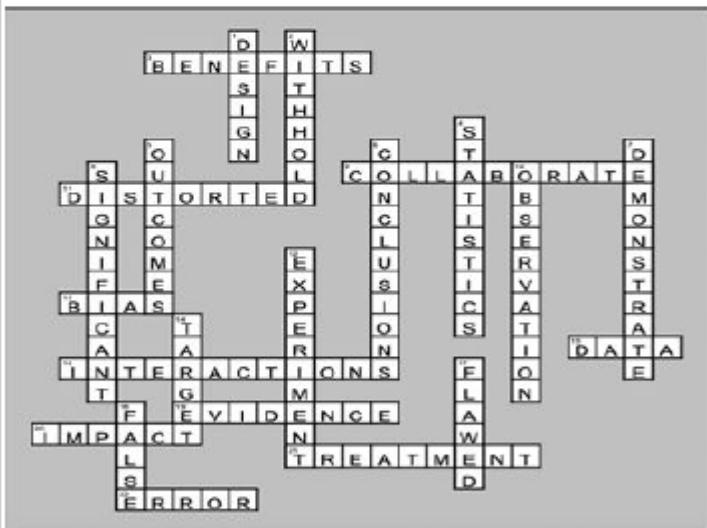
WHAT'S NEW?
Activity 1.
(See puzzle below)

WHAT IS IT
Activity 2
1. NIKE
2. JOLIBEE
3. SPRITE
4. KITKAT
5. BDO
6. KFC (KENTUCKY FRIED CHICKEN)
7. SAMSUNG
8. IPHONE
9. ADDAS
10. STARBUCKS

WHAT'S MORE
Activity 3
Answers may vary.

WHAT I HAVE LEARNED WHAT I CAN DO/
ADDITIONAL ACTIVITY

- POST-ASSESSMENT
1. CAMPAIGN
2. CAMPAIGN
3. ADVOCACY
4. MOBILIZATION
5. GRASSROOTS
6. TRAINING
7. LOBBYING
8. RESEARCH
9. CAMPAIGN
10. ADVOCACY



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