

10

Grade



(GCED)

Global Citizenship Education

Lesson Exemplar

ENGLISH

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Learning Area: English

Grade Level: 10

Quarter: 1st

GCED Domain/s: Cognitive, Socio-Emotional, Behavioral

GCED Indicator/s:

D1.1.e Evaluate appropriate actions, consequences, and implications

D2.1.e Commit to assume responsibility, mutual assistance, cooperation, and collaboration in various contexts in the world

D3.1.a Demonstrate ethical and responsible behavior for a just and sustainable society

GCED Topic/s:

T4.4 Health issues affecting interaction and connectedness of communities at local, national and global levels

Enhanced Content Standard/s:

Demonstrates understanding of how world literature and other text types serve as ways of expressing and resolving personal conflicts by promoting mental and emotional health

Enhanced Performance Standard/s:

Composes a short but powerful persuasive text on promoting inclusivity in education using a variety of persuasive techniques and devices

Time Allotment:

60 minutes



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RESOLVING PERSONAL CONFLICTS THROUGH PERSUASIVE LANGUAGE & DEVICES



LESSON INTRODUCTION

Learning to live together through World Literature!

We experience personal conflicts, mental and emotional issues individually and collectively. They appropriate our perception and attitude in our every day interaction and interpersonal relationships. This module tackles world literature concentrating on persuasive and other text types. The activities in the module are designed to demonstrate understanding on how world literature and persuasive language would resolve issues on personal conflicts. It also includes a realization on inclusivity in education. At the end of the lesson, you will be given an opportunity to advance the knowledge in persuasive writing.

LESSON OBJECTIVE

(WHAT I NEED TO KNOW / ALAMIN)

At the end of the lesson, the students will be able to address the following objectives:

- a. Identify the persuasive language and devices in the context of resolving personal conflicts;
- b. Recognize different ways of promoting mental and emotional health in view of persuasive texts and world literature; and
- c. Write a persuasive composition using variety of persuasive techniques and devices that promote mental health awareness.

PRETEST

(WHAT I NEED TO KNOW / SUBUKIN)

Activity 1:

A. Examine the sentences. Identify what appeal/s of persuasive language is used.

A. WRITER'S CREDIBILITY

B. EMOTIONAL

C. LOGICAL

_____1. "At the end of the day, we're human, too. We have to protect our mind and body rather than just go out and do what the world wants us to do." Olympic gymnast commented.

_____2. The strongest people are those who win battles we know nothing about.

_____3. Smile you don't own all the problems in the world.

_____4. "I've been searching for ways to heal myself, and I've found that kindness is the best way," Lady Gaga.

_____5. Help is never far away, we are here for you. With @ konsulta.md.

B. Encircle the letter of the correct answer.

6. The art of persuasion mainly aims to _____
 - a. change a topic
 - b. collect ideas
 - c. convince an audience
 - d. form new conclusion
7. A persuasive device used by writer to deal on fear, anger or joy to sway the audience's view on an item or an issue. _____
 - a. authority
 - b. emotional
 - c. metaphysical
 - d. reasoning
8. A type of question used by writers to ask audience but no answer is required. _____
 - a. Descriptive
 - b. Informative
 - c. Rhetorical
 - d. Persuasive
9. A writer uses overstatement and exaggeration to expound a point of effect. _____
 - a. Analogy
 - b. Association
 - c. Hyperbole
 - d. Repetition
10. "You must act now." An example of _____
 - a. Bandwagon
 - b. Expert opinion
 - c. Stereotyping
 - d. Testimonial

LESSON PROPER

REVIEW (WHAT'S IN/BALIKAN)

Activity 1: "Label Me"

Identify what type of device is used in conveying the persuasive messages below. Label each picture with the correct letters from the choices given.

- A. Cartoon B. Infographics C. Word Cloud D. Word Puzzle



1. ANSWER: _____



2. ANSWER: _____



3. ANSWER: _____



4. ANSWER: _____

Source: Google Image Service

LESSON PROPER

ACTIVITY (WHAT'S NEW/TUKLASIN)

Activity: Read the text below. Explore on the Elements of Persuasive Language.



