ENGLISH
Quarter 2 – Module 1:
Language of Research, Campaigns and Advocacies
What I Need to Know

This module was designed to help you master how to write an exposition or discussion on a familiar issue to include key structural elements and language features. The scope of this module permits it to be used in many different learning situations. The language used recognizes the diverse vocabulary level of students, and the lessons are arranged to follow the standard sequence of the course.

The module contains only one lesson that will lead you to:

Learning Competency: Observe the language of research, campaign and advocacy. (MELC Code: EN10G-Iva-32)

After going through this module, you are expected to:

- define research, campaign and advocacy;
- identify the types of campaign and advocacy;
- determine research as a tool in effective campaign and advocacy; and
- create an advocacy plan and a campaign material for an advocacy.

What’s In

Task 1: Develop Your Idea

Develop your idea about Martin Luther King’s line by completing the statements on the web diagram below. By activating your prior knowledge and skills learned from the previous quarter, answer the process questions thereafter.

One of the many rights I have as a person is the right to ____________________________.

I express my opinions on particular issues through ____________________________.

I can describe freedom of speech by ____________________________

It is important to convince people to take actions on ____________ because ____________.

“Our lives begin to end the day we become silent about things that matter”
– Martin Luther King
1. How do you find the guide statements, are they easy or difficult to complete?

2. If you were to develop a paragraph about Martin Luther’s line, will the statements in the graphic organizer be helpful? Why or why not?

3. You have learned about identifying the writer’s purpose on the material read in the previous quarter. After reading the line of Martin Luther King, what do you think is his purpose in saying it?

4. For you, what issue concerning young people that needs to be changed or you need not to be silent about?

5. Employing analytical listening skill in problem solving is important as what you have learned previously. In addressing issues, is learning the skill to convince others of your ideas important too? Why or why not?

What’s New

Task 2: Identify Your Advocacy

Read the short information about one of the famous and inspiring Filipino youth advocacies and find out how this group of young people contribute to the community. Afterwards, cite an advocacy closest to your heart that you have plans on advocating today or in the future.

What is your advocacy and its significance? My advocacy is to help uplift the lives of underprivileged and neglected Filipinos, and I do that through our work in Project SMILE. We have an on-going campaign right now called #PeopleWith which recognizes PWDs beyond their disabilities. Through this initiative, we wish to raise awareness, promote inclusion, and empower PWDs.

My advocacy is important to me because I believe true progress can be only achieved when it takes into account the well-being of all Filipinos including marginalized sectors such as the PWD community.

How would you encourage others to do their own part? I encourage others to be a part of our movement through on-the-ground engagements with our partners and beneficiaries as well as online promotions in our social media accounts. At Project SMILE, we hope to inspire others, especially the Youth, to be proactive citizens. By publishing our activities in our Facebook and Instagram accounts, we do not only promote transparency but also to spread the word about our initiatives and campaigns.

How can you help out in your own ways? Answer the following questions:

- What advocacy do you have in mind and what is its significance?
- How would you encourage others to do their own part?

**What is it**

- Research is a systematic investigation and study of materials and sources in order to establish facts and reach new conclusions (*Oxford Dictionary*).
- Through **research**, you can investigate an issue then discuss findings and propose solutions or options to address the issue. You can extend your efforts through **campaigns** and **advocacies**.

<table>
<thead>
<tr>
<th>BASICS IN THE LANGUAGE OF CAMPAIGNS AND ADVOCACIES</th>
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</thead>
<tbody>
<tr>
<td>❑ A <strong>campaign</strong> is any series of actions or events that are meant to achieve a particular result.</td>
</tr>
<tr>
<td>All campaigns, despite varying purposes, are created using similar structures as well as through the <strong>use of language and persuasive techniques in order to convince audiences to perform a certain action</strong>.</td>
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<tr>
<td>Some of the many types of campaigns include:</td>
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<tr>
<td>- <strong>Civil society campaign</strong> - a project intended to mobilize public support in order to instigate social change.</td>
</tr>
<tr>
<td>- <strong>Political campaign</strong> - an organized effort which seeks to influence the decision making process within a specific group.</td>
</tr>
<tr>
<td>- <strong>Advertising campaign</strong> - a series of advertisement messages that share a single idea and theme.</td>
</tr>
<tr>
<td>- The word “<strong>advocacy</strong>” comes from the Latin ‘advocare’ and literally means ‘to call out for support’.</td>
</tr>
<tr>
<td>Advocacy involves promoting the interests or cause of someone or a group of people. It generally involves speaking or acting with the intention of affecting or changing specific policies, systems, or ideas. This change can occur in an array of settings: governmental, health, social, economic and legal, among others.</td>
</tr>
<tr>
<td>Advocacy is also about helping people find their voice. Some of the many types of advocacy to enact change include:</td>
</tr>
<tr>
<td>- <strong>Mass Advocacy</strong> – Organized and orchestrated through large groups (i.e. polls, protests).</td>
</tr>
<tr>
<td>- <strong>Media Advocacy</strong> – Using media as the primary means to promote a specific cause.</td>
</tr>
<tr>
<td>- <strong>Health Advocacy</strong> – Supporting the rights of patients and improving the community of people who care about patients.</td>
</tr>
<tr>
<td>- <strong>Self-Advocacy</strong> – Motions taken by individuals to support their own rights in the workplace, schools, etc.</td>
</tr>
<tr>
<td>- Advocacies can be delivered through campaigns in Social Media, TV Commercials, YouTube and other internet platforms. Just like the Project Smile’s Advocacy introduced earlier, campaign activities were conducted through Facebook and Instagram accounts.</td>
</tr>
</tbody>
</table>
What’s More

