

8

Lesson Exemplar for English

Quarter 2

Lesson

8

GOVERNMENT PROPERTY
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Lesson Exemplar for English Grade 8
Quarter 2: Lesson 8 (Week 8)
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 | <i>Publishing a multimodal informational text (PERSUASIVE TEXT) for one's purpose and target audience</i> <ul style="list-style-type: none">a. Apply multimodal elements appropriate to the chosen text delivery/ies.b. Publish a multimodal informational text for one's purpose and target audience: persuasive text. |
| C. Content | Advocacy campaign videos |
| D. Integration | SDG 16: Promote peaceful and inclusive societies |

| II. LEARNING RESOURCES |
|--|
| Mailchimp (2024). The 5 Types of Advertising Campaigns: Which is Right for You? https://mailchimp.com/resources/advertising-campaigns/ |
| Chauhan, A. (2024). 10 Types of Propaganda Techniques Advertisers Use. Retrieved from: https://www.rankingbyseo.com/blog/types-of-propaganda-techniques/ |

| III. TEACHING AND LEARNING PROCEDURE | NOTES TO TEACHERS |
|---------------------------------------|---|
| A. Activating Prior Knowledge | <p>DAY 1</p> <p>1. Short Review (8 minutes)</p> <p>Allow the students to briefly discuss their output from the previous activity. Use the following prompt:</p> <ul style="list-style-type: none"> • <i>What topic did you choose?</i> • <i>What was your position paper outline all about?</i> • <i>Do you think you were able to gather enough to support your stand/claim/thesis statement?</i> • <i>How else do you think you can improve your work?</i> |
| B. Establishing Lesson Purpose | <p>1. Lesson Purpose (10 minutes)</p> <p>Allow the students to watch this campaign ad:</p> <div data-bbox="741 737 1373 1094" data-label="Image"> </div> <p>More Fun Awaits in the Philippines https://www.youtube.com/watch?v=eSUMkFPln_U</p> <p>Process the video using the following key questions:</p> <ul style="list-style-type: none"> • <i>What is the video about?</i> • <i>Who is the target audience of video?</i> • <i>What do you think is the purpose of the video?</i> • <i>What makes the video effective (or ineffective)?</i> |

Process both activities and relate them to this week's lesson.

| | <p>2. Unlocking Content Vocabulary (5 minutes)</p> <p>Introduce the following vocabulary words to familiarize students on the important terms that they will use on this lesson.</p> <table><tr><th>Content Vocabulary</th><th>Definition</th></tr><tr><td>advertising campaign</td><td><ul style="list-style-type: none">• use of various strategy to communicate specific products/service being ooffered</td></tr><tr><td>propaganda</td><td><ul style="list-style-type: none">• seeks to change the perception of the audience regarding any specific subject or person</td></tr><tr><td>multimodal texts</td><td><ul style="list-style-type: none">• use of more than one system/mode to convey a message (e.g. video, image, film, ads)</td></tr></table> | Content Vocabulary | Definition | advertising campaign | <ul style="list-style-type: none">• use of various strategy to communicate specific products/service being ooffered | propaganda | <ul style="list-style-type: none">• seeks to change the perception of the audience regarding any specific subject or person | multimodal texts | <ul style="list-style-type: none">• use of more than one system/mode to convey a message (e.g. video, image, film, ads) | |
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| Content Vocabulary | Definition | | | | | | | | | |
| advertising campaign | <ul style="list-style-type: none">• use of various strategy to communicate specific products/service being ooffered | | | | | | | | | |
| propaganda | <ul style="list-style-type: none">• seeks to change the perception of the audience regarding any specific subject or person | | | | | | | | | |
| multimodal texts | <ul style="list-style-type: none">• use of more than one system/mode to convey a message (e.g. video, image, film, ads) | | | | | | | | | |
| <p>C. Developing and Deepening Understanding</p> | <p>1. Explicitation (20 minutes)</p> <p>This week’s goal is to publish a multimodal text, particularly, advocacy campaign video.</p> <p>Discuss steps on how to make an effective campaign video. You may use this as a reference: <i>How to Make an Effective Campaign Video</i> https://www.aristotle.com/blog/2023/08/how-to-make-an-effective-campaign-video/</p> <p>DAY 2 - 3</p> <p>2. Worked Example (15 minutes)</p> <p>Allow students to watch more video campaigns to further development their understanding. Here are the possible videos that can be played:</p> <p>#EveryChildEverywhere Advocacy Campaign https://www.youtube.com/watch?v=YPi01hBmuUc</p> <p>Environmental Advocacy Philippines https://www.youtube.com/watch?v=omIKtNU7AR0</p> <p>Environmental Awareness Campaign</p> | | | | | | | | | |

