Applying Action Research to Enhance Secondary Students' Learning of Current Issues in Social Studies

Allan Estrello D. Lanito

Department of Education

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ABSTRACT

The integration of action research-based activities in the instruction in teaching current social issues can significantly enhances students' learning experiences by rendering lessons more captivating, pertinent, and significant. This approach enriches their comprehension of social issues and hones their critical thinking and problem-solving abilities, ultimately resulting in improved academic outcomes. A quantitative-experimental study has been conducted to support the claim that this approach significantly impacts the learning outcomes of the Grade 10 students. There is a total of 117 respondents, which majority consisted of females with a consolidated number of 64 or 54.70%. In terms of the grades of the previous grade level, it yielded with majority of the respondents with a total of 47 or 40.17% has a grade of 80 – 84 with description of satisfactory. As to the results of pre-test and post-test, a significant increase of 17.61% which indicates that the used of action research-based activities increase the learning of the grade 10 students. In terms of the experience of the students, focusing on the teaching and delivery, the results yielded a neutral result with the mean of 3.19 and standard deviation of 0.4. In the matter of assessment delivery, the result yielded with a mean of 2.97 and standard deviation of 0.08 with a description of neutral. Lastly, in terms of the over-all impact of action research-based activities, the students experience yield with a total mean of 3.07 with standard deviation of 0.06 and a description of neutral. Action research-based activities help students develop essential skills such as critical thinking, reflection, and adaptability through engaging in cycles of planning, acting, observing, and reflecting, learners become more aware of how they learn and how they can improve. Ultimately, this approach equips learners with the mindset and skills needed to pursue knowledge, make informed decisions, and grow continuously throughout their lives.

Keywords: Teaching Social Studies, Action Research, Quantitative Experimental Method, Bais City, Negros Oriental

The Problem and Its Scope

INTRODUCTION

Rationale

Applying action research in learning social issues is crucial as it enables learners to transcend mere theoretical comprehension and actively engage with the pressing real-world challenges that impact their communities. (Chevalier, 2019). Through a methodical approach involving inquiry, observation, reflection, and action, students cultivate critical thinking, empathy, and problem-solving abilities (Antoci & Borozan, 2024). Rather than passively absorbing information, they take an active role in exploring the underlying causes of social issue. This approach enhances their grasp of intricate social realities while fostering a sense of responsibility and civic consciousness.

Action research enables both educators and students to act as catalysts for change within their schools and communities (James & Augustin, 2018). It connects classroom instruction with real-world experiences, enhancing the significance and relevance of every lessons. Integration of action research into the study of social issues promotes reflective practices, bolsters democratic engagement, and nurtures socially aware individuals who are equipped to make positive contributions to society (Rossi, 2025). From an academic

perspective, it bolsters higher-order thinking skills, including analysis, evaluation, and synthesis, as students engage with real-world challenges through data and evidence (Banegas & de Castro, 2019).

Action research facilitates optimal learning of social issues for both teachers and students by converting the classroom into an environment of inquiry, reflection, and purposeful action (Banegas & de Castro, 2019). Hence, engaging in collaborative inquiry and reflection, students will be able to learn to appreciate multiple perspectives and develop responsible decision-making skills. Ultimately, action research creates a dynamic learning environment where both teachers and students grow together as reflective thinkers and socially aware individuals.

Action research has become an essential strategy in improving teaching and learning, particularly in Social Studies where real-world issues are central to understanding. This study focuses on using action research-based instruction as an intervention to enhance Grade 10 students' learning of current issues. Through active engagement, students develop critical thinking, analytical skills, and a deeper understanding of societal concerns (Fitrianto, 2024). Despite the importance of current issues in Social Studies, students often struggle with analysis and application of concepts. There is a need to implement innovative teaching strategies that promote higher-order thinking skills. Action research provides a structured approach that allows teachers to improve instructional practices while helping students become active participants in learning (Dolapcioglu & Doğanay, 2022). This study aims to address this gap by applying action research-based activities and evaluating their effectiveness in improving students' performance and analytical skills.

Theoretical Background

This study is anchored with the theory of Albert Bandura's Social Learning Theory and Constructivist Learning Theory of Jean Piaget and Lev Vygotsky. This learning theories provide a foundational framework for comprehending the learning process and enhancing the teaching experience (Khadidja, 2020). It provides wider understanding of variety of solutions among the chronic issues in the educational system, societal gaps, and the entire community at most. Additionally, this study is anchored to two legal basis which are the Republic Act 10533, also known as the Enhanced Basic Education Act of 2013, and DepEd Order No. 39 series of 2016, entitled The Adaptation of the Basic Education Research Agenda. Republic Act No. 10533, also known as the Enhanced Basic Education Act of 2013, serves as a cornerstone legal framework for this investigation, which endeavors to develop Filipino learners who possess critical thinking competencies, continuous learning capabilities, and the capacity to effectively address challenges at local, national, and global levels.

Albert Bandura's Social Learning Theory suggests that learning occurs through observation, imitation, and modeling. It suggests that individuals, particularly students, acquire knowledge and behaviors by watching others, especially authoritative figures like teachers (Dacholfany & et. al., 2022). Through action research, teachers may be able to discover pertinent solution to address a chronic problem. In the study of action research utilization of the Araling Panlipunan teachers and the relation to students' research performance, Social Learning Theory serves as a robust basis for comprehending the impact of teachers' involvement in research on the research performance of their students (Edinyang, 2016). Students observe their teachers engaging in research activities may be more inclined to value research, which can result in improved academic performance (Vereijken & et. al., 2018). Social Learning Theory, solidify the students understanding of research methodologies, data analysis, and effective writing through regular observation of their teachers implementing these techniques (Deri, 2022).

Bandura's Social Learning Theory offers a valuable framework for understanding how students acquire knowledge through observational learning and modeling (Devi & et. al., 2017). According to Bandura, learning occurs within a social context through observation, and it also encompasses cognitive processes. This means that learners internalize and interpret what they observe, enabling them to replicate the behaviors they have witnessed (Horsburgh & Ippolito, 2018). The participation in research is significantly shaped by role models, including educators, mentors, or peers who are actively engaged in research activities. When individuals observe others participating in research such as authoring articles, sharing results, or performing

field studies they are more inclined to cultivate an interest in research and emulate research-related behaviors (Burt, 2019). Johannesson (2024) suggested that employing a social learning framework, the extent of student

participation is suggested as involving issues of accountability and teachers' prior learning experiences. Additionally, students and other individuals maintain their research skills and methodologies after conducting the execution of research activities (Prosekov & et. al., 2020).

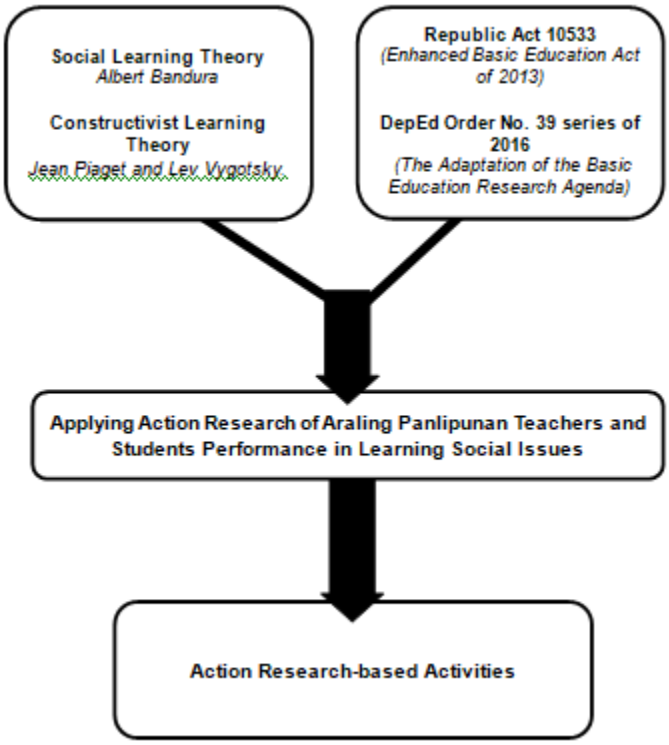

Figure 1

THEORETICAL FRAMEWORK

In a research-focused environment, both educators and learners experience increased involvement in research activities, facilitated by role modeling, the retention of skills, and positive reinforcement (Atkins & et.al., 2020). The developing student leaders demonstrate comparable beneficial outcomes resulting from teacher facilitation, which enhances both behavioral and cognitive engagement (Xu & et.al., 2020). Albert Bandura's Social Learning Theory emphasizes that acquisition of knowledge transpires through observational processes, interpersonal engagement, behavioral modeling, and the outcomes associated with one's actions (Firmansyah & Saepuloh, 2022). This holds significance for the present study, as comprehending contemporary matters necessitates that learners be exposed to diverse viewpoints, witness the analytical approaches others employ when examining societal phenomena, and engage actively in substantive discourse.

Furthermore, in the context of the Social Studies education, students acquire knowledge through diverse sources beyond textbooks, including peer interactions, educator guidance, media, and community participation. Through observation and engagement, students develop frameworks for addressing societal issues, evaluating information, and articulating perspectives (Voon & et.al., 2022). Social Learning Theory provides a framework for understanding how students' social environment and classroom interactions facilitate their comprehension of contemporary issues (Jardinez & Natividad, 2024). Bandura's Social Learning Theory proves relevant to this investigation through cooperative and participatory educational methodologies in the action research intervention. Pedagogical approaches including collective deliberations, examination of contemporary matters, structured argumentation, and reciprocal instruction enable students to observe peer behavior and acquire knowledge through such observations.