Aristotle, an influential thinker wrote a book on the art of persuasion. "On Rhetoric" he explains the theories of persuasive language and speech. Significantly he expounds on the concepts of ethos, logos and pathos as tools for persuasive language. A lot can be learned about the art of applied to our persuasive speaking and writing.

As a health expert,
I can say that
this product will
certainly improve
your condition.

Ethos, a Greek word meaning "character". In terms of persuasive language, it is an **appeal to authority and credibility**. **Ethos** is a means of convincing an audience of the reliable character or credibility of the speaker/writer, or the credibility of an argument.

Some questions that look into a writer's credibility include:

- Does the writer provide complete or accurate information about the issue?
- Does the writer's education or experience give the writer/speaker credibility as someone who should be heard on an issue?
- Does the writer/speaker use unbiased language and avoid manipulation of information?

If you don't win
this competition,
you will let your
family down.

Pathos, a Greek word meaning "suffering" or "experience" and it is used in persuasive language as an **appeal to the emotions** of the audience. **Pathos** is the way of creating a persuasive argument by evoking an emotional response in the audience/reader.

Some questions asked in an a writer's appeal to emotion are:

- Does the text arouse the reader's interest and sympathy?
- Do the elements of the text cause the reader an emotional connection to the content?
- Does the author avoid excessive reliance on emotional appeals?

LESSON PROPER

ACTIVITY (WHAT'S NEW/TUKLASIN)

It's a fact that smoking can cause lung problems. Therefore, if you don't want to get sick then you should not smoke.

Logos a Greek word meaning 'a word' or 'a reason'. Logic and reason. Some questions asked in an a writer's appeal to the logic are:

- Are the premises true?
- Is the conclusion following the premise logically?

Weaving these three elements as tools in your persuasive speaking and writing combine with timing, you will appeal to your audience's emotions, sense of reasoning and belief in you and therefore you will be more convincing.

Activity: Identify the examples based on their persuasive appeal/s:

"Well-being is an active state of being, it is not just a thing we do at night or at the weekend and we all have the right to live well." James Hitchen

1. _____

THE FOUR PILLARS OF MENTAL HEALTH

Which pillars are you building and which are you neglecting?

PHYSICAL the main focus	MENTAL most people are aware	EMOTIONAL a less commonly recognized pillar	SPIRITUAL the most forgotten pillar
Coping strategies include; Exercise such as walking running or cycling, and enough Sleep or good quality sleep.	Coping strategies include; Meditation, Resting the mind by doing nothing, reading, doing puzzles or playing games and taking part in hobbies	Coping strategies include; practicing gratitude either telling others of the small things you are grateful for or writing them down, Breathing exercises and coping thoughts.	Coping strategies include; Being connected with family and friends, becoming part of a community or club, and praying and being a part of a religious group.

2. _____

Society says, teenager should be willing to share, while Brain science says, teenagers need help to understand the needs of others.

3. _____

LESSON PROPER

DISCUSSION (WHAT IS IT/TALAKAYIN)

PERSUASIVE DEVICES

Persuasive devices are the language techniques that, when used strategically and appropriately throughout a piece of writing, work to sway the reader to a particular point of view.

TYPES OF PERSUASIVE DEVICES

1. Word Choice (Diction): Writers tend to reinforce their arguments by choosing words which will influence the audience view on an item or issue.

Example:

“Just because no one else can heal or do your inner work for you, doesn’t mean you can, should, or need to do it alone.”

2. Rhetorical Question: Writer will ask a question to which no answer is required. The writer implies that the answer is obvious; the audience has no choice but to agree with the writer’s point.

Example:

What is the one message you would talk all day every day to anyone?

3.Repetition: A writer intentionally repeats a word, a phrase or an entire sentence for emphasis.

Example:

I think and think and think. I’ve thought of myself out of happiness one million times but never once into it.

4.Analogy: Writers often utilize comparisons or figure of speech such as simile, metaphor, personification to help make their point.

Example:

**YOU, YOURSELF, AS MUCH AS ANYBODY IN
THE ENTIRE UNIVERSE, DESERVE YOUR LOVE
AND AFFECTION**



LESSON PROPER

DISCUSSION (WHAT IS IT/TALAKAYIN)

TYPES OF PERSUASIVE DEVICES

5. Association: A writer may mention an important person or event in a text to lead the importance or credibility to his/her argument.