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| | <p>https://www.youtube.com/watch?v=W5bh1JFo43U</p> <p>3. Lesson Activity Advocacy Campaign (Group Activity) (45 minutes) Ask the students to follow these instructions:</p> <ul style="list-style-type: none"> • <i>Form a group.</i> • <i>Bring out your position paper outline output (last week's lesson).</i> • <i>Choose one position paper to be converted into a video campaign.</i> • <i>Write the video script.</i> • <i>Select Multimodal Elements (images, video clips, or animations, background music, sound effects, text overlays or captions)</i> • <i>Create a Storyboard (sketch out each scene of your video)</i> • <i>Film the video.</i> | |
| A. Making Generalizations | <p>Day 4 1. Learners' Takeaways (7 minutes) Ask the students to think of a word to describe/summarize their learning for this week's discussion.</p>  | |

| IV. EVALUATING LEARNING: FORMATIVE ASSESSMENT AND TEACHER’S REFLECTION | | | | | NOTES TO TEACHERS |
|--|--|---|--|--|--|
| A. Evaluating Learning | Public the Advocacy Campaign Directions: Upload your video to a platform where your target audience can view it (e.g., YouTube, school website, social media). Promote your video through appropriate channels to reach your audience. Scoring guide: | | | | |
| | Criteria | Excellent (4) | Good (3) | Satisfactory (2) | Needs Improvement (1) |
| | Clarity of Purpose | Purpose is exceptionally clear and compelling. | Purpose is clear and mostly compelling. | Purpose is somewhat clear but lacks compelling elements. | Purpose is unclear and lacks focus. |
| | Relevance to Target Audience | Highly relevant and engaging for the target audience | Mostly relevant and engaging for the target audience | Somewhat relevant and engaging for the target audience. | Little relevance and engagement for the target audience. |
| | Persuasive Elements | Exceptionally persuasive with strong use of techniques. | Persuasive with good use of techniques. | Somewhat persuasive with moderate use of techniques | Weakly persuasive with minimal use of techniques. |
| | Multimodal Elements | Highly effective and visually appealing. | Effective and mostly appealing. | Moderately effective and somewhat appealing. | Limited effectiveness and minimal appeal. |
| | Technical Execution | High-quality video with excellent editing | Good quality video with minimal issues. | Moderate quality video with some issues | Poor quality video with many issues. |
| | Promotion and Engagement | Excellent choice of platform and high accessibility. | Good choice of platform and mostly accessible. | Adequate platform and accessibility. | Poor platform choice and limited accessibility. |

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| B. Teacher's Remarks | <i>Note observations on any of the following areas:</i> | Effective Practices | Problems Encountered | <p>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.</p> <p>Teachers may also suggest ways to improve the different activities explored/ lesson exemplar.</p> |
| | strategies explored | | | |
| | materials used | | | |
| | learner engagement/ interaction | | | |
| | others | | | |
| C. Teacher's Reflection | <p><i>Reflection guide or prompt can be on:</i></p> <ul style="list-style-type: none"> ▪ <u>principles behind the teaching</u> <i>What principles and beliefs informed my lesson?</i> <i>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> <i>What did my students learn? How did they learn?</i> ▪ <u>ways forward</u> <i>What could I have done differently?</i> <i>What can I explore in the next lesson?</i> | | | <p>Teacher's reflection in every lesson conducted/ facilitated is essential and necessary to improve practice. You may also consider this as an input for the LAC/Collab sessions.</p> |