On the other hand, according to Piaget's Constructivist Learning Theory, educators should leverage the concept of equilibrium to inspire students, thereby facilitating transformations in their cognitive frameworks (Khadidja, 2020). Gaining insight into the ways individuals process, acquire, and retain information, educators can design

more effective lessons and cultivate supportive learning environments for their students (Blake, 2015). Furthermore, the Constructivist Learning Theory, articulated by Jean Piaget in 1936 and furthered by Lev Vygotsky in 1978, suggests that learners actively create knowledge through their experiences, social interactions, and problem-solving activities. In the context of research engagement, this theory elucidates how both educators and students cultivate research skills through experiential inquiry, collaborative efforts, and structured mentorship, as opposed to relying on passive forms of learning (Al-Thani & Ahmad, 2025). Hence, teachers with experience in conducting action research best encourage students to purse and improve their involvement in the conduct of research.

Constructivist Learning Theory, by Jean Piaget and Lev Vygotsky, conceptualizes learning as a dynamic process wherein learners actively construct knowledge through their experiences and interactions (Rani & Ravi, 2026). This shows essential to the present study because contemporary issues transcend mere informational content requiring student memorization. Rather, they represent intricate and evolving social phenomena that necessitate learners to integrate novel information with their preexisting knowledge, prior experiences, personal beliefs, and comprehension of societal structures. Piaget's theory underscores the learner's dynamic engagement in actively constructing and reconstructing knowledge, whereas Vygotsky's approach prioritizes the significance of social interaction, linguistic development, and instructional support in fostering cognitive understanding (Yildiz, 2025). These foundational principles substantiate the implementation of learner-centered methodologies and inquiry-based pedagogical approaches within contemporary Social Studies instruction.

Furthermore, Constructivist Learning Theory fosters an inquiry-based learning environment in which both teachers and students engage in questioning, exploring, and analyzing information. Research is most effective when conducted in collaborative environments, where individuals share knowledge, critique findings, and refine methodologies (Mezghani & et. al., 2016). Through fostering an active, collaborative, and supportive research culture, educational institutions can enhance both teacher and student research engagement. The relationship between Constructivist Learning Theory and action research is evident through the systematic process of ascertaining learners' prior knowledge, delivering substantive educational experiences, promoting investigative learning, and enabling students to develop and enhance their comprehension of contemporary matters (Ünlü & Dökme, 2020).

Social Learning Theory and Constructivist Learning Theory establish complementary connection for this investigation. Bandura's framework prioritizes the acquisition of knowledge through observation, emulation, and interpersonal engagement, whereas Piaget and Vygotsky emphasize the deliberate development of understanding via direct experience, intellectual operations, linguistic development, and collaborative interaction. The integrated utilization of these theories indicates that students' comprehension of contemporary societal matters can be substantially improved through the provision of opportunities to engage in dialogue with peers, analyze genuine social contexts, develop coherent interpretations, articulate and critically assess perspectives, and obtain suitable direction and evaluative commentary.

Legal Basis

This study is anchored to two legal basis which are Republic Act 10533 also known as the Enhanced Basic Education Act of 2013 and the DepEd Order No. 39 series of 2016 titled The Adaptation of the Basic Education Research Agenda. Republic Act No. 10533, commonly referred to as the Enhanced Basic Education Act of 2013, constitutes a fundamental legal basis for this study which aims to cultivate Filipino learners who are equipped with critical thinking abilities, lifelong learning skills, and the capacity to effectively address local, national, and global challenges. This underscores the importance of learner-centered, inclusive, and developmentally suitable instruction that fosters inquiry, problem-solving, and advanced thinking skills across all educational disciplines (Mir, 2025).

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The law and policy mentioned above establishes a foundational educational framework that addresses the specific requirements and circumstances of learners in the Philippine education, equipping them for advanced academic pursuits, professional careers, and active civic engagement. Concerning the current research, the examination of contemporary matters affords secondary-level pupils the chance to integrate theoretical knowl-

edge acquired in educational settings with tangible challenges affecting society, the economy, governance, cultural heritage, and ecological sustainability. It requires that the curriculum provide learners with the essential competencies to become informed, productive, and responsible citizens who can make sound decisions in an ever-evolving society (Catacutan & et.al., 2023). The significance of Republic Act No. 10533 in this study is rooted in its acknowledgment that quality education transcends mere content delivery and necessitates ongoing enhancement of teaching and learning methodologies.

Republic Act No. 10533 supports the study through promoting learners equipped with essential knowledge, competencies, and principles for meaningful societal engagement. The study's focus on contemporary issues aligns with this objective, as learners encounter genuine scenarios requiring critical data examination, evaluation of multiple viewpoints, and substantiated conclusions. Action research methodology enables the educator-researcher to identify specific challenges students face with contemporary issues and deploy targeted pedagogical interventions. Thus, the legislation establishes an educational framework for examining instructional methodologies that enhance student outcomes in disciplines engaging with societal dynamics.

Social Studies, as a field that fosters civic competence, historical insight, and critical examination of current societal issues, requires instructional strategies that actively involve students in meaningful inquiry and genuine learning experiences (Burgos-Videla & et.al., 2025). Action research equips educators with a structured approach to identify challenges within the classroom, apply evidence-based instructional strategies, and assess their effectiveness in enhancing students' understanding of contemporary issues (Lynch & et.al., 2025). Engaging in reflective and data-informed practices, educators can refine their teaching methods in alignment with the learner-centered principles advocated by the Enhanced Basic Education Act.

Learning experiences enhance the significance and applicability of Social Studies instruction by facilitating student examination of authentic circumstances, facilitating information interpretation, enabling perspective articulation, and cultivating the competencies requisite for conscientious civic engagement. Consequently, Republic Act No. 10533 establishes a critical statutory framework for evaluating pedagogical strategies designed to render educational experiences increasingly attuned to current societal challenges and student requirements. Republic Act No. 10533 promotes ongoing instructional innovation intended to elevate learners' academic success and critical thinking skills. This study, which concentrates on the application of action research to improve secondary students' understanding of current Social Studies issues, directly aids in achieving the policy’s goals by producing effective, classroom-based solutions that enhance instructional quality.

On the other hand, DepEd Order No. 39, s. 2016, titled Adoption of the Basic Education Research Agenda, presents a crucial policy framework that promotes research as a vital element of evidence-based enhancement in education within the Department of Education. This policy presents priority research areas that assist teachers, school administrators, and education stakeholders in undertaking pertinent studies that focus on classroom instruction, curriculum execution, governance, and learning outcomes. It underscores the necessity for research to produce new knowledge, guide policy development, enhance educational programs, and fortify decision-making processes across all tiers of basic education (Finnigan, 2021).

Additionally, DepEd Order No. 39, Series of 2016, entitled "Guidelines on the Implementation of the K to 12 Basic Education Program in the Department of Education," represents a comprehensive and authoritative directive issued by the Department of Education. This particular order serves as a foundational policy document that establishes the procedural framework and operational guidelines necessary for the effective and systematic implementation of the K to 12 Basic Education Program throughout all educational institutions under the Department of Education's jurisdiction. The order encompasses detailed provisions, requirements, and standards that educational administrators, teachers, and support personnel must adhere to in order to ensure consistent and quality implementation of the program across the entire educational system.

This policy is relevant to the current study because it characterizes research not merely as an intellectual endeavor but as a tool for comprehending and enhancing educational methodology. The investigation's application of action research methodology directly embodies this perspective by examining a genuine classroom pedagogical challenge and producing empirical findings that can be applied to advance instruction

and student learning regarding contemporary Social Studies topics. The policy addresses matters pertaining to pedagogical delivery, educational content, student populations, evaluation methodologies, and academic achievement, thereby facilitating classroom-centered inquiry into students' comprehension of contemporary topics that align with the Department's research objectives.

Action research is explicitly acknowledged as a valuable approach that allows educators to investigate instructional challenges, implement innovative solutions, and enhance educational practices grounded in empirical data (Canlas & Karpudewan, 2020). Promoting the role of educators as reflective practitioners and researchers, the policy cultivates an environment of ongoing professional development and instructional excellence. Engaging in systematic planning, implementation, observation, and reflection of classroom interventions, this research aligns with the DepEd's research agenda by offering evidence-based practices that could enhance students' comprehension of contemporary social issues.

Republic Act No. 10533 highlights the importance of learner-centered, competency-based, and inquiry-driven teaching that fosters critical thinking and responsible citizenship, DepEd Order No. 39, s. 2016 emphasizes the significance of educational research in producing evidence-based solutions to challenges faced in the classroom. Collectively, effective teaching must continually adapt through systematic reflection, innovation, and research-informed decision-making to meet the varied learning needs of students (Al-Thani & Ahmad, 2025). Furthermore, Republic Act 10533 and Department of Education Order No. 39, series 2016, establish complementary legal and policy frameworks that underline the current study. Republic Act 10533 delineates the overarching trajectory of Philippine basic education toward pertinent, substantive, and competency-based learning outcomes, whereas Department of Education Order No. 39, series 2016, furnishes a structured research methodology through which educational challenges may be methodically examined and empirical evidence may be produced to enhance instructional practices and student learning. It can contribute to improved student learning of current issues, more responsive instructional practices, and a stronger culture of research-informed decision-making among educators.

