

8

Lesson Exemplar for English

Quarter 2

Lesson

2

GOVERNMENT PROPERTY
NOT FOR SALE

Lesson Exemplar for English Grade 8
Quarter 2: Lesson 2 (Week 2)
SY 2025-2026

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ENGLISH/QUARTER 2/ GRADE 8

I. CURRICULUM CONTENT, STANDARDS, AND LESSON COMPETENCIES

A. Content Standards	The learners demonstrate their multiliteracies and communicative competence in evaluating informational texts (persuasive texts) for clarity of meaning, purpose, and target audience as a foundation for publishing original informational texts.
B. Performance Standards	The learners analyze the style, form, and features of informational texts (persuasive texts); evaluate informational texts for clarity of meaning, purpose, and target audience; and compose and publish original multimodal informational texts (persuasive texts) using appropriate forms and structures that represent their meaning, purpose, and target audience.
C. Learning Competencies and Objectives	Lesson 1: Evaluating Persuasive Texts Objectives: <ul style="list-style-type: none">• Differentiate the propaganda techniques used in persuasive texts for political correctness:<ul style="list-style-type: none">- bandwagon vs. glittering generalities- transfer propaganda techniques vs. half truths• Examine how persuasive techniques or rhetorical appeals (ethos, pathos, and logos) are used to support a claim in persuasive texts.
C. Content	Topic 1: Evaluate persuasive texts for clarity of meaning and validity of information Subtopics: <ol style="list-style-type: none">1. Propaganda Techniques2. Persuasive Techniques
D. Integration	Theme: <i>African-Asian (post)colonial struggles, cultural identity, and values</i> SDG 10: Reduce inequality within and among countries SDG 16: Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels

II. LEARNING RESOURCES

E-book/s:

- Burg, B. (2011). *The art of persuasion: Winning without intimidation* (p. 28). Tremendous Life Books.
- Frederick, P. (2011). *Persuasive writing: How to harness the power of words*. Pearson Education.

- Malek, C. (2014). *Language acts: Rhetoric and writing I: Academic reading and analytical writing (1st ed.)*. Fountainhead Press. ISBN 978-1-59871-854-6
- McGuigan, B. (2007). *Rhetorical devices: Handbook and activities for student writers*. Prestwick House, Inc. ISBN 978-1-935466-57-4
- Shabo, M. E. (2008). *Techniques of propaganda and persuasion*. Prestwick House, Inc. ISBN 978-1-935466-67-3
- Topping, R. N. S. (2016). *The elements of rhetoric: How to write and speak clearly and persuasively: A guide for students, teachers, politicians*. Angelico Press.

Web References:

- Holt Literature & Language Arts. (2003). *Propaganda techniques* (pp. 643-645). Retrieved from <https://www.sausd.us/cms/lib5/CA01000471/Centricity/Domain/106/Propaganda%20Techniques%20Text.pdf>
- StudySmarter. (n.d.). *Half-truth*. Retrieved from <https://www.studysmarter.co.uk/explanations/english/rhetoric/half-truth/>

III. TEACHING AND LEARNING PROCEDURE		NOTES TO TEACHERS
1. Activating Prior Knowledge	<p>1. Short Review</p> <p><i>Let's Recall!</i></p> <p><i>Directions: Identify the terms being referred to in each item. Write your answers in the space provided.</i></p> <p>_____ 1. It is a status that marks propositions as capable of being justifiably believed (and known) on the basis of understanding them.</p> <p>_____ 2. This relies on the credibility of a respected source, like a doctor saying a certain medication is effective.</p> <p>_____ 3. These are personal stories or experiences used to support a claim. While relatable, they may not apply universally.</p> <p>_____ 4. It involves data collection, analysis, and testing to reach reliable conclusions.</p> <p>_____ 5. It is a statement that can be verified in a reference source such as an encyclopedia, a dictionary, a map, or a history book.</p> <p>_____ 6. It is a belief, judgment, or a way of thinking about something.</p> <p>_____ 7. It is any single statement of controversy advanced for the purpose of argument.</p> <p>_____ 8. These are claims that involve judgments and evaluations.</p> <p>_____ 9. These are claims that are often qualified by such terms as generally, probably, or as a rule.</p> <p>_____ 10. These are claims that advocate a specific course of action.</p>	<p>Expected answers are:</p> <ol style="list-style-type: none"> 1. Self-evidence 2. Argument from Authority 3. Anecdotal evidence 4. Empirical evidence 5. Fact 6. Opinion 7. Claim 8. Claims of Value 9. Claims of Facts 10. Claim of Policy