Example:

The guest speaker comments,
According to Paul Bloom, the famous
psychologist, "Humans are social beings and we are happier,
and better when connected with others."

6. Hyperbole: A writer involves overstatement and exaggeration on his/her point for effect.

Example:

When I am alone making time with myself, I feel like I'm floating on
air with my mind free of all the cares and worries of this world.

7. Testimonial: A writer uses words of an expert or famous person to persuade.

Example:

I believe I am the solution that I need and I can help myself recover
because as what Emma Watson said, "If not me – who?, if not now –
when?"

8. Bandwagon: A writer's technique to persuade the audience to do something letting them know others are all doing it.

Example:

I believe I am the solution that I need and I can help myself recover
because as what Emma Watson said, "If not me – who?, if not now –
when?"

9. Visual effects: A writer may use eye catching headlines, pictures, photographs, cartoons, posters and cleverly designed graphic including fonts, colors and layout.

Example:



10. Stereotyping: A writer present clear messages how members of a certain group (sex, race, religion and age) should act look like or do..

Example: Men are stronger than women.

LESSON PROPER

DISCUSSION (WHAT IS IT/TALAKAYIN)

BE AU FAIT WITH PERSUASIVE DEVICES

A. Identify the following statements using the Persuasive Devices discuss in the previous page:

Use the following devices:

- A. Rhetorical question
- B. Hyperbole
- C. Association
- D. Stereotyping
- E. Analogy



Who are we
As
HUMAN BEINGS
If we
Ignore
The sufferings
of
OTHERS?

2

Simone Biles on being out of team competition: *"I am OK, just super frustrated."*
Olympics 2020-21,
NBCNews.com

3

Life is like a book, some chapters are sad, some are happy and some are exciting, but if you never turn the page, you will never know what the next chapter has in store for you.

4



B. Which Element/s of Persuasive Language is/are represented in these examples?

- 1.....
- 2.....
- 3.....
- 4.....
- 5.....

LESSON PROPER

DISCUSSION (WHAT IS IT/TALAKAYIN)

BE AU FAIT WITH MENTAL AWARENESS - PART 1

1. Read the statements below and write the scale on the space provided.

A. Believing in One's Self

How much do you believe to be true on a scale of 1-lowest to 10-highest?

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

1. I am special and unique. _____
2. I am a kind and considerate person. _____
3. I am a positive role model to others. _____
4. I am funny and have a great sense of humor. _____
5. I am in control of my emotions. _____
6. I am talented. _____
7. I am important member of my family. _____
8. I am a good friend. _____
9. I make smart decisions. _____
10. I have a positive impact on others. _____
11. I have a bright future ahead of me. _____
12. I have the power to be who I want to be in life. _____
13. My family members care for me and support me. _____
14. My thoughts, feelings and words are important. _____
15. My views and opinions matter and should be heard. _____

2. Which statements have you rated high? Could these be your strong points? Give some suggestions how can you maintain these strong points.

3. Which statements have you rated low? Could these be are your weak points? Give some suggestions how can you improve these weak points.

LESSON PROPER

DISCUSSION (WHAT IS IT/TALAKAYIN)

B. What is in this song?

After listening to the song, write your response on the following questions.

1. Who is the singer?
2. What is the singer's view on life?
3. What does "flying" mean?
4. What do these lines mean?

"If I can see it, then I can do it
If I just believe it, there's nothing to it."
5. What is the overall message of this song?