Hence. educational improvement is achieved through continuous innovation, reflective practice, and evidence-based instruction. (Chiazor & et.al., 2025). Guided by the principles of Republic Act No. 10533 and DepEd Order No. 39, s. 2016, this study reinforces the Department of Education's commitment to promoting action research as a catalyst for enhancing teaching effectiveness and improving learners' understanding of current issues in Social Studies through systematically identifying learning gaps, implementing appropriate teaching strategies, and evaluating their effectiveness, the study embodies the principles of continuous improvement advocated by both policies.

The Problem

Statement of the Problem

This research aimed to enhance the Grade 10 Social Studies students' learning of current issues in Social Studies through action research instruction at Bais City National High School, Negros Oriental for school year 2025-2026 as basis for action research- based learning activities.

Specifically, this study answered the following queries:

1. What is the profile of the respondents:

    1.1. age and gender,

    1.2. social studies grade in the previous year's level?

2. What are the students' pretest and posttest results of the control and experimental groups results in terms of:

2.1. performance (using multiple choice),

2.2. analytical skills (using the rubrics)?

3. What are the students' experiences as they undergo the action research-based activities in learning current issues:

3.1. teaching and learning delivery,

3.2. assessment delivery,

3.3. over-all impact?

4. Is there a significant difference in the students' pretest and posttest scores?

5. Based on the findings, what action research-based learning activities can be crafted in teaching current issues in Social Studies?

Significance of the Study

The findings of this research will be advantageous for administrators, educators, and other stakeholders in the education sector by facilitating enhancements in existing policies, training initiatives, programs and instructional strategies. Furthermore, this research is expected to lay the groundwork for a more extensive series of initiatives focused on improving practices within the classrooms and schools, while also fostering a fully supportive learning community. Additionally, the findings of this study would be advantageous to the following groups:

Department of Education. This study provides valuable insights that are both timely and pertinent to the existing resources. Additionally, it aids in enhancing the policies currently in place within the field.

School Administrators. This study offers direction to school administrators in developing more rigorous training programs for teachers focused on utilizing action research-based teaching.

Teachers. This study provides valuable insights for teachers who directly encounter various situations in their daily teaching and learning experiences. As the primary agents of education, this study aims to uncover information that could be advantageous for these educational frontliners. Furthermore, the findings of this study will enhance the knowledge base of teachers.

Learners. This study benefits the learners and community through empowering them in pursuing research engagements and prepares them for future endeavors.

Parents. This study benefits the parents in different ways. One of it is able to identify the pressing issues and would address through research. In this the learning process will be more convenient to them.

Community. Community benefits from the study through strengthening the policies and making more adaptive towards making more solutions on different pressing issues and concerns.

Current Researcher. This research enables researchers outside of school to broaden their knowledge and comprehension of a certain issue, which will contribute to the development of knowledge in a field of study, as well as establish one-on-one interactions with eminent faculty in that field.

Future Researchers. This study will serve as one of the bases for future researchers who would like to tackle on similar study.

RESEARCH METHODOLOGY

This part presents the description of the research design that will be used in the conduct of the study, the subject of the research, the environment where the research was conducted, the procedures, and the statistical treatment being utilized through the research process.

Design

The researcher utilized the Quantitative Experimental Method of research which deals with the results of the assessment of the students using the performance and analytics. It will be employed because the researcher aimed to describe aspects of the situation during the conduct of the study also to understand the impact of applying action research to enhance secondary students' learning of current issues in social studies.

Flow of the Study

The flow of the study abides the input, process, and output (IPO) system approach. The input deals on the data gathered through the results of the assessment of the students through a pre-test. Then an interview of the different experiences of the students in the conduct of action research. Then a post-test shall be administered.

The input also deals on the significant different of the results between the pre-test and post-test assessments. The process, however, deals on the procedures taken in the gathering of data, such as the transmittal letters needed to ensure the conduct of the study is allowed and supported by the school administration and the interview tool. On the other hand, the output aims to come up with a action research-based activities guide that will benefit the teachers, the school administrators, students and to help strengthen the current implemented policies and programs on regards to the implementation of Action Research in the Department of Education.

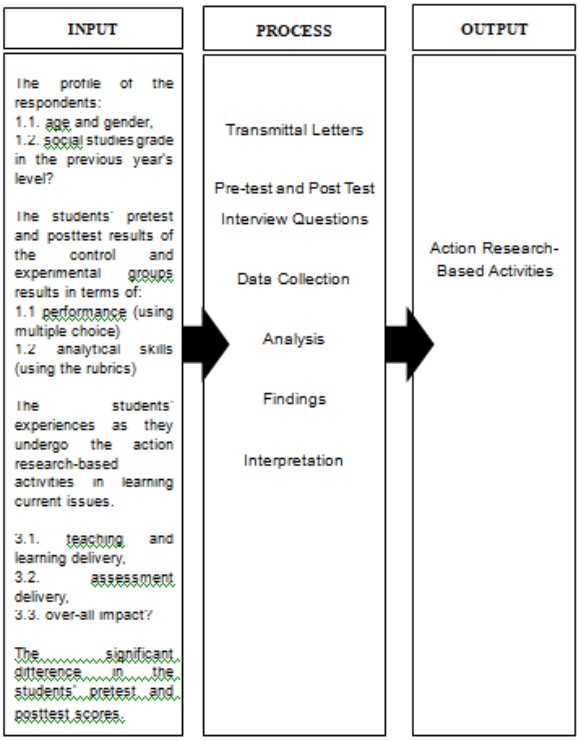

Figure 2

Flow of the Study

Environment

The locale of the study in located at Bais City is a component city in the province of Negros Oriental and is situated within the Negros Island Region. It is recognized as one of the established urban centers of the

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province and serves as an important community for economic, social, educational, and cultural activities in the northern portion of Negros Oriental. Bais City provides a community setting where national and global issues can be examined alongside local experiences. The city government's stated vision likewise emphasizes an empowered and resilient citizenry, sustainable community management, economic vitality, progressive development, and an ecologically balanced environment.

Bais City National High School (BCNHS) stands as a cornerstone of secondary education in Bais City, Negros Oriental, Philippines. Under the banner of Schools Division of Bais City, located in the Metropolitan of Bais City. Its establishment on April 1, 1969, marked the beginning of a legacy that has profoundly shaped the community. It currently offers both junior and senior high school programs, providing comprehensive secondary education to a diverse student body. The school's growth is evident in its current population of approximately 4,000 students, supported by a faculty of 150 committed educators. As the oldest and largest public secondary institution in the city, it continues to be a vital educational hub, striving to equip its students with the knowledge and skills necessary to succeed in an ever-evolving world.



Figure 3

The Location Map of the Study

Respondents

The total respondent of the study is 117 Grade 10 Students of Bais City National High School. The distribution of the respondents is shown through a tabular form below.

Table 1

DISTRIBUTION OF THE RESPONDENTS

Respondents	**Number of Respondents**		
	Male	Female	Total
	f	***p***	
Controlled Group	27	42	69
Experimental Group	26	22	48
Total	**53**	**64**	**117**

Instrument

The study utilized a set of researcher-developed instruments designed to gather quantitative data on the utilization of action research-based activities in enhancing secondary students' learning of current issues in Social Studies. The instruments consisted of a 32-item pre-test, a 32-item post-test, an analytical and performance rubric, and a survey questionnaire on students' learning experiences. The development of these instruments was grounded in the study's targets, the learning competencies and learning outcomes within Araling Panlipunan curricula. The use of different instruments enabled the researcher to assess student learning through multiple analytical lenses, with particular emphasis on cognitive knowledge and comprehension, analytical capabilities, and subjective experiences encountered during the intervention.

Date Gathering Procedure

In the data gathering process, the research followed a step-by-step process. A letter request will be sent to the Office of the School Principal of Bais City National High School. After accumulating all necessary documents and approval from the offices of the School Principal, a pre-test will be conducted to assess the current learning state of the students. Then, a post-test will be administered both multiple choice and analytics through a rubric. A survey questionnaire will also be conducted to identify the different challenges the students' encountered. Lastly, the data will be collected by the researcher for consolidation after 3 working days. The researchers consolidated the results of the survey. The data collected were then subjected to analysis, interpretation and presentation.

Ethical Consideration

The conduct of the study upholds the participants' fundamental rights, privacy, and welfare through informed consent. Confidentiality is preserved through numeric label and no personal names, with all data from assessments, evaluations, and surveys secured and accessible only to the researcher. Participation remains entirely voluntary and the collected data shall be used exclusively for educational and scholarly purposes only. The investigator ensures adherence to principles of honesty, equity, transparency, and scholarly integrity throughout data collection, examination, preservation, and communication.

Statistical Treatment

The data gathered in the study were subjected to statistical treatment using descriptive and inferential statistical measures. Simple percentage was used to determine the Mean Percentage Score (MPS) of the learners based on their pre-test and post-test results, thereby describing their level of performance before and after the implementation of the action research-based activities. Weighted mean was employed to determine the learners' analytical performance based on the criteria provided in the analytical performance rubric and to summarize their overall experiences and perceptions regarding the implementation of the action research-based activities. Finally, Pearson Product-Moment Correlation Coefficient (Pearson r) was utilized to determine the relationship between the implementation of action research-based activities and the learners' performance in learning current social issues. These statistical measures provided the basis for analyzing changes in learners'

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performance, describing their analytical abilities and experiences, and examining the relationship between the intervention and learning outcomes among Grade 10 students.