	2. Feedback (Optional)	
2. Establishing Lesson Purpose	<p>DAY 1</p> <p>1. Lesson Purpose</p> <p>Evaluating persuasive texts for clarity of meaning and validity of information is crucial because it enables individuals to critically assess the reliability and intention behind the messages they encounter. Understanding propaganda and persuasive techniques equips readers to discern between factual information and manipulative content, fostering informed decision-making and protecting against misinformation. This skill is essential for participating effectively in democratic processes, making sound personal choices, and promoting intellectual integrity in public discourse.</p> <p>The students will be asked the following questions:</p> <ol style="list-style-type: none"> 1. What is the difference between propaganda techniques and persuasive techniques? 2. What are propaganda techniques, and how do they differ from other forms of persuasion? 3. How does the use of propaganda affect the text's credibility and the trustworthiness of the information presented? <p>2. Unlocking Content Vocabulary</p> <p style="text-align: center;">Vocabulary Mind Maps</p> <p><i>Directions: Create mind maps for the words given. Write the word in the center of your paper or digital mind map tool. Draw a circle or box around it to make it stand out. Draw branches out from the central word. On each branch, write a word that is related to the central word. This can include synonyms, antonyms, or other related terms. On additional branches, write example sentences or phrases that show how the word can be used in context.</i></p> <ol style="list-style-type: none"> 1. PROPAGANDA 2. BANDWAGON 3. SLOGANS 4. SCAPEGOATING 5. TESTIMONIALS 	<p>Give emphasis that these questions are their guide all throughout the lesson. These prompts will be asked again after the discussion.</p> <p>The teacher can either provide a template of the mind map or let the students create their own.</p> <p>After completing the mind map, require students to pair up with a classmate or small group to share their work. They are encouraged to discuss how they understood and represented the word.</p>

3. Developing and Deepening Understanding

DAY 1

SUB-TOPIC 1: Propaganda Techniques

1. Explicitation


Persuasion Meter

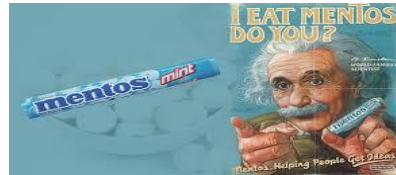
Directions: Examine each poster or slogan provided carefully. Pay attention to the visual elements, wording, and overall message conveyed. Based on your assessment of each poster or slogan, check the column of the percentage indicating your level of conviction or persuasion. Use the following scale:

100%: Fully convinced or persuaded by the message.

50%: Somewhat convinced or persuaded, but still have doubts or reservations.

0%: Not convinced or persuaded at all by the message.

POSTER/SLOGAN	100%	50%	0%
			
			
			



Images from:

1. <https://i.pinimg.com/236x/97/f1/eb/97f1eb8169b304ad1dd516c1516c7fb4.jpg>
2. <https://encrypted-tbn0.gstatic.com/images?q=tbn:ANd9GcR79RJlqi-S LXTLRf9DzQJFkAMdCzoL WZ0w&s>
3. <https://encrypted-tbn0.gstatic.com/images?q=tbn:ANd9GcSDwyVlc5xb6tVjDmP6AEhKpeflNjxcxQ8BjA&s>
4. <https://encrypted-tbn0.gstatic.com/images?q=tbn:ANd9GcTn3CSL30BT672vZjdPeP4iVoABi6RnjGTb5A&s>

2. Worked Example

Have you ever had a dramatic change of heart or a strong emotional response after looking at something as simple as a billboard or a commercial? If so, you may have been looking at propaganda. It is everywhere you turn, from the newspaper to the internet to your favorite sitcom. In fact, we are so swamped with propaganda that much of what we see and hear inevitably affects us, informing everything from the brand of shampoo we buy to our ideologies and worldviews.

Propaganda, in the most neutral sense, means to disseminate or promote particular ideas. In Latin, it means “to propagate” or “to sow.” It is a form of communication that attempts to achieve a response that furthers the desired intent of the propagandist.

Jacques Ellul (1965) believed that people need propaganda because we live in mass society. Propaganda, he said, enables us to participate in important events such as elections, celebrations, and memorials. Ellul said that truth does not separate propaganda from “moral forms” because propaganda uses truth, half-truth, and limited truth.

Shawn J. Parry-Giles (2002) defined propaganda as “conceived of as strategically devised messages that are disseminated to masses of people by an institution for the purpose of generating action benefiting its source.”