I Believe I Can Fly

R. Kelly

I used to think that I could not go on
And life was nothing but an awful song
But now I know the meaning of true love
I'm leaning on the everlasting arms
If I can see it, then I can do it
If I just believe it, there's nothing to it

CHORUS

I believe I can fly
I believe I can touch the sky
I think about it every night and day
Spread my wings and fly away
I believe I can soar
I see me running through that open door
I believe I can fly, I believe I can fly
I believe I can fly (woo)

See I was on the verge of breaking down
Sometimes silence can seem so loud
There are miracles in life I must achieve
But first I know it starts inside of me, ho-oh
If I can see it (woo), then I can be it
If I just believe it, there's nothing to it

CHORUS

Hey, 'cause I believe in me
Ohh

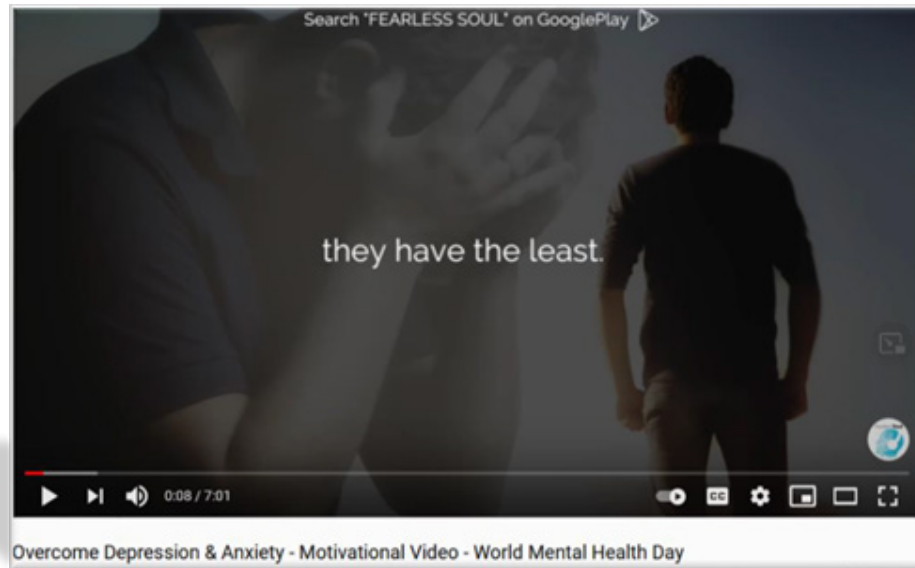
If I can see it (woo), then I can do it (I can do it)
If I just believe it, there's nothing to it (hey!)
I believe I can fly (woo!)
I believe I can touch the sky
I think about it every night and day
Spread my wings and fly away
I believe I can soar
I see me running through that open door
I believe I can fly (I can fly)
I believe I can fly (I can fly)
I believe I can fly (I can fly)
Hey, if I just spread my wings (I can fly)
I can fly (I can fly)
I can fly (I can fly)
I can fly, hey (I can fly)
If I just spread my wings (I can fly)
I can fly (I can fly, I can fly)
(Woo!) (I can fly)
Fly-eye-eye

LESSON PROPER

DISCUSSION (WHAT IS IT/TALAKAYIN)

BE AU FAIT WITH MENTAL AWARENESS - PART 3

Watch the video about overcoming different mental health issues. Afterwards, answer the questions that follow. Refer to the Transcript of the Speech in the following pages:



Link: <https://www.youtube.com/watch?v=ga-MniJxQz8>

Questions:

- According to the video, what are the usual reasons for unhappiness?
- How does social media cause anxiety and depression among people?
- What needs to be done to overcome depression and anxiety?
- Why is it important to overcome depression and anxiety?
- After watching the video, what advice can you give to teenagers suffering from depression or anxiety?

LESSON PROPER

DISCUSSION (WHAT IS IT/TALAKAYIN)

Transcript:

Inspiring Speech About Depression

It's a strange time we are living in right now, where people from the countries that have the most, feel like they have the least.

People that live in countries that have the most reason to be happy, seem to have the least amount of happiness.

Why is this? Is it comparison? Comparing ourselves to everyone who has more, in this social media world we live in? Never feeling enough, because another will always be better in some area?

Comparison is the thief of joy. – Theodore Roosevelt

Never compare yourself to others.

It doesn't matter how great you are, if you're not **GRATEFUL for who you are and what you have**, you'll never be happy.

There's always going to be someone who has more money than you, there will always be someone doing better than you, someone fitter than you, better looking than you...

If you are always comparing yourself you'll always lose.

One thing other people will never have over you: THEY ARE NOT YOU.

Your greatest asset is that you are unique.