Task 3: Think, Share and Act for an Advocacy

The following graphic organizers present the list of some of the different issues brought by COVID-19 pandemic to our country. Answer the questions found in the table below after going over the details.

<table>
<thead>
<tr>
<th>COVID-19 Pandemic</th>
</tr>
</thead>
</table>
| • Food production and distribution disruption  
• Devastating effects on health outcomes  
• Women's gain at risk and increased levels of violence against women.  
• Loss of income leading to vulnerable segments of society and families to fall below poverty line.  
• Travel restrictions and tourism paralysis  
• Business closures, less work time and unemployment for certain occupations  
• Delay of classes and remote learning not accessible to some  
• Restriction of outdoor leisure activities  
• Developing of anxiety and emotional stress |

<table>
<thead>
<tr>
<th>THINK.</th>
<th>SHARE.</th>
<th>ACT!</th>
</tr>
</thead>
<tbody>
<tr>
<td>What other issues caused by COVID-19 pandemic were not mentioned?</td>
<td>Which of the issues struck you the most? What do you want to share about this issue?</td>
<td>What specific steps can you take as a student/Filipino citizen to address the issue that struck you the most?</td>
</tr>
</tbody>
</table>

Task 4: Plan for an Advocacy

With the pressing issues brought by the COVID-19 pandemic, research further about a particular issue and come up with an advocacy presentation plan. Here are the standards to follow:

- **Goal:** Offer solutions or options to pressing social concerns brought by the pandemic
- **Role:** researcher, advocate
- **Audience:** Filipino Youth
- **Situation:** You are requested by the National Youth Commission of the Philippines to pass an advocacy plan. You can choose from these types of advocacy: mass advocacy, self-advocacy and health advocacy.
- **Product:** Advocacy plan
- **Standard:** Detailed/accomplished worksheet advocacy plan
**Directions:** Create your advocacy worksheet plan in a separate of paper and be guided with the following format:

<table>
<thead>
<tr>
<th><strong>ADVOCACY WORKSHEET PLAN</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Purpose of the Advocacy:</strong></td>
</tr>
<tr>
<td><strong>Introduction</strong></td>
</tr>
<tr>
<td>• Start with the big idea.</td>
</tr>
<tr>
<td>• Think of a device that will get the attention and interest of the audience.</td>
</tr>
<tr>
<td>• Highlight the significance of your research by relating your topic to your audience.</td>
</tr>
<tr>
<td>• Discuss the significance of the research and literature review.</td>
</tr>
<tr>
<td><strong>Body</strong></td>
</tr>
<tr>
<td>• Outline the findings of the research.</td>
</tr>
<tr>
<td>• Use graphs and illustrations to present your points clearly.</td>
</tr>
<tr>
<td><strong>Conclusion</strong></td>
</tr>
<tr>
<td>• Provide options or recommendations concerning the issue you have researched.</td>
</tr>
<tr>
<td>• Highlight your call to action. Talk about specific steps that your audience can take in addressing the issue locally.</td>
</tr>
</tbody>
</table>

**Task 5: Create a Campaign Material for an Advocacy**

Create a campaign material to be used for a social media campaign activity of your planned advocacy from the previous task. Your campaign material can be in a slogan, illustration or in a poster form. Observe the language and the persuasive techniques used in the samples below to help you create your material.