Common propaganda techniques include bandwagon, which encourages people to follow the crowd; glittering generalities, which use vague, positive phrases to evoke strong feelings; transfer, which associates a product or idea with something respected or revered; and half-truths, which present partially accurate information while omitting crucial details. Understanding these techniques is crucial for critically analyzing the messages we encounter in media, advertising, and politics.

BANDWAGON

The **bandwagon technique** exploits what is sometimes referred to as “the herding instinct.” People like to belong to the majority group and dislike being left out. The bandwagon technique manipulates people by appealing to these instincts.

The term “bandwagon” has its origins in the 1800s, when politicians used wagons with music and entertainment to attract audiences. Once a sizeable crowd had gathered, the politician would speak. Other politicians, recognizing the popularity of certain bandwagons and hoping to take advantage of their success, would often try to get a seat on the bandwagon. In their haste to gain popularity, these politicians would often end up joining causes they did not believe in, just to be part of a winning team.

The phrase “*jumping on the bandwagon*” was used to describe this political phenomenon, and, eventually, the term was used outside the political realm. In modern usage, the term “bandwagon effect” refers to any situation in which people attempt to be part of a successful or popular endeavor merely for the sake of its popularity.

Examples:

- *Five million members and growing!*
- *This TV show is so popular, I have to watch it to be part of the conversation.*
- *Most scientists believe global warming is a result of human activity.*
- *Everyone's supporting this politician, so I guess I should too.*
- *Everyone is using this skincare product; it must be effective.*

The bandwagon technique is sometimes used in defense of claims that are true. However, regardless of the truth of the claims, any argument that relies on the bandwagon effect is based on flawed logic. Truth should be conveyed using sound, logical arguments, not merely by appeals to popularity. For example, take the following statement: *Most people accept that gravity exists; therefore, I will also accept that gravity exists.*

The conclusion, that gravity exists, is true. Nevertheless, the logic is flawed. The law of gravity is not subject to popular approval; it exists independent of human beliefs.

The bandwagon technique takes advantage of the human desire to be a part of the majority group or the winning team.

GLITTERING GENERALITIES

Glittering generalities is a colorful term for the appealing, but vague words that often appear in propaganda. Rather than explaining the use of these words, the propagandist leaves them to stand alone as a defense of his or her position. Without context or specific definitions, they serve the sole purpose of evoking certain feelings in the audience. If everything proceeds according to plans, these feelings then translate into unquestioning approval of whatever the propagandist says.

Examples:

<ul style="list-style-type: none"> • <i>Our candidate is the epitome of honesty and integrity.</i> 	This statement appeals to the audience's desire for trustworthy leadership without providing specific instances or evidence of the candidate's honesty and integrity.
<ul style="list-style-type: none"> • <i>Join our program and be part of a brighter future for our nation.</i> 	This phrase taps into the desire for a better future but does not specify how exactly the program will achieve this or what it entails.
<ul style="list-style-type: none"> • <i>This product will revolutionize your life and make you happier than ever.</i> 	This statement promises life-changing benefits without offering any concrete evidence or specifics about how the product will achieve this.
<ul style="list-style-type: none"> • <i>Supporting our cause will bring about unprecedented prosperity for all.</i> 	While appealing to the desire for prosperity, this statement lacks details on how exactly the cause will achieve such widespread success.