And when you are FREE to be exactly as you are, that's the greatest way to live.

The less you care (about other people's opinions) the happier you be.

Unhappiness and depression comes when you focus on what you don't have.

Instead if we appreciate what we do have, and focus on where we do want to be, we can feel better almost instantly.

Appreciation and gratitude is the single most powerful way out of depression or any low states.

You cannot feel both deep gratitude and negativity at the same time. If you say you can, you're not FEELING the gratitude. You might be saying you're grateful, but you couldn't be feeling it, because **science shows that gratitude and depression do not go together.**

LESSON PROPER

DISCUSSION (WHAT IS IT/TALAKAYIN)

Psychology Today: Gratitude overcoming Depression

Another important principle that helps many who suffer with depression and anxieties, is this:

They are almost certainly, in every case, not depressed or suffering with the anxiety 100% of the time. They have selective (not consciously chosen) depression. Selective anxiety.

There ARE moments, even if they are brief, of laughter, of feeling hopeful about the future, brief moments of happiness, of connection with others, brief moments of love and feeling good.

It's certainly not a conscious selection, rather something that comes about with triggers, and from a lifetime of conditioned thoughts.

"I can only be happy if x y z occurs in my life"

Having rules like I can only be happy if...will always ensure unhappiness, because LIFE will always throw challenges and obstacles your way.

Keeping this in mind, you then can understand on an intellectual level, that depression and anxiety does not have to be permanent.

You can figure out why you feel down, by learning about how your brain works, how your mind works, and you can direct it to something that feels much better long term.

Comparison is another big issue, especially these days with the increase in social media and the amazing revelation of filters.

Filters that make you look like a supermodel in one swipe, but also the filters many apply to their lives, like exaggerating everything in their life to make themselves look bigger and better, and leaving out all the negative things that are really causing them pain.

The happiest people on earth do not compare themselves to others. Ever. They run their own race, and they are happy for all others to run theirs in their own time and their own way.

Happy people don't have the best of everything... they MAKE the best of everything.

Things will NEVER work out as planned. This is life, not a movie.

LESSON PROPER

DISCUSSION (WHAT IS IT/TALAKAYIN)

How you respond to how things work out will determine the quality of your life. Let me ask you this. Do you believe there has EVER in the history of this world, lived a human being that was depressed beyond measure, in a world of suffering BUT STILL, somehow managed to turn it around, and create a life not only amazing to him, but envied by others ?

Of course there has.

The truth is the pain you feel when you are depressed is coming from your thoughts about your current life situation or situations. Not the events but your thoughts about the events.

Change your thoughts and you change your life.

Use the pain for a greater benefit.

The key principle in overcoming unhappiness of depression is NOT to focus on the depression. That's what most people do and the reason it never goes away.

Instead you should focus on where you want to be.

Focus on the feelings you want to feel.

Focus on the person you want to become and work towards doing the things that you must do to become that person.

Feel how you would feel if everything in your life fell into place.

One of the fastest ways out of depression is to create a compelling future, a greater purpose for your life.

If you are genuinely excited for your FUTURE, you can't be miserable now, and you can let go of anything that is in the past. The thing that keeps one going is having a sense of FUTURE. The thing that tears us down is not having one.

Set meaningful goals that get you working towards something that excites you. Don't be attached to outcomes or gaining of material things, but get excited about who you will become, how you will develop and who you will be able to help as a result of you creating this amazing life for yourself.

Who will benefit from you living a happier life.

LESSON PROPER


GENERALIZATION (WHAT I HAVE LEARNED/ISAISIP)

CONVINCE HIM / HER / THEM

Choose an audience (a family member, friend or neighbor)

Write a sentence that would mean the same as the target phrase,

“It’s OK not to be Okay”.