Criteria in rating your campaign material:

<table>
<thead>
<tr>
<th></th>
<th>Standard</th>
<th>Excellent (5pts.)</th>
<th>Satisfactory (4pts.)</th>
<th>Developing (3pts.)</th>
<th>Beginning (2pts.)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Relevance of the Campaign Material</strong></td>
<td></td>
<td>The campaign material shows relevant and excellent contents.</td>
<td>The campaign material shows satisfactory contents.</td>
<td>The campaign material somewhat shows related contents.</td>
<td>The campaign material lacks some relevant contents.</td>
</tr>
<tr>
<td><strong>Effective Verbal/Non-Verbal Strategies Used</strong></td>
<td>Comprehensively utilized language/symbols to showcase the advocacy.</td>
<td>Language/symbols were adequately utilized to showcase the advocacy.</td>
<td>Language/symbols were used but not seem to showcase the advocacy.</td>
<td>Language/symbols were used at a minimum or not used effectively at all.</td>
<td></td>
</tr>
<tr>
<td><strong>Visual Presentation</strong></td>
<td>The campaign material is catchy/exceeded the expectation.</td>
<td>The campaign material meets the expectation.</td>
<td>The campaign material somewhat meets the expectations.</td>
<td>The campaign material needs some visual enhancement.</td>
<td></td>
</tr>
</tbody>
</table>

Create your campaign material here:

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**What I Have Learned**

**Task 6: Self-Check**

Do a self-check on how well you have learned the lessons in this module. Place a checkmark in the appropriate box for each skill and for the last part; answer the questions by reflecting about your learning journey.
Skills

<table>
<thead>
<tr>
<th>I am confident that I can perform this on my own.</th>
<th>I am familiar and can perform well with minimal assistance.</th>
<th>I think I need more practice and assistance.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Define research, campaign and advocacy.</td>
<td></td>
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**How do I feel about the activities?**

**How does the lesson help me realize the importance of research, campaigns and advocacies?**

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## Assessment

**Task 7: Check Your Understanding**

### I. Multiple Choice

**Directions:** Read each item carefully. Choose the letter of the best answer and write it on the space provided before each number.

1. Which is defined as any series of actions or events that are meant to achieve a particular result for an advocacy?
   - A. self-advocacy
   - B. campaign
   - C. language
   - D. persuasive techniques

2. Which can be used to investigate an issue then discuss findings and propose solutions or options to address the issue?
   - A. advocacy
   - B. campaign
   - C. research
   - D. call for action

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"Eight years ago, together with a handful of friends, I started a Love Yourself. It was basically a group of friends who wanted to help out by providing free HIV testing and counselling because through one way or another, their lives were affected by HIV. “–Garcia, Ronivin, Love Yourself Advocate.

3. What must be the purpose of the **Love Yourself Advocacy** based on the advocacy founder’s statement?
   - A. to provide support and stop the spread of HIV
   - B. to love and protect oneself in order to avoid HIV
   - C. to emphasize a negative approach towards HIV awareness
   - D. to limit the people engaging in relationships to impact HIV status
4. What type of advocacy is the example above?
   A. media advocacy  C. self- advocacy
   B. health advocacy  D. mass advocacy

5. Which type of campaign includes a project intended to mobilize public support in order to instigate social change?
   A. civil society campaign  C. advertising campaign
   B. political campaign  D. marketing campaign

II. Create a Campaign Material Based from an Advocacy

Directions: Read the following news article about the Young Focus Philippines’ Advocacy to which Catriona Gray, Miss Universe 2018 is an active volunteer. Show support by coming up with a campaign slogan out from their advocacy. The same rubric for rating from the previous activity (Task 5) will be used.

MANILA, Philippines — Miss Universe 2018 Catriona Gray’s win has truly shed light on her advocacy for children’s welfare as the non-government organization she supports, Young Focus Philippines, already covered its financial needs for 2019.

Gray happily shared the good news in an Instagram post on Wednesday: “I am so grateful and proud to learn today that since winning @missuniverse, my young focus family has received amazing amounts of support.”

“So much so that the entire financial needs for the year of 2019 has been covered,” she added.

The beauty queen then thanked those who have supported Young Focus: “Thank you to all who have and continue to support the amazing work that they do! We’re not only looking for the silver lining but working together to create a silver lining for our country’s children.”

Co-founder of Young Focus Philippines Ann van Wijgerden told INQUIRER.net that the budget for next year’s school year has already been covered thanks to Catriona’s win.

“The gap we had for next school year’s budget has now been filled because of extra general funding we’ve received, as well as more people sponsoring students,” Wijgerden said on Thursday in a text message.

“This has come in because of the exposure we’ve received thanks to Catriona,” she added.