	<table><tr><td><ul style="list-style-type: none">With our company, you'll experience unparalleled success and fulfillment.</td><td>This statement makes grand promises without providing specific examples or evidence of how the company will deliver on its claims.</td></tr></table> <p>Spotting glittering generalities is simply a matter of looking for vague, positive words that are not explained. A reasonable argument, by contrast, will justify the words being used, explaining exactly what they mean in context and how they will be achieved.</p> <p>Without context or specific definitions, glittering generalities serve only to evoke emotions.</p> <p><i>TRANSFER</i></p> <p>Transfer propaganda is the subtle but dangerous method. Also known as “association” and “false connection,” transfer is closely related to the testimonial technique. In this method, the propagandist encourages the transfer of feelings and associations from one idea, symbol, or person to another.</p> <p>Transfer propaganda involves associating a person, product, or idea with something positive or negative to influence perception.</p> <p>Some symbols are fairly straightforward. The symbol of the skull and crossbones warns the viewer of danger or calls to mind the violent pillaging of a pirate raid. A dove signals peace. Some symbols, however, will mean one thing to one person and quite the opposite to another person. The propagandist’s challenge is to use symbols that are appropriate to his or her audience.</p> <p>Examples:</p> <table><tr><td><ul style="list-style-type: none">Political Candidate Posing with Religious Leaders</td><td>A political candidate may strategically pose for photos or attend events with respected religious leaders to transfer the trust and respect people have for those leaders onto themselves. This implies that the candidate shares the same values and principles as the religious figure, even if there's no direct evidence of such alignment.</td></tr></table>	<ul style="list-style-type: none">With our company, you'll experience unparalleled success and fulfillment.	This statement makes grand promises without providing specific examples or evidence of how the company will deliver on its claims.	<ul style="list-style-type: none">Political Candidate Posing with Religious Leaders	A political candidate may strategically pose for photos or attend events with respected religious leaders to transfer the trust and respect people have for those leaders onto themselves. This implies that the candidate shares the same values and principles as the religious figure, even if there's no direct evidence of such alignment.	The teacher may provide sample images of the examples described in the table.
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	<table><tr><td><ul style="list-style-type: none">Using National Symbols in Advertisements</td><td>Companies or organizations may use national symbols such as the Philippine flag or iconic landmarks to associate their brand with patriotism and national pride. This transfer suggests that by supporting or purchasing from the company, consumers are also demonstrating their love for their country.</td></tr><tr><td><ul style="list-style-type: none">Celebrities Endorsing Health Products</td><td>Celebrities are often used in advertisements for health products like vitamins or supplements. By associating the celebrity's image with the product, the advertiser aims to transfer the viewer's admiration for the celebrity onto the product, implying that using the product will lead to similar health and vitality.</td></tr><tr><td><ul style="list-style-type: none"><i>Political Party Using National Colors in Campaign Materials</i></td><td>A political party might use the colors of the Philippine flag in its campaign materials to evoke a sense of patriotism and national unity. This transfer implies that supporting the party is synonymous with supporting the nation's interests.</td></tr><tr><td><ul style="list-style-type: none"><i>Promoting a Product with Images of Happy Families</i></td><td>Advertisements for consumer goods like food or household items often feature images of happy families enjoying the product together. This transfer suggests that by using the product, consumers can achieve similar levels of happiness and satisfaction in their own lives.</td></tr></table>	<ul style="list-style-type: none">Using National Symbols in Advertisements	Companies or organizations may use national symbols such as the Philippine flag or iconic landmarks to associate their brand with patriotism and national pride. This transfer suggests that by supporting or purchasing from the company, consumers are also demonstrating their love for their country.	<ul style="list-style-type: none">Celebrities Endorsing Health Products	Celebrities are often used in advertisements for health products like vitamins or supplements. By associating the celebrity's image with the product, the advertiser aims to transfer the viewer's admiration for the celebrity onto the product, implying that using the product will lead to similar health and vitality.	<ul style="list-style-type: none"><i>Political Party Using National Colors in Campaign Materials</i>	A political party might use the colors of the Philippine flag in its campaign materials to evoke a sense of patriotism and national unity. This transfer implies that supporting the party is synonymous with supporting the nation's interests.	<ul style="list-style-type: none"><i>Promoting a Product with Images of Happy Families</i>	Advertisements for consumer goods like food or household items often feature images of happy families enjoying the product together. This transfer suggests that by using the product, consumers can achieve similar levels of happiness and satisfaction in their own lives.	
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	<p>In the technique known as “transfer,” propagandists try to circumvent logic by encouraging their audiences to transfer emotions and associations from one thing to another.</p> <p><i>HALF-TRUTHS</i></p> <p>A half-truth is a statement that is essentially true but lacking critical information and presented as the whole truth. It is a deceptive statement that contains some, but not all, elements of the truth. The purpose of a half-truth is to present a speaker or</p>	<p>The teacher may provide sample images of the examples described in the table.</p>								

argument in a flattering way. This can mean evading blame, inflating importance or power, or projecting confidence.

Half-truths propaganda involves presenting information that is partially accurate but deliberately omitting key details or context to manipulate perception.

Examples:

<ul style="list-style-type: none"> • <i>Political Campaign Ads Highlighting Achievements</i> 	<p>A political candidate may run ads boasting about their accomplishments in office. While the achievements mentioned might be true, the ads may conveniently leave out any failures or controversies during their tenure, giving voters an incomplete picture of their performance.</p>
<ul style="list-style-type: none"> • <i>Selective Quoting in Media Coverage</i> 	<p>News outlets may selectively quote individuals or sources to support a particular narrative while ignoring contradictory evidence or perspectives. By presenting only one side of the story, the media can sway public opinion in a certain direction while still technically reporting accurate information.</p>
<ul style="list-style-type: none"> • <i>Misleading Statistics in Government Reports</i> 	<p>Government agencies may release reports or data that highlight positive trends or improvements while downplaying negative aspects. For example, a report on poverty reduction may focus on the overall decrease in poverty rates but fail to mention the widening wealth gap or the persistence of poverty in certain regions.</p>
<ul style="list-style-type: none"> • <i>Product Advertisements Exaggerating Benefits</i> 	<p>Advertisements for consumer products may exaggerate the benefits or effectiveness of the product while downplaying any potential side effects or limitations. For example, a beauty product may claim to eliminate wrinkles without mentioning that results vary depending on factors like age and skin type.</p>