TESTIMONIAL	Draw a Visual Effect 	WORD CHOICE
REPITITION		BANDWAGON

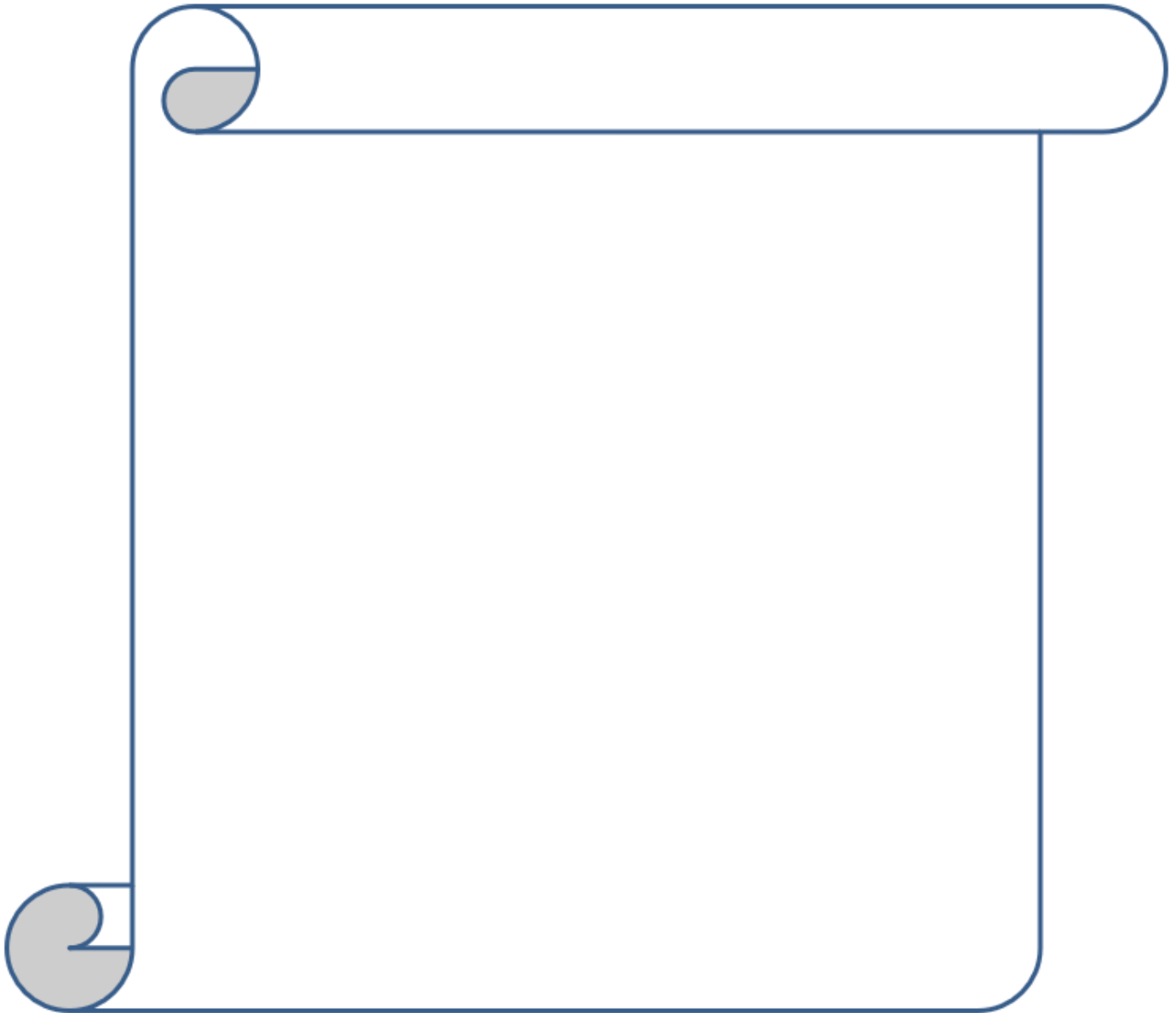
LESSON PROPER

REFLECTION (WHY IS IT MEANINGFUL AND RELEVANT/ISAPUSO)

A NOTE TO ONE'S FUTURE SELF

What would you say to yourself when loneliness or anxiety strikes in?

Write at least 10 sentences giving advice to yourself.



LESSON PROPER

APPLICATION (WHAT I CAN DO/ISAGAWA)

Make a brochure that promotes mental health awareness using a variety of persuasive techniques and devices. You can use Canva, Publisher, or any application that can be used for making brochures. Use the rubric below to guide you in preparing brochures for wider mental health awareness.