Scoring Procedures

Table 2

Scoring Procedures for Students Experiences in Action Research-Based Activities

Rate	Rating Scale	Category of Response
5	4.51 – 5.00	Strongly Agree
4	3.51 – 4.50	Agree
3	2.51 – 3.50	Neutral
2	1.51 – 2.50	Disagree
1	1.00 – 1.50	Strongly Disagree

Definition of Terms

In this part, the terms that were operationally used in the study were defined for better understanding among the readers of this study. Such as;

Action Research. This refers to the focused of study, identifying the current status of its implementation in the Department of Education.

Activity Design. This refers to one of the outputs of the study parts which indicates the other pertinent information on the conduct of dissemination.

Analytical Skills. This refers to the analytic skills of the student participants of the study.

Engagement. This refers to the extent of participation of the respondents on the conduct of action research in the Department of Education.

Environment. This refers to the locale of the study where it is conducted.

Learning Delivery. This refers to the delivery of the learning or teaching strategies implied through the used of action research-based activities in teaching Social Studies.

Motivation. This refers to the inspiration of the respondents toward conducting Action Research.

Objective. This refers to the target / goal of the being considered prior to conducting action research.

Output. This refers to the outcome and findings of the study based on the data gathered, analyze and presented throughout the study.

Perception. This refers to the thoughts of the respondents on regards to the implementation of Action Research in the Department of Education.

Performance. This refers to the conducted performance task with the used of action research-based activities in the conduct of the study.

Pre-test. This refers to an assessment conducted prior to instruction to ascertain students' existing knowledge, skills, or foundational comprehension of a subject.

Post-test. This refers to an assessment conducted following instruction to assess what students have acquired and the extent of their improvement.

Profile. This refers to the demographic personal data of the respondents which includes their age, gender, length of teaching experience, performance rating and relevant training attended.

Schools Division. This refers to the exact schools division where the environment belonged to.

Student Respondents. This refers to the respondents of this study. All of the respondents of the study are public school teachers.

Training matrix. This refers to the training plan which emerges as an output of the study. It consists of topics or areas of concerned, objectives, strategies, persons involved, budget and source of budget, time frame, expected outcome, and remarks.

Presentation, Data Analysis, and Interpretation

This chapter covers the results of the study conducted. The data gathered were analyzed and interpreted through tables and figures. In the continuous development of teaching social issues, the responsibilities of teachers have transformed from mere teaching to wielding considerable influence over learning current societal issues. This research investigates the ways in which teachers utilized action research-based activities in teaching social issues, affect the overall enhancement of Grade 10 students promotes a collaborative, effective, and growth-focused educational learning towards addressing current societal issues.

Profile of the Respondents

The profile of the respondents consisted according to age, gender, and grade from the previous year's level. The respondents are the Grade 10 students at Bais City National High School.

Age and Gender

Considering that the policies aim to foster a mindset of lifelong learning instead of merely imposing it as an obligation, it is essential that opportunities for such learning are both accessible and adaptable to individuals of all gender and ages. School administrators and educators alike can significantly benefit from a commitment to flexible learning and teachers can accord opportunities for individualized instruction and encourage active and engaged learning. Furthermore, enhanced cooperation between educators and school administrators is facilitated by adaptable learning environments, potentially leading to a more profound understanding of subjects.

Table 3

Variable	**Category**	**Control**		**Experimental**	
		f	**%**	**f**	**%**
Age	15 years old	27	39.13	29	60.42
	16 years old	35	50.72	12	25
	17 years old and above	7	10.14	7	14.58
TOTAL		**69**	**100**	**48**	**100**
Gender	Male	27	39.13	26	54.17
	Female	42	60.87	22	45.83
TOTAL		**69**	**100**	**48**	**100**

Table 3 presents the consolidated data on the age and gender of the student respondents. It can be noted that 27 or 39.13% of the respondents under control group is male, 42 or 60.87% is female while the experimental group is consisted of 26 or 54.17% is male and 22 or 45.83 is female. Additionally, 15 years old of the student respondent in control group consisted of 27 or 39.13%, for 16 years old is consisted of 35 or 50.72% and for 17 years and above is consisted of 7 or 10.14% while the experimental group consists of 29 or 60.42% are 15 years old, 12 or 25% are 16 years old, and 7 or 14.58% are 17 years old and above.

Age is an imperative variable to consider because it influences students' cognitive development, critical thinking abilities, and level of social awareness. Secondary students belong to different age groups, each possessing varying capacities to analyze, interpret, and evaluate current social, political, economic, and environmental issues. Additionally, gender differences allow researchers to better understand whether action research-based interventions are equally effective for all learners and whether adjustments are needed to ensure equitable learning opportunities. Furthermore, base on the consolidated data, the respondents are dominated with male respondents with a few numbers of percent from female respondents.

Gender supports the goal of action research in improving instructional practices that are sensitive to learner diversity and promote equitable Social Studies learning outcomes. The student's exposure to information sources, communication styles, and inclination toward particular social topics, which influences their learning outcomes. Age maturity demonstrates the levels of abstract thinking, deeper comprehension of current events, and more developed reasoning skills compared to younger learners within the same grade level.

Social Studies Grade in the Previous Year Level

The Social Studies grade in the previous year level is a valuable indicator because it provides teachers with data on learners' prior knowledge, comprehension skills, and ability to analyze social concepts. Students who performed well may be ready for higher-order strategies such as debates, issue analysis, and problem-solving tasks, while those who struggled may benefit more from guided instruction, scaffolding, and the use of concrete examples.

Using this information, teachers can select appropriate teaching approaches such as collaborative learning, inquiry-based activities, or contextualized discussions that will effectively engage learners in understanding current social issues.

Table 4

Social Studies Grade in the Previous Year Level

Variable	**Category**	**Control**		**Experimental**	
		f	**%**	**f**	**%**
Previous Grades	90-100 (Outstanding)	12	17.39	6	12.5
	85-89 (Very Satisfactory)	24	34.78	19	39.58
	80-84 (Satisfactory)	26	37.68	21	43.75
	75-79 (Fairly Satisfactory)	6	8.7	2	4.17
	74 and below (Did Not Meet Expectation)	1	1.45	0	0
TOTAL		**69**	**100**	**48**	**100**

Table 4 presents the consolidated data on the grades from the previous grade level social studies of the student respondents. The data presents that 90 – 100 with a description of outstanding there are 12 or 17.39% from the control group while there are 6 or 12.50% from the experimental. In terms of the 85 – 89 with a description of very satisfactory there are 24 or 34.78% from the control group while there are 19 or 39.58% from the experimental group. Furthermore, with the 80 – 84 with a description of satisfactory there are 26 or 37.68% responses under the controlled group while there are 21 or 43.75% responses under the experimental group. Then, it terms of 75 – 79 with a description of fairly satisfactory, there are 6 or 8.70% responses under the controlled group and 2 or 4.17% responses in the experimental group. Lastly, for 74 and below with a description of did not meet expectations there is only 1 or 1.45% response from the controlled group while there is a zero response from the experimental.

Given the distribution of grades implies that the participants were academically prepared to engage with lessons on current issues, thereby providing a favorable environment for the application of action research interventions. Since both groups exhibited similar academic profiles before the conduct of the study, any significant improvement in learning outcomes observed after the intervention may be attributed to the

effectiveness of the action research strategies rather than to substantial differences in prior academic achievement.

Social Studies grade in the previous year level is important because it provides teachers with a clear picture of learners' prior knowledge, skills, and level of understanding. It supports data-driven and differentiated instruction which can help teachers group students appropriately, provide targeted interventions, and select suitable teaching strategies that match learners' abilities.

Pretest And Post-Test Social Studies Performance Controlled And Experimental Groups

The use of pretest and post-test assessments in Social Studies is significantly important for evaluating the efficacy of educational practices. A pretest serves to identify students' existing knowledge, misunderstandings, and preparedness prior to the commencement of the lesson which enables educators to devise suitable strategies, modify the instructional level, and concentrate on the specific areas where learners require the greatest assistance, particularly in relation to intricate social matters. On the other hand, post-test evaluates the knowledge and skills gained by learners after instruction.

Through relating pretest and post-test results, educators can measure teaching effectiveness and whether learning goals were achieved. This evaluation provides evidence of student progress and helps teachers refine their methods for future instruction. Ultimately, performance on both tests ensures that Social Studies teaching is purposeful, data-driven, and focused on enhancing students' understanding of real-world issues.