- *Misrepresentation of Historical Events*

Textbooks or historical accounts may present a biased or one-sided interpretation of past events to glorify certain figures or ideologies while vilifying others. By omitting or downplaying inconvenient truths, these accounts can shape public perception of history to fit a particular agenda.

Half-truths propaganda manipulates perception by presenting selectively accurate information while deliberately omitting crucial details.

DAY 2

3. Lesson Activity

Activity 1: Propaganda Playbook

Directions: Identify the type of propaganda technique used in each example below. Explain how the technique is employed to influence the audience.

Statement/Scenario	Type of Propaganda Used	Explanation
1. Experience the ultimate Filipino pride with San Miguel Beer.		
2. Manny Pacquiao endorsing Alaxan FR		
3. An ad claims that a Filipino snack is "made from natural ingredients," but omits that it also contains unhealthy preservatives.		
4. Everyone is switching to Globe Telecom for faster internet. Are you in?		
5. "Tulungan natin silang makaahon sa kahirapan sa pamamagitan ng Gawad Kalinga" ("Let's help them rise out of poverty through Gawad Kalinga")		

Activity 2: Cracking the Propaganda Code

Directions: Carefully read the provided excerpt from President Rodrigo Duterte's speech during the General Debate of the 75th Session of the United Nations General Assembly. Highlight specific parts of the excerpt where you find examples of the discussed propaganda techniques. For each identified technique, write a brief explanation (2-3 sentences) detailing why you think it is an example of that particular propaganda technique.

I am honored to address you today on behalf of the Filipino people on the 75th anniversary of the United Nations. The invisible enemy that is COVID-19 has brought about an unfamiliar global landscape and unleashed a crisis without precedent. It is the biggest test the world and the United Nations faced since World War II. While the United Nations has brought relief and hope to so many countries and peoples around the world, it now finds itself saddled by a virus that has taken many lives and wrecked economies and social order. We are at a crossroads. How we address COVID-19 will define our future. For the Philippines, this means putting up all of the peoples of our united nations at the core of this response. We will need to ask hard and fundamental questions about the vision and mission that the United Nations conceptualized 75 years ago. We need to ask ourselves whether or not we have remained true and faithful to the United Nations' principles and ideals. Mr. President, in the light of the realities of the present, the Philippines grieves with all of the families all over the world who lost their loved ones to this horrible virus. We extend our heartfelt condolences. We salute all frontliners who put their lives on the line even in countries not their own. So also do we honor and recognize the healthcare professionals who selflessly answered the call to combat the COVID-19 pandemic despite its virulence and unknown characteristics. While each nation has its own strategy in fighting the pandemic, what the world needs are coordinated international plans and efforts to pursue a common purpose. COVID-19 knows no border. It knows no nationality. It knows no race. It knows no gender. It knows no age. It knows no creed. The Philippines values the role that the United Nations plays in its fight against the pandemic. As a middle-income country whose economic advances have been derailed by the pandemic, we welcome the launch of the UN COVID Response and Recovery Fund. Ensuring universal access to anti COVID-19 technologies and products is pivotal in the global pandemic recovery. The world is in the race to find a safe and effective vaccine. When the world finds that vaccine, access to it must not be denied nor withheld. It should be made available to all, rich and poor nations alike, as a matter of policy. The Philippines joins our partners in the ASEAN and the Non-Aligned Movement in raising our collective voice: the COVID-19 vaccine must be considered a global public good. Let us be clear on this. We call for a global health agenda with enough resources and policy space for the World Health Organization. We need a WHO that is quick to coordinate and quicker to respond. The Philippines will do its part in the pooling of global resources. Our health workers are among the best.

Expected answers are:

- 1. Glittering Generalities-** advertising slogans that use positive terms without specific details
- 2. Transfer-** product endorsements where celebrities transfer their popularity to products
- 3. Half-truth-** product claims that are partially true
- 4. Bandwagon-** advertising campaigns that encourage people to join the majority
- 5. Glittering Generalities-** charity appeals that use uplifting words without specifying actions.