RUBRIC:

CATEGORY	4	3	2	1
Attractiveness & Organization	The brochure has exceptionally attractive formatting and well-organized information.	The brochure has attractive formatting and well-organized information.	The brochure has well-organized information.	The brochure's formatting and organization of material are confusing to the reader.
Graphics/Pictures	Graphics go well with the text and there is a good mix of text and graphics.	Graphics go well with the text, but there are so many that they distract from the text.	Graphics go well with the text, but there are too few and the brochure seems \"text-heavy\".	Graphics do not go with the accompanying text or appear to be randomly chosen.
Spelling & Proofreading	No spelling errors remain after one person other than the typist reads and corrects the brochure.	No more than 1 spelling error remains after one person other than the typist reads and corrects the brochure.	No more than 3 spelling errors remain after one person other than the typist reads and corrects the brochure.	Several spelling errors in the brochure.
Writing - Organization	Each section in the brochure has a clear beginning, middle, and end.	Almost all sections of the brochure have a clear beginning, middle and end.	Most sections of the brochure have a clear beginning, middle and end.	Less than half of the sections of the brochure have a clear beginning, middle and end.
Writing - Grammar	There are no grammatical mistakes in the brochure.	There are no grammatical mistakes in the brochure after feedback from an adult.	There are 1-2 grammatical mistakes in the brochure even after feedback from an adult.	There are several grammatical mistakes in the brochure even after feedback from an adult.
Knowledge Gained	All students in the group can accurately answer all questions related to facts in the brochure and to technical processes used to create the brochure.	All students in the group can accurately answer most questions related to facts in the brochure and to technical processes used to create the brochure.	Most students in the group can accurately answer most questions related to facts in the brochure and to technical processes used to create the brochure.	Several students in the group appear to have little knowledge about the facts or technical processes used in the brochure.

ASSESSMENT

TAYAHIN

A. Examine the sentences below. Identify what appeal of persuasion is used in each sentence.

A. WRITER'S CREDIBILITY

B. EMOTIONAL

C. LOGICAL

- _____1. As a doctor, I am qualified to tell you that this course of treatment will likely generate the best results.
- _____2. If we won't help ourselves, we will never overcome any obstacle.
- _____3. I love my friends and my family because they are very loving and caring especially in my most difficult times.
- _____4. As a psychiatrist, I encounter this problem a lot, I recommend you undergo counseling.
- _____5. In 10 years of counseling patients who suffer from depression and anxiety, I haven't encountered a single patient who decided to give up

B. Encircle the letter of the correct answer.

11. The art of persuasion mainly aims to
a. change a topic c. convince an audience
b. collect ideas d. form new conclusion
12. A persuasive device used by writer to deal on fear, anger or joy to sway the audience's view on an item or an issue.
a. authority b. emotional
c. metaphysical d. reasoning
13. A type of question used by writers to ask audience but no answer is required.
a. Descriptive b. Informative
c. Persuasive d. Rhetorical
14. A writer uses overstatement and exaggeration to expound a point of effect.
a. Association b. Analogy
c. Hyperbole d. Repetition
15. "You must act now." Is an example of
a. Bandwagon b. Expert opinion
c. Stereotyping d. Testimonial

ANSWER KEY

SUSI SA PAGWAWASTO

PRETEST (WHAT I NEED TO KNOW / SUBUKIN)

- | | | | | |
|------|------|------|------|--------|
| 1.A. | 2. C | 3. B | 4. A | 5. ABC |
| 6. C | 7. C | 8. C | 9. D | 10. A |

REVIEW (WHAT'S IN / BALIKAN)

- i. C. Word cloud
- ii. B. Infographics
- iii. D. Word puzzle
- iv. A. Cartoon

ACTIVITY (WHAT'S NEW / TUKLASIN)

1. Ethos
2. Logos
3. Pathos

ASSESSMENT (ASSESSMENT / TAYAHIN)

- A.
1. Ethos
 2. Pathos
 3. Pathos
 4. Ethos
 5. Logos
- B.
1. a
 2. a
 3. c
 4. d
 5. a

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