Performance

Table 5

Pretest And Posttest Results of the Control and Experimental Groups in Performance

PERFORMANCE									
		Control				**Experimental**			
		Pretest		**Post test**		**Pretest**		**Post test**	
Interval	**Descriptive**	**f**	**%**	**f**	**%**	**f**	**%**	**f**	**%**
17.00-20.00	Outstanding	0	0	4	5.8	0	0	1	2.08
13.00-16.00	Very Satisfactory	0	0	35	50.72	0	0	27	56.25
9.00-12.00	Satisfactory	17	24.64	26	37.68	10	20.83	19	39.58
5.00-8.00	Fair	52	75.36	4	5.8	38	79.17	1	2.08
0-4.00	Needs Improvement	0	0	0	0	0	0	0	0
Mean		**7.58**		**12.77**		**7.54**		**12.85**	
Description		**Fair**		**Satisfactory**		**Fair**		**Satisfactory**	

Table 5 presents the pretest and posttest performance levels of the control and experimental groups in learning current issues in Social Studies. the pretest, the majority of students in both groups were classified under the fair performance level. Specifically, 52 students or 75.36% of the control group and 38 students or 79.17% of the experimental group obtained scores ranging from 5.00–8.00. Meanwhile, only 17 students or 24.64% from the control group and 10 students or 20.83% from the experimental group achieved scores within the satisfactory level. No students from either group attained the very satisfactory, outstanding, or needs improvement categories. The computed mean scores of 7.58 for the control group and 7.54 for the experimental group, both described as fair which indicates that the two groups had nearly identical levels of prior knowledge regarding current issues.

There is a substantial improvement in both groups as reflected in the posttest results. In the control group, the number of students classified as very satisfactory increased to 35 or 50.72%, while 26 students or 37.68% attained the satisfactory level and 4 students or 5.80% reached the outstanding category. Similarly, in the

experimental group, 27 students or 56.25% achieved very satisfactory performance, 19 students or 39.58% were classified as satisfactory, and 1 student or 2.08% attained an outstanding rating. only a small percentage of students remained in the fair category in both groups. The mean scores increased from 7.58 to 12.77 in the control group and from 7.54 to 12.85 in the experimental group, both receiving a descriptive rating of satisfactory.

The findings indicate that from both groups demonstrated notable improvement in their understanding of current issues in Social Studies. It is apparent that there is an increase of the number of students reaching the passing score after undergoing Action research-based activities. Furthermore, Action research-based has a positive impact on increasing the number of students who reach the passing score in Social Studies because it enables teachers to systematically identify learning gaps and respond with targeted interventions.

It promotes the use of innovative and learner-centered strategies such as differentiated instruction, contextualized lessons, and collaborative learning. These approaches make Social Studies more engaging and meaningful, especially when discussing real-world issues. Hence, students become more motivated, actively participate in lessons, and develop better critical thinking skills.

Analytical Skills

Table 6

Pretest and Posttest Results of the Control and Experimental Groups in Analytical Skills

ANALYTICAL SKILLS								
Interval	**Interval**	**Interval**				**Interval**			
		Pretest		**Post test**		**Pretest**		**Post test**	
		f	**%**	**f**	**%**	**f**	**%**	**f**	**%**
33.00-40.00	Outstanding	0	0	1	1	0	0	1	2.08
25.00-32.00	Very Satisfactory	15	21.74	34	49	6	12.5	20	41.67
17.00-24.00	Satisfactory	13	18.84	30	43	7	14.58	24	50
9.00-16.00	Fair	41	59.42	4	6	35	72.92	3	6.25
0-8.00	Needs Improvement	0	0	0	0	0	0	0	0
Mean		**17.78**		**24.48**		**16.58**		**24.23**	
Description		**Satisfactory**		**Satisfactory**		**Fair**		**Satisfactory**	

Table 6 presents the pretest and posttest results of the control and experimental groups in terms of their analytical skills. During the pretest, majority of the students in both groups demonstrated relatively low levels of analytical skills. In the control group, 41 students or 59.42% were classified under the fair category, while 15 students or 21.74% achieved a very satisfactory rating and 13 students or 18.84% attained a Satisfactory rating. The control group obtained a mean score of 17.78, which was descriptively rated as satisfactory. On the other hand, the experimental group recorded a mean score of 16.58, described as fair, with most students with 35 or 72.92% falling under the fair category. Only 7 students or 14.58% were classified as satisfactory, while there are 6 students or 12.50% achieved a very satisfactory rating. No respondents from either group were categorized as outstanding or needs improvement during the pretest.

It is evident that the groups exhibited considerable improvement in their analytical skills. The control group, 34 students or 49% attained a very satisfactory rating, 30 students or 43% achieved a satisfactory rating, and 1 student or 1% reached the outstanding level. There are 4 students or 6% remained in the fair category. The experimental group, 24 students or 50.00% attained a satisfactory rating, 20 students or 41.67% achieved a very satisfactory rating, and 1 student or 2.08% reached the Outstanding category, while only 3 students or 6.25% remained under the fair classification. Furthermore, the mean scores increased to 24.48 for the control group and 24.23 for the experimental group, both receiving a descriptive rating of Satisfactory.

The results indicate that both the control and experimental groups experienced substantial gains in analytical skills from pretest to posttest. The marked decrease in the proportion of students classified as fair and the corresponding increase in those categorized as satisfactory, very satisfactory, and outstanding suggest that the instructional approaches employed were effective in enhancing students' ability to analyze, interpret, and evaluate information related to current issues in Social Studies. These findings imply that exposure to structured learning activities and action research-based instructional strategies contributed positively to the development of students' analytical skills, which are essential for understanding and responding to contemporary societal concerns. Furthermore, this indicates that it is imperative that the basics, theories, and other action research-based activities be presented and explained. Therefore, it is significant that the used of Action Research-based activities shall be encouraged.

Students' Experiences As They Undergo The Action Research-Based Activities In Learning Current Issues

The experiences of students engaged in action research-based activities are essential for understanding contemporary issues, as they enhance the significance, relevance, and engagement of the learning process. Rather than merely absorbing information, learners take an active role in exploring real-world problems, collecting data, and suggesting solutions. Such practical experiences enable students to link theoretical concepts learned in the classroom to actual situations, resulting in a more profound comprehension and retention of social issues.

Additionally, these experiences foster the development of essential skills such as critical thinking, collaboration, communication, and decision-making. As students reflect on their own learning process, they become more aware of their perspectives and the impact of social issues on their lives and communities. The influence of students' experiences during their engagement in action research-based activities related to current issues is substantial in fostering their academic and personal growth. Through actively participating in the exploration of real-world challenges, students cultivate a more profound and significant comprehension of social matters.

Teaching and Learning Delivery

Teaching and learning delivery in students' experiences during action research-based activities is crucial in ensuring that learning is effective, engaging, and meaningful. The way teachers deliver instruction through strategies, methods, and learning processes directly influences how students understand and experience current social issues. Well-structured and learner-centered delivery, such as inquiry-based learning, collaborative activities, and contextualized discussions, allows students to actively participate in the research process rather than remain passive recipients of information.

Additionally, effective teaching and learning delivery supports students throughout each stage of action research, from identifying problems to gathering data and proposing solutions. Teaching and learning delivery shapes the overall impact of action research activities. It ensures that students not only gain knowledge about current issues but also develop the ability to analyze, reflect, and take informed action.

Table 7 Teaching and Learning Delivery

Item	Mean	SD	Description
I am excited about attending daily classes.	3.3	1.04	Neutral
I am participative in every activity during the classes.	3.46	0.9	Neutral
I am interested in using action research-based activities because it helps me to improve my learning skill.	3.33	0.97	Neutral
I am interested in using research-based activities because it is an excellent tool for learners to deal with difficult social studies concepts.	3.32	0.86	Neutral
I prefer using the research-based activities strategy to the chalk and talk method.	3.22	0.83	Neutral

I am not comfortable using research-based activities because of their limitations in the teaching of social studies.	2.65	0.91	Neutral
I look forward to the research-based activities session in the teaching of social studies.	3.06	0.8	Neutral
Over-all	**3.19**	**0.04**	**Neutral**

Table 8 presents the consolidated data on students' experiences during action research-based activities in terms of teaching and learning delivery. In terms of the "I am excited about attending daily classes." component it yielded to an average weighted mean of 3.30 with standard deviation of 1.04 and a description of neutral. Also, the "I am participative in every activity during the classes." component yielded to an average weighted mean of 3.46 with standard deviation of 0.90 and a description of neutral. The "I am interested in using action research-based activities because it helps me to improve my learning skill." Component yielded to an average weighted mean of 3.33 with a standard of deviation of 0.97 and a description of neutral. Furthermore, the "I am interested in using research-based activities because it is an excellent tool for learners to deal with difficult social studies concepts." component yielded to an average weighted mean of 3.32 with a standard deviation of 0.86 and a description of neutral. The "I prefer using the research-based activities strategy to the chalk and talk method." component yielded to an average weighted mean of 3.22 with a standard deviation of 0.83 and a description of neutral. Additionally, the "I am not comfortable using research-based activities because of their limitations in the teaching of social studies." component yielded to an average weighted mean of 2.65 with a standard deviation of 0.91 and a description of neutral. Lastly, "The I look forward to the research-based activities session in the teaching of social studies." component yielded to an average weighted mean of 3.06 with a standard deviation of 0.80 and a description of neutral.

Given the data presented in table 7, it showed that the student respondents have a neutral feeling in terms of their experience in all the components of the teaching and learning delivery. This indicates that this neutrally impacted in their journey in learning social issues. Furthermore, the action research-based activities provide a clear guidance, appropriate scaffolding, and timely feedback help learners build confidence and develop essential skills such as critical thinking, communication, and problem-solving. Also, the delivery is responsive to students' needs and experiences, it enhances their engagement and deepens their understanding of real-world issues.

Assessment Delivery

The relevance of assessment delivery in students' experiences during action research-based activities is vital in guiding, monitoring, and enhancing their learning of current issues. Action research-based activities, presentations, reports, and proposed solutions to social issues encouraged learners to apply critical thinking, analysis, and creativity.