You may access the full transcription of the speech here:

Statement of President Rodrigo Roa Duterte during the General Debate of the 75th Session of the United Nations General Assembly
<https://www.officialgazette.gov.ph/2020/09/22/statement-of-president-rodrigo-roa-duterte-during-the-general-debate-of-the-75th-session-of-the-united-nations-general-assembly/>

Answers may vary but expected answers are:

1. Bandwagon

Quote: "The Philippines joins our partners in the ASEAN and the Non-Aligned Movement in raising our collective voice: the COVID-19

	Statement/Quote	Type of Propaganda Used	Explanation

DAY 3
SUB-TOPIC 2: Persuasive Techniques
1. Explicitation

Beyond the Words

Direction: Closely read the following excerpts from speeches by different historical figures. Consider the context in which each speech was delivered and the speaker's background. Answer the questions that follow.

A. Nelson Mandela, Rivonia Trial Statement (1964): *"I have fought against white domination, and I have fought against black domination. I have cherished the ideal of a democratic and free society in which all persons live together in harmony and with equal opportunities. It is an ideal for which I hope to live and to see realized. But if needs be, it is an ideal for which I am prepared to die."*

Does Mandela use cause and effect, or any other logical structures, to explain why his ideal society is necessary?

vaccine must be considered a global public good." (This statement uses the bandwagon technique by suggesting that many influential groups (ASEAN and the Non-Aligned Movement) are already united in this cause, encouraging others to join in for a common purpose.)

2. Glittering Generalities
Quote: *"Ensuring universal access to anti COVID-19 technologies and products is pivotal in the global pandemic recovery."*
(The terms "universal access," "pivotal," and "global pandemic recovery" are positive and emotionally appealing but vague, exemplifying the use of glittering generalities to create a favorable impression without providing specific details.)

3. Transfer
Quote: *"We salute all frontliners who put their lives on the line even in countries not their own. So also do we honor and recognize the healthcare professionals who selflessly answered the call to combat the COVID-19 pandemic despite its virulence and unknown characteristics."*
(This statement transfers the positive emotions associated with the bravery and selflessness of healthcare workers to the speaker's position, implying that the speaker's policies are aligned with these admirable qualities.)

4. Half-Truths
Quote: *"The Philippines values the role that the United Nations plays in its fight against the pandemic. As a middle-income country whose*

B. Gamal Abdel Nasser, Speech at the Bandung Conference (1955): *"Colonialism is not dead. Colonialism is not a thing of the past. Colonialism is with us. We see it in its modern form in the economic domination of less developed countries."*

Does Nasser reference experiences or struggles common to colonized nations?

C. Kwame Nkrumah, Speech to the Ghana National Assembly (1957): *"And, as I pointed out... from now on, today, we must change our attitudes and our minds. We must realise that from now on we are no longer a colonial but free and independent people. But also, as I pointed out, that also entails hard work. That new Africa is ready to fight his own battles and show that after all the black man is capable of managing his own affairs."*

Does Nkrumah reference any specific knowledge or experience that positions him as someone who understands the challenges and opportunities of independence?

2. Worked Example

If you write something for someone else to read, the chances are you are doing it to get a result. In other words, you want to persuade the reader to do what you want. **Persuasive writing** is the art of understanding what you want, why someone would give it to you and then asking them in the most efficient and effective way.

Logos, pathos, and ethos are the three means to influence your audience. Clarity is your first duty.

"Who did you pass on the road?" the King went on, holding his hand out to the messenger for some hay.

"Nobody," said the messenger.

"Quite right," said the King; "this young lady saw him too.

So of course, Nobody walks slower than you."

"I do my best," the Messenger said in a sulky tone. "I'm sure nobody walks much faster than I do!"

"He can't do that," said the King, "or else he'd have been here first..."

economic advances have been derailed by the pandemic, we welcome the launch of the UN COVID Response and Recovery Fund."

(This statement acknowledges the UN's role and the impact of the pandemic but may omit specific challenges or criticisms related to the fund, presenting a partially accurate view that focuses on positive aspects.)