Wijgerden shared that the donations mostly came from local and international organizations as well as private individuals who simply wanted to extend their help to the kids of Tondo.

The kids of Tondo played a big part in Gray’s answer during the question and answer portion of the coveted international pageant last December.

In fact, Gray had been active in volunteer work for Young Focus Philippines even before she joined Binibining Pilipinas.

Young Focus Philippines is a non-profit organization that supports the education, nutrition, and social welfare of children.

References


Celebrating Diversity through World Literature. 2015. Learner’s Material, Module 4 Rebuilding Our Societies. Department of Education


**Development Team**

<table>
<thead>
<tr>
<th>Role</th>
<th>Name</th>
</tr>
</thead>
<tbody>
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<td>Evelyn F. Importante</td>
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<td><em>OIC-CID Chief EPS</em></td>
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<tr>
<td>Illustrator</td>
<td></td>
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<tr>
<td>Layout Artist</td>
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<tr>
<td>Management Team</td>
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</table>

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- **Jerry C. Bokingkito**
  *OIC-Assistant Schools Division Superintendent*

- **Dr. Jeanelyn A. Aleman, CESE**
  *OIC-Schools Division Superintendent*
My Final Farewell

Farewell, dear Fatherland, clime of the sun
caress'd Pearl of the Orient seas, our Eden lost!,
Gladly now I go to give thee this faded life's
best, And were it brighter, fresher, or more
blest
Still would I give it thee, nor count the
cost.

On the field of battle, 'mid the frenzy of fight,
Others have given their lives, without doubt or
heed; The place matters not-cypress or laurel or
lily white, Scaffold or open plain, combat or
martyrdom's plight, T is ever the same, to serve
our home and country's need.

I die just when I see the dawn break,
Through the gloom of night, to herald the
day; And if color is lacking my blood thou
shall take, Pour'd out at need for thy dear
sake
To dye with its crimson the waking ray.

My dreams, when life first opened to me,
My dreams, when the hopes of youth beat high,
Were to see thy lov'd face, O gem of the Orient
sea From gloom and grief, from care and sorrow
free; No blush on thy brow, no tear in thine
eye.

Dream of my life, my living and burning
desire, All hail ! cries the soul that is now to
take flight; All hail ! And sweet it is for thee
to expire ;
To die for thy sake, that thou mayst
aspire; And sleep in thy bosom eternity's
long night.

If over my grave some day thou seest
grow, In the grassy sod, a humble flower,
Draw it to thy lips and kiss my soul so,
While I may feel on my brow in the cold tomb
below The touch of thy tenderness, thy breath's
warm power.

Let the moon beam over me soft and
serene, Let the dawn shed over me its
radiant flashes, Let the wind with sad
lament over me keen ; And if on my cross a
bird should be seen,
Let it trill there its hymn of peace to my
ashes. Let the sun draw the vapors up to
the sky,
And heavenward in purity bear my tardy
protest Let some kind soul o 'er my untimely
fate sigh, And in the still evening a prayer be
lifted on high From thee, 0 my country, that in
God I may rest.

Pray for all those that hapless have died,
For all who have suffered the unmeasur'd pain;
For our mothers that bitterly their woes have
cried,
For widows and orphans, for captives by torture
tried And then for thyself that redemption thou
mayst gain.

And when the dark night wraps the graveyard
around With only the dead in their vigil to see
Break not my repose or the mystery profound
And perchance thou mayest hear a sad hymn
resound 'T is I, O my country, raising a song
unto thee.

And even my grave is remembered no
more Unmark'd by never a cross nor a
stone
Let the plow sweep through it, the spade turn it
do'er That my ashes may carpet earthly floor,
Before into nothingness at last they are blown.

Then will oblivion bring to me no
care As over thy vales and
plains I sweep;
Throbbing and cleansed in thy space and
air With color and light, with song and
lament I fare, Ever repeating the faith that I
keep.

My Fatherland ador'd, that sadness to my
sorrow lends
Beloved Filipinas, hear now my last good-
by! I give thee all: parents and kindred and friends
For I go where no slave before the oppressor
bends, Where faith can never kill, and God
reigns e'er on high!

Farewell to you all, from my soul torn away,
Friends of my childhood in the home
dispossessed! Give thanks that I rest from the
wearisome day !
Farewell to thee, too, sweet friend that
lightened my way;
Beloved creatures all, farewell! In death there is
rest!

(This is the 1911 translation by Charles
Derbyshire of the Spanish original of José
Rizal's poem, Mi Ultimo Adiós)