Additionally, effective assessment delivery ensures that evaluation is not limited to final outputs but is integrated throughout the entire learning process. Assessments such as reflections, journals, discussions, and progress checks, teachers can continuously monitor students' understanding and provide timely feedback, helping learners improve as they engage in action research.

Table 8 Assessment Delivery

Item	**Mean**	**SD**	**Description**
I can confidently answer the questions through the action research-based activities.	2.94	0.96	Neutral
I am usually exposed to the activities on topics covered for the week.	2.92	0.75	Neutral
I am enthusiastic about answering and submitting my assignments for the action research-based activities.	2.98	0.85	Neutral
I look forward to social studies lessons taught using action research-based activities.	3.03	0.88	Neutral
Over-all	**2.97**	**0.08**	**Neutral**

Legend: 5.00 – 4.51 = Strongly Agree; 4.50 – 3.51 = Agree; 3.50 – 2.51 = Neutral; 2.50 – 1.51 Disagree; 1.50 – 1.00 = Disagree

Table 9 presents the consolidated data on students' experiences during action research-based activities in terms of assessment delivery. The "I can confidently answer the questions through the action research-based activities." component yielded to an average weighted mean of 2.94 with standard deviation of 0.96 and a description of neutral. The "I am usually exposed to the activities on topics covered for the week." component yielded to an average weighted mean of 2.92 with a standard deviation of 0.75 and a description of neutral. Furthermore, the "I am enthusiastic about answering and submitting my assignments for the action research-based activities." component yielded to an average weighted mean of 2.98 with standard deviation of 0.85 and a description of neutral. Lastly, the "I look forward to social studies lessons taught using action research-based activities." component yielded to an average weighted mean of 3.03 with a standard deviation of 0.88 and a description of neutral.

Given the data presented in table 8 it showed that the student respondents have a neutral feeling in terms of their experience in all the components of the assessment delivery. The results indicates that this neutrally impacted in their journey in learning social issues where the student respondents consider the action-research based activities neutrally impacted their learning in current social issues. Furthermore, it is imperative that assessment delivery should empower them to take ownership of their learning and recognize their role in addressing current social issues. Hence, assessment delivery strengthens the impact of action research-based activities by ensuring that learning is continuously supported, fairly evaluated, and focused on developing both knowledge and essential life skills.

Over-All Impact

Action research-based activities on students' experiences in learning current issues are highly transformative. It promotes deeper understanding, active engagement, and meaningful learning through direct involvement in identifying, analyzing, and addressing real-world social problems, students move beyond passive learning and become active participants in the learning process. These experiences enhance the essential skills such as critical thinking, problem-solving, collaboration, and communication.

Furthermore, action research-based activities foster student empowerment and social responsibility. Students gain confidence in expressing their ideas and feel a sense of ownership over their learning, especially in involvement of discussing possible solutions to issues affecting their community. In which cultivates awareness, empathy, and a commitment to positive change

Table 9 Over-all Impact

Item	**Mean**	**SD**	**Description**
The action research-based activities are closing the equity gap among learners in our school.	2.97	0.82	Neutral
I am comfortable attending and participating in social studies classes.	3.15	0.97	Neutral
I find Action Research-based activities an excellent tool for students with disabilities.	3.17	0.84	Neutral
The teacher has adequate experience for all grade levels.	3.15	0.95	Neutral
I find it a hassle to use action research-based activities during the discussion of social studies curriculum.	2.89	0.91	Neutral
Over-all	**3.07**	**0.06**	**Neutral**

Legend: 5.00 – 4.51 = Strongly Agree; 4.50 – 3.51 = Agree; 3.50 – 2.51 = Neutral; 2.50 – 1.51 Disagree; 1.50 – 1.00 = Disagree

Table 10 presents the consolidated data on students' experiences during action research-based activities in terms of over-all impact. The "The action research-based activities are closing the equity gap among learners in our school." component yielded to an average weighted mean of 2.97 with standard deviation of 0.82 and a

description of neutral. The "I am comfortable attending and participating in social studies classes." component yielded to an average weighted mean of 3.15 with standard deviation of 0.97 and a description of neutral. Additionally, the "I find Action Research-based activities an excellent tool for students with disabilities." component yielded to an average weighted mean of 3.17 with standard deviation of 0.84 and a description of neutral. Furthermore, the "The teacher has adequate experience for all grade levels." component yielded to an average weighted mean of 3.15 with a standard deviation of 0.95 and a description of neutral. Lastly, the "I find it a hassle to use action research-based activities during the discussion of social studies curriculum." component yielded to an average weighted mean of 2.89 with a standard deviation of 0.91 and a description of neutral.

Given the data presented in table 9 it showed that the student respondents have a neutral feeling in terms of their experience in all the components of the over-all impact. Considering that every component in this part has yielded to neutral response, students neutrally considered that their teachers' capabilities in using action research-based activities improved and impacted their learning towards current social issues.

Difference in the Students' Pretest and Posttest Scores

Determining the difference between students' pretest and posttest scores is crucial for evaluating the effectiveness of the action research activities. The pretest acts as a baseline indicator of students' existing knowledge, comprehension, and analytical abilities concerning contemporary issues in Social Studies, whereas the posttest indicates their learning outcomes following the intervention. Through analyzing these scores, the researcher can determine if notable advancements were made and if the research-based activities utilized effectively met the learning requirements of the students.

Furthermore, examining the difference between pretest and posttest scores yields observed evidence regarding the influence of action research-based activities on student learning outcomes. The analysis of pretest and posttest data serves as a vital foundation for substantiating the efficacy of action research as a mechanism for fostering significant learning experiences among secondary students.

Performance Level

Table 10

Results of the Significant Difference in the Pretest and Posttest Performance Level of the Control and Experimental Groups

Groups	Test	Median	P-value	Alpha	Decision	Interpretation
Control	Pretest	7	0	0.05	Reject Ho	Significant
	Post test	13				
Experimental	Pretest	7	0	0.05	Reject Ho	Significant
	Post test	13				

Table 11 presents the results of the test of difference between the pretest and posttest scores of the control and experimental groups. For the control group, the median score increased from 7.00 in the pretest to 13.00 in the posttest. The computed p-value of 0.000 is lower than the level of significance set at 0.05. Consequently, the null hypothesis was rejected, indicating a significant difference between the pretest and posttest scores of the control group. This result suggests that the students demonstrated a substantial improvement in their performance after the instructional period.

Meanwhile, the experimental group exhibited a rise in the median score from 7.00 in the pretest to 13.00 in the posttest. The resulting p-value of 0.000 was also below the alpha threshold of 0.05, which necessitated the rejection of the null hypothesis. This outcome signifies a notable difference between the pretest and posttest scores of the experimental group. The elevation in median scores suggests that the students improved their comprehension and proficiency regarding contemporary issues in Social Studies after the intervention was applied. The notable improvement seen in both groups indicates that learning took place over the course of the

study. The significance of the change within the experimental group offers evidence that the action research-based activities had a beneficial impact on students' learning outcomes. The results confirm that the teaching strategies utilized were successful in improving students' knowledge and comprehension of contemporary issues in Social Studies, thus endorsing the application of action research-based activities as an effective method for advancing classroom instruction and improving students learning results.

Analytical Skills Level

Table 11

Results of The Significant Difference in The Pretest and Posttest Analytical Skills Level of The Control and Experimental Groups

Groups	Test	Median	P-value	Alpha	Decision	Interpretation
Control	Pretest	15	0	0.05	Reject Ho	Significant
	Post test	25				
Experimental	Pretest	15	0	0.05	Reject Ho	Significant
	Post test	24				

Table 12 presents the results of the test of difference between the pretest and posttest scores of the control and experimental groups in terms of students' analytical skills. For the control group, the median score increased from 15.00 during the pretest to 25.00 in the posttest. The computed p-value of 0.000 is lower than the significance level of 0.05, leading to the rejection of the null hypothesis. This indicates a statistically significant difference between the pretest and posttest scores of the control group, signifying that the action research-based activities contributed to a considerable improvement in the students' analytical skills.

Additionally, the experimental group demonstrated a notable increase in performance, with the median score increasing from 15.00 in the pretest to 24.00 in the posttest. Similarly, the control group, the computed p-value of 0.000 is less than the alpha level of 0.05. As a result, the null hypothesis was rejected, confirming a statistically significant difference between the pretest and posttest scores of the experimental group. The findings indicate that the action research-based activities effectively enhanced students' ability to analyze, interpret, and evaluate information related to current issues in Social Studies. Therefore, the significant differences observed in both groups indicate that the students' analytical skills improved substantially after the instructional period. Although both groups showed meaningful gains, the improvement in the experimental group reinforces the effectiveness of integrating action research-based instructional strategies into Social Studies teaching. The findings suggest that engaging students in reflective, inquiry-based, and contextually relevant learning experiences can strengthen their higher-order thinking skills, enabling them to critically examine contemporary issues and make informed judgments.

Significant Difference

Table 12 Results of The Significant Difference in The Mean Gain Results of The Control and Experimental Groups

Parameters	Groups	Median	P-value	Alpha	Decision	Interpretation
Performance	Control	5	0.895	0.05	Failed to Reject Ho	Not Significant
	Experimental	6				
Analytical Skills	Control	8	0.455	0.05	Failed to Reject Ho	Not Significant
	Experimental	9				

Table 13 presents the results of the test of significant difference in the gain scores of the control and experimental groups in terms of students' performance and analytical skills. For performance, the control group obtained a median gain score of 5.00, while the experimental group recorded a slightly higher median gain

score of 6.00. However, the computed p-value of 0.895 is greater than the level of significance of 0.05, leading to the failure to reject the null hypothesis. This indicates that there is no significant difference between the gain scores of the two groups with respect to students' performance.