You may access the full transcript of the speeches here:

A. Nelson Mandela - <http://law2.umkc.edu/faculty/projects/ftrials/mandela/mandelaspeech.html>

B. Gamal Abdel Nasser – <https://digitalarchive.wilsoncenter.org/document/speech-president-gamal-abdel-nasser-afro-asian-youth-conference-monday-2-february-fibrair>

C. Kwame Nkrumah – <https://panafricanquotes.wordpress.com/speeches/independence-speech-kwame-nkrumah-march-6-1957-accra-ghana/>

These are potential springboards for discussion, though responses may vary:

A. (LOGOS) He suggests a cause-and-effect relationship between oppression and violence. By stating his ideal society and his past

	<p>(Lewis Carroll's "Through the Looking-Glass, and What Alice Found There" Chapter 7: The Lion and the Unicorn)</p> <p>The messenger intended “nobody” to mean no person, while the King took “nobody” to refer to a proper name. Alice’s conversations delight because the characters take everything literally. You only catch the joke, though, if you see the difference between the univocal and equivocal use of words. Even nonsense depends upon good sense.</p> <p>The following are three common persuasive techniques/rhetorical appeals:</p> <table border="1"> <tr> <td data-bbox="481 454 716 826"> ETHOS (Credibility) </td><td data-bbox="716 454 1422 826"> This refers to moral competence, expertise, and knowledge. In order to be persuasive, an audience must believe that the speaker is someone to whom they want to listen. This can also be termed ‘respect’. Respect is specific to the audience. </td><td data-bbox="1422 454 1702 826"> A doctor giving medical advice in a public health campaign, leveraging their expertise and professional experience to persuade the audience. </td></tr> <tr> <td data-bbox="481 826 716 1166"> LOGOS (Logical Appeal) </td><td data-bbox="716 826 1422 1166"> It is the root of the word ‘logic’. Readers will always respond best to an argument that has a logical element to it. The word of power here is 'because'. If readers are given a reason, they are more likely to respond in the way you want them to. </td><td data-bbox="1422 826 1702 1166"> A climate change report citing scientific data and graphs to demonstrate the impact of human activities on global temperatures. </td></tr> <tr> <td data-bbox="481 1166 716 1404"> PATHOS (Emotional Appeal) </td><td data-bbox="716 1166 1422 1404"> This refers to emotions. If you play with the reader’s emotions, you can get some very powerful results. The following is a list of common emotions you could look at to tap into and the emotional/intent responses created: </td><td data-bbox="1422 1166 1702 1404"> A charity advertisement showing images of suffering animals to elicit sympathy and </td></tr> </table>	ETHOS (Credibility)	This refers to moral competence, expertise, and knowledge. In order to be persuasive, an audience must believe that the speaker is someone to whom they want to listen. This can also be termed ‘respect’. Respect is specific to the audience.	A doctor giving medical advice in a public health campaign, leveraging their expertise and professional experience to persuade the audience.	LOGOS (Logical Appeal)	It is the root of the word ‘logic’. Readers will always respond best to an argument that has a logical element to it. The word of power here is 'because'. If readers are given a reason, they are more likely to respond in the way you want them to.	A climate change report citing scientific data and graphs to demonstrate the impact of human activities on global temperatures.	PATHOS (Emotional Appeal)	This refers to emotions. If you play with the reader’s emotions, you can get some very powerful results. The following is a list of common emotions you could look at to tap into and the emotional/intent responses created:	A charity advertisement showing images of suffering animals to elicit sympathy and	<p>commitment to non-violence, he implies that the oppressive system (white domination) forced him to consider violence as a last resort.</p> <p>B. (PATHOS) By stating "less developed countries," Nasser speaks to a collective experience of colonized nations. This creates a sense of solidarity among the audience, uniting them against a common enemy.</p> <p>C. (ETHOS) The phrase "As I pointed out" (used twice) suggests Nkrumah has previously addressed these issues. This implies foresight and prior planning, qualities crucial for leading a newly independent nation.</p> <p>Additional suggested reading for lesson introduction: Burg, B. (2011). The Art of Persuasion: Winning Without Intimidation. Tremendous Life Books. page 28: People Will Do What They Think You Expect Them to Do</p>
ETHOS (Credibility)	This refers to moral competence, expertise, and knowledge. In order to be persuasive, an audience must believe that the speaker is someone to whom they want to listen. This can also be termed ‘respect’. Respect is specific to the audience.	A doctor giving medical advice in a public health campaign, leveraging their expertise and professional experience to persuade the audience.									
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	<ul style="list-style-type: none">● GREED – “I’ll do it because I get something in return.”● ENVY – “Everyone else is doing it, I must too.”● FEAR – “If I don’t do it, I’ll suffer.”● PRIDE – “I’m the only one who can do it.”● PITY – “Those poor people, I must do something.”● GUILT – “I’m the cause of all this, I should do something.”● ANGER – “How dare they! I’m going to do something about it.”● HAPPINESS – “I’m so happy, I’ll do anything.”● HOPE – “If I do this, there’s a chance of a positive result.”	encourage donations.
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These persuasive techniques—ethos, pathos, and logos—are essential in persuasive writing because they collectively ensure that arguments are well-rounded and impactful. Ethos builds trust and authority, pathos connects emotionally with the audience, and logos appeals to reason and intellect. Together, they create a balanced approach that can effectively influence opinions, inspire action, and communicate messages more powerfully. Utilizing these techniques helps writers craft compelling narratives that resonate on multiple levels, making their arguments more convincing and memorable.