For analytical skills, the control group achieved a median gain score of 8.00, whereas the experimental group obtained a median gain score of 9.00. The computed p-value of 0.455 exceeded the alpha level of 0.05, resulting in the failure to reject the null hypothesis. This finding indicates that there is no significant difference in the gain scores of the control and experimental groups in terms of analytical skills.

The findings suggest that both that the action research-based activities were effective in improving students' performance and analytical skills in learning current issues in Social Studies. Furthermore, this implies that the action research-based activities produced learning gains ensuring effective impact among students' learning in current social issues. Consequently, the results indicate that while action research-based activities remains a valuable instructional approach for enhancing student learning, its effectiveness in this study was comparable to that of the existing teaching strategies employed during the intervention period.

SUMMARY, FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

This chapter presents the summary, findings, conclusion and recommendation of the study.

Summary

This study assessed how action research-based activities approaches in enhancing Grade 10 students' understanding of contemporary issues in Social Studies at Bais City National High School, Negros Oriental, during the 2025–2026 academic year. The study documented participant demographics, compared baseline and post-intervention assessments of control and experimental groups using a researcher-constructed instrument measuring multiple-choice accuracy and critical analytical competencies, and analyzed student perceptions of action research-based learning regarding instructional delivery, evaluation methods, and educational outcomes. Quantitative analytical procedures were employed to collect and process empirical data on knowledge acquisition, analytical performance, and subjective experiences. The findings identified valuable, culturally congruent action research-based instructional activities that educators can implement to strengthen contemporary issues instruction within secondary-level Social Studies curricula.

Findings

There is a total of 117 participants, which majority consisted of females with a consolidated number of 64 or 54.70%. In terms of the grades of the previous grade level, it yielded with majority of the respondents with a total of 47 or 40.17% has a grade of 80 – 84 with description of satisfactory. As to the results of pre-test and post-test, a significant development from the pre-test with a mean of 7.58 for the controlled group while a total mean of 7.54 for experimental group while there is a significant development to the post-test with a mean of 12.77 for controlled group and 12.85 mean for experimental group, this indicates that the used of action research-based activities increase the learning of the grade 10 students.

Furthermore, in terms of the significant difference in the students' pretest and posttest scores, the results reflected a significant difference among the students' scores which yielded to a result that application of action research-based activities is an effective method for advancing classroom instruction and improving students learning results.

In terms of the experience of the students, focusing on the teaching and delivery, the results yielded a neutral result with the mean of 3.19 and standard deviation of 0.4. In the matter of assessment delivery, the result yielded with a mean of 2.97 and standard deviation of 0.08 with a description of neutral. Lastly, in terms of the over-all impact of action research-based activities, the students experience yield with a total mean of 3.07 with standard deviation of 0.06 and a description of neutral.

The result of the survey yields to majority of neutral responses in terms of the experience of the students. Moreover, a significant increase of number of students attaining passing scores after the conduct of post-test

shows that the integration of action research-based activities in teaching current social issues in grade 10 is effective. With this action research-based activities promote collaboration, communication, and social awareness among students. This not only enhances their classroom participation but also helps develop responsible, informed individuals who are prepared to contribute positively to society.

Conclusion

The integration of action research-based activities in teaching current social issues in grade 10 students is important in developing lifelong learners because it encourages students to take an active role in the teaching and learning process. Instead of relying solely on teachers for information, students are guided to ask questions, investigate problems, and seek evidence-based answers. Action research-based activities help students develop essential skills such as critical thinking, reflection, and adaptability through engaging in cycles of planning, acting, observing, and reflecting, learners become more aware of how they learn and how they can improve. These experiences build resilience and a growth mindset, enabling students to adapt to new challenges and changing environments. Ultimately, this approach equips learners with the mindset and skills needed to pursue knowledge, make informed decisions, and grow continuously throughout their lives.

Recommendation

Based on the results of this study, the effective use of action research-based activities in teaching current social issues in Grade 10 students lies in making learning inquiry-driven, contextualized, and student-centered lessons. Through structuring lessons in real problems, students become active participants in learning rather than passive recipients, which leads to deeper understanding and stronger engagement with the subject matter. When properly integrated, action research-based activities will not only enhance academic learning in Social Studies but also develop critical thinking, communication skills, and social responsibility, preparing students to become informed and active members of society.

Hence, integration of action research-based activities in teaching current social issues in grade 10 will significantly increase the positive learning experience of the students. Furthermore, to capacitate the Grade 10 Araling Panlipunan Teachers a one-day Learning Action Cell (LAC) session shall be employed to discuss the integration of Action research-based activities with the proposed lesson plan.

Output of the Study

The use of action research-based activities in learning current social issues among Grade 10 learners can promote active, meaningful, and student-centered learning. They are capable of higher-order thinking, making them suitable for engaging in the processes of identifying problems, gathering data, analyzing information, and proposing solutions related to real-world social concerns. Action research-based activities move students beyond passive learning and become active investigators of issues that affect their communities and society.

Action research-based activities enhance essential skills such as critical thinking, collaboration, communication, and decision-making. Furthermore, these activities foster social awareness and responsibility through engaging directly with real life problems, students become more sensitive to societal concerns and are encouraged to take part in creating solutions.

Rationale

Integrating action research-based activities in teaching current social issues provides Grade 10 students with a deeper, more relevant, and transformative learning experience that prepares them to become informed, critical, and responsible members of society. The importance of using action research-based activities in learning current social issues among Grade 10 learners lies in its ability to make learning more relevant, engaging, and meaningful. The Grade 10 students are capable of critical and analytical thinking, and action research allows them to explore real-life issues in a structured and purposeful way.

Action research-based activities develop essential 21st-century skills such as critical thinking, problem-solving, collaboration, and communication through gathering data, analyzing information, and presenting the

findings. Grade 10 students can become more confident and skilled in expressing their ideas. These competencies are crucial not only for academic success but also for navigating real-world challenges and making informed decisions. This promotes social awareness and responsibility among Grade 10 learners. By engaging with current issues, students become more sensitive to the needs of their community and are encouraged to act. This fosters a sense of ownership and empowerment, helping them realize that they can contribute to positive change in society.

Through active involvement in identifying and investigating real-world problems, students develop a deeper and more comprehensive understanding of social issues. Furthermore, this foster increased social awareness and a sense of responsibility. Leading to improved performance in Social Studies, as learners are able to analyze, evaluate, and apply concepts rather than simply recall information.

Hence, action research-based activities strengthen essential skills such as critical thinking, problem-solving, collaboration, and communication with these experiences helping them becoming an independent learner with critically thinking skills and essential life skills, and shaping them into informed, reflective, and socially responsible individuals.

Objectives

1. To enhance Grade 10 students understanding of current social issues through active participation in action research-based activities that connect classroom concepts to real-life situations.

2. To promote collaborative learning and effective communication as students work individually or in groups to conduct research, share insights, and present their findings.

3. To foster social awareness and responsible citizenship by encouraging students to reflect on social issues and take informed actions within their community.

4. To improve academic performance of Grade 10 students in Social Studies by utilizing learner-centered and inquiry-based approaches that make learning more engaging and meaningful.

Scheme of Implementation

The suggested action research-based activities help students in Grade 10 to enhance their understanding of the learning competencies of social studies. The suggested activities are imbedded in the lesson through the proposed lesson exemplars for teachers to utilize. It is important to consider the delivery of the lesson through the engagement of the Grade 10 Araling Panlipunan Teachers. Hence, the orientation of the utilization of this proposed lesson exemplars shall be done through In-service Training (INSET) or Learning Action Cell (LAC) for all Grade 10 Araling Panlipunan Teachers of Bais City National High School.

Activity Design

Program Title:	Orientation on Action Research-based Lesson Exemplars
Program Description:	It is a professional development program designed to enhance teachers' competencies in integrating action research into their daily instructional practices while aligning with the Philippine Professional Standards for Teachers (PPST).
	The orientation aims to deepen teachers' understanding of how research-based approaches can be utilized in developing effective lesson exemplars that respond to learners' needs, particularly in addressing gaps in teaching and learning.
	The lesson exemplars grounded in action research-based activities, ensures that instructional strategies are evidence-based, learner-centered, and reflective of best teaching practices. Participants will engage in discussions, collaborative workshops, and reflective sessions to better appreciate the role of action research in improving student outcomes.

	Therefore, this empower teachers as reflective practitioners and researchers who are capable of continuously improving their teaching practices. By integrating action research with PPST-aligned lesson planning, the program supports the development of more responsive, innovative, and effective educators committed to quality education.				
Pre-requisite program:	None				
Duration:	1 Day				
Venue:	School Conference Hall				
Management Level of Program:	School Based Learning and Development Committee				
Delivery Mode:	Face-to-face, INSET, or LAC				
Number of Participants:	To be Arrange – 2026				
Budget Requirements:	P6,000.00				
Budget Source	School Maintenance and Other Operating Expenses (MOOE)				
Rationale:	The conduct of the *Orientation on Action Research-Based Lesson Exemplars* is anchored on the Department of Education's commitment to continuous teacher development and evidence-based instructional practices. In line with DepEd policies such as **DepEd Order No. 16, s. 2017 (Research Management Guidelines)**, teachers are encouraged to engage in action research as a means of improving teaching and learning outcomes. Integrating action research into lesson exemplars allows teachers to systematically address classroom challenges, respond to learners' diverse needs, and implement strategies that are grounded in actual data and reflective practice.				
	Furthermore, this orientation supports the effective implementation of the **Philippine Professional Standards for Teachers (PPST)**, particularly in domains related to content knowledge and pedagogy, learning environment, diversity of learners, curriculum and planning, and assessment and reporting. Through aligning lesson exemplars with PPST indicators, teachers are guided in developing high-quality, standards-based instruction that promotes learner-centered approaches.				
Budget Estimates	**Title**	Orientation on Action Research-based Lesson Exemplars			
	Date and Duration	Tentative Date / 1 Day			
	Venue	School Conference Hall			
	Source of Fund	MOOE			
	Itemized Budget				
	Activity	**Unit Cost**	**No. of Pax**	**No. of Days**	**Total**
	Snacks	P160.00	15	1	P2,400.00
	Meals	P180.00	15	1	P2,700.00
	Training Materials	P900.00	-	1	P900.00
	Total				**P6,000.00**

Orientation on Integration of Action Research-based Activities Lesson Plans

Date: (Tentative)

Bais City National High School, School Conference Hall

8:00 am – 5:00 pm

SCHEDULE OF CAPACITY BUILDING MATRIX

TIME	TOPIC	ASSIGNED PERSONNEL
07:00AM – 08:00AM	Registration and Attendance	Program Management Team
08:01AM – 08:30Am	Opening Program Philippine National Anthem - AVP Prayer - AVP DepEd NIR Hymn - AVP DepEd Bais City Hymn - AVP BCNHS Hymn - AVP Short Exercise - AVP	Program Management Team
08:31AM – 08:45AM	Opening Remarks	School Head
08:46AM – 09:46AM	What is an Action Research?	School Research Coordinator
09:47AM – 10:00AM	**SNACKS**	
10:01AM – 11:00AM	Importance of Action Research-based Activities	School Research Coordinator
11:01AM – 11:05AM	**HEALTH BREAK**	
11:06AM – 12:05NN	Lesson Exemplars – Social Studies	Department Chairman
12:06NN – 01:00PM	**LUNCH BREAK**	
01:01PM – 02:30PM	Proposed Lesson Exemplar with Action Research-based Activities for Araling Panlipunan 10	Allan Estrello D. Lanito Teacher VI
02:31PM – 02:45PM	**SNACKS AND HEALTH BREAK**	
02:31PM – 04:00PM	Teaching Demonstration and Critiquing/Feedbacking	Allan Estrello D. Lanito Teacher VI
04:01PM – 04:30PM	Closing Program	Program Management Team

MASUSING BANGHAY-ARALIN				
	Paaralan	Bais City National High School	Baitang	10
	Guro	**ALLAN ESTRELLO D. LANITO**	Asignatura	AP
	Petsa at Oras		Markahan/ Linggo:	Week1
I. LAYUNIN				
A. Pamantayang Pangnilalaman	Ang mga magaaral ay may pag-unawa sa mga sanhi at implikasyon ng mga hamong pangkapaligiran upang maging bahagi ng mga pagtugon na makapagpapabuti sa pamumuhay ng tao.			
B. Pamantayan sa Pagganap	Ang mga mag-aaral ay nakabubuo ng angkop na plano sa pagtugon sa mga hamong pangkapaligiran tungo sa pagpapabuti ng pamumuhay ng tao.			

C. Mga Kasanayang Pampagkatuto/ Layunin	**Pinakamahalagang Kasanayang Pampagkatuto (MELC):** *Nasusuri ang kahalagahan ng pag aaral ng Kontemporaryong Isyu* **Kaalaman:** Naipaliliwanag ang konsepto at mga uri ng kontemporaryong isyu sa lipunan. **Kasanayan:** Nasusuri ang kahalagahan ng pag-aaral ng mga kontemporaryong isyu gamit ang *Issue Analysis Matrix*. **Kaasalan:** Nakapamamalas ng aktibong pakikilahok at pagpapahalaga sa pagiging mapanuri at mulat na mamamayan sa pagharap sa mga hamong panlipunan.

II. PAKSA

- **KAHALAGAHAN NG PAG-AARAL NG MGA KONTEMPORARYONG ISYU**

III. MGA KAGAMITAN

A. Sanggunian: Araling Panlipunan 10 – Unang Markahan Week 1
B. Kagamitang Pampagtuturo: laptop, telebisyon, powerpoint presentation gamit ang **CANVA**
C. Printed Materials

IV. PAMAMARAAN

1.Pagsasagawa ng pambungad na panalangin
2.Pagbati
3.Pagtala ng liban

A. Balik-aral at/o Panimula - BAGO MAGBASA

Gawain 1: Headline Detective (Scaffolding Strategy)

Ang aktibidad na ito ay hango sa Inquiry-Based Learning upang pukawin ang kuryosidad ng mga mag-aaral:

1. *Magpapakita ang guro ng limang (5) iba't ibang headlines mula sa mga pahayagan o social media (Isyu sa West Philippine Sea, Climate Change, Unemployment Rate, Artificial Intelligence sa Edukasyon, at Mental Health).*

2. ***Gawain:** Sa loob ng dalawang minuto, kailangang tukuyin ng mga mag-aaral kung ang headline ay maituturing na "Isyu" o "Simpleng Balita" lamang.*

Pamprosesong Tanong:

- *Ano ang pagkakatulad ng mga balitang inyong sinuri?*
- *Bakit mahalagang malaman natin ang mga ganitong kaganapan sa ating paligid?*

B. Pangganyak

GAWAIN 2: Motivational Activity: "TAYO o UPO: PANIG MO, ISYU MO!"

Ang aktibidad na ito ay isang mabilis na opinion-polling game na naglalayong ipakita sa mga mag-aaral na ang bawat kontemporaryong isyu ay may direktang epekto sa kanilang personal na buhay.

Mekaniks:

I. Magbabasa ang guro ng ilang mga kontrobersyal o trending na pahayag na may kaugnayan sa mga kontemporaryong isyu.
II. TAYO: Kung ang mag-aaral ay naniniwala na ang isyung ito ay mahalaga at may malaking epekto sa kanyang kinabukasan.
III. UPO: Kung sa tingin niya ay hindi ito gaanong mahalaga o hindi siya direktang apektado.

MGA PAHAYAG:

1. *Ang pagtaas ng presyo ng kape at asukal ay isyu lamang ng mga magulang at hindi ng mga estudyante.*
2. *Dapat bang gawing mandatory ang paggamit ng AI (tulad ng ChatGPT) sa lahat ng asignatura sa paaralan?*
3. *Mas mahalaga ang proteksyon ng kalikasan kaysa sa pagtatayo ng mga bagong factory na magbibigay ng trabaho.*
4. *Ang pag-post ng opinyon sa social media ay isang epektibong paraan ng pakikilahok sa mga isyung panlipunan.*

MGA PAMPROSESONG TANONG:

1. Ano ang iyong napansin sa ating una at pangalawang Gawain?
2. Sa inyong palagay, ano ang ating paksang tatalakayin ngayong araw?

PAGLALAHAD NG ARALIN

Pinakamahalagang Kasanayang Pampagkatuto (MELC):

Nasusuri ang kahalagahan ng pag aaral ng Kontemporaryong Isyu

Kaalaman: Naipaliliwanag ang konsepto, saklaw at mga uri ng kontemporaryong isyu sa lipunan.

Kasanayan: Nasusuri ang kahalagahan ng pag-aaral ng mga kontemporaryong isyu gamit ang *Issue Analysis Matrix.*

Kaasalan: Nakapamamalas ng aktibong pakikilahok at pagpapahalaga sa pagiging mapanuri at mulat na mamamayan sa pagharap sa mga hamong panlipunan.

C. Paglalahad ng Aralin

A. Main Activity: "The 360° Issue Analyzer"

- ***Ito ay isang Action Research-based activity na hango sa Case Analysis Method upang linangin ang Higher-Order Thinking Skills (HOTS).***

PANUTO:

1. Papangkatin ang klase sa apat na pangkat. Bawat pangkat ay bibigyan ng isang partikular na kontemporaryong isyu ***(Pagbaha sa komunidad, Korupsyon, HIV, at Implasyon)***
2. Gagamit ang mga mag-aaral ng 360° Issue Analysis Matrix sa ibaba upang suriin ang isyu:

Aspeto ng Pagsusuri	***Gabay na Tanong***
Pinagmulan (Origin)	Paano at kailan nagsimula ang isyung ito?
Iba't ibang Pananaw	Ano ang tingin ng pamahalaan dito? Ng ordinaryong mamamayan?
Epekto (Impact)	Ano ang epekto nito sa ekonomiya, kapaligiran, at bawat tao?
Personal na Koneksyon	Paano ka apektado ng isyung ito bilang isang mag-aaral?

3. Iuulat ng bawat pangkat ang kanilang matrix sa malikhaing paraan (maaring Talk Show, News Casting, o Spoken Poetry)

Pamantayan sa Pagmamarka:

- **Nilalaman at Lalim ng Pagsusuri: 10 pts**

- **Organisasyon ng