3. Lesson Activity

Activity 1: Persuasion Quest

Directions: Examine each scenario and determine whether it uses logos, pathos, or ethos as its primary persuasive technique. Then, indicate your classification by checking the corresponding column.

SCENARIO	E	L	P
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	1. In a campaign speech, Mayor Santos emphasizes his long years of public service and his clean track record in reducing crime rates in his previous terms as evidence of his capability to lead the city.				
	2. A television commercial for a new brand of rice shows a family enjoying a meal together, with heartwarming background music and scenes of laughter and togetherness.				
	3. A health expert on a news program presents statistics on the rising number of dengue cases in the Philippines and explains the effectiveness of mosquito nets and community clean-up drives in preventing the spread of the disease.				
	4. In an advertisement for an NGO, footage of children in rural areas struggling to access clean drinking water is shown, followed by a call to donate to help build wells and improve sanitation.				
	5. A public service announcement features a well-known Filipino scientist discussing the importance of getting vaccinated against COVID-19, highlighting his years of research and experience in the medical field.				
Answer Key: 1. Ethos 2. Pathos 3. Logos 4. Pathos 5. Ethos					

4. Making Generalizations

DAY 4

1. Learners' Takeaways

The students will be asked the following questions:

1. What is the difference between propaganda techniques and persuasive techniques?
2. What are propaganda techniques, and how do they differ from other forms of persuasion?
3. How does the use of propaganda affect the text's credibility and the trustworthiness of the information presented?

2. Reflection on Learning

Direction: Self-assessment is a valuable tool for self-improvement and growth. Embrace the opportunity to reflect on your skills and take proactive steps towards enhancing your understanding and analytical abilities in evaluating persuasive texts for clarity of meaning and validity of information. Go through each section of the checklist and check the box of your proficiency or confidence level using the provided rating scale. Be honest in your self-assessment.

	5 - Extremely familiar	4 - Very familia r	3 - Moderately familiar	2 - Somewh at familiar	1 - Not at all familia r
I can differentiate the propaganda techniques (such as bandwagon, glittering generalities, transfer, and half-truths) used in persuasive texts for political correctness.					
I can examine how persuasive techniques or rhetorical appeals (ethos, pathos, and logos) are used to support a claim in persuasive texts.					

IV. EVALUATING LEARNING: FORMATIVE ASSESSMENT AND TEACHER’S REFLECTION				NOTES TO TEACHERS
A. Evaluating Learning	1. Formative Assessment <i>Exploring the Art of Influence</i> <i>Directions: Analyze the provided persuasive text to assess its clarity and effectiveness in conveying the intended message. Identify the propaganda and persuasive techniques/ rhetorical appeals employed in the speech.</i> <i>Suggested Persuasive Text: "I Have a Dream" by Dr. Martin Luther King, Jr. Lincoln Memorial in Washington, D.C, Aug. 28, 1963</i>			The teacher may opt to have this activity by groups. Each group will be assigned to different excerpts of the persuasive text. You may access the full transcript of the persuasive text here: https://www.npr.org/2010/01/18/122701268/i-have-a-dream-speech-in-its-entirety
	2. Homework (Optional)			
B. Teacher’s Remarks	<i>Note observations on any of the following areas:</i>	Effective Practices	Problems Encountered	The teacher may take note of some observations related to the effective practices and problems encountered after utilizing the different strategies, materials used, learner engagement and other related stuff. Teachers may also suggest ways to improve the different activities explored/ lesson exemplar.
	<i>strategies explored</i>			
	<i>materials used</i>			
	<i>learner engagement/ interaction</i>			
	<i>Others</i>			
C. Teacher’s Reflection	Reflection guide or prompt can be on: <ul style="list-style-type: none"><u>principles behind the teaching</u> <i>What principles and beliefs informed my lesson? Why did I teach the lesson the way I did?</i><u>students</u> <i>What roles did my students play in my lesson?</i>			Teacher’s reflection in every lesson conducted/ facilitated is essential and necessary to improve practice. You may also consider this as an input

	<p><i>What did my students learn? How did they learn?</i></p> <ul style="list-style-type: none"> ▪ <u><i>ways forward</i></u> <i>What could I have done differently?</i> <i>What can I explore in the next lesson?</i> 	<p>for the LAC/Collab sessions.</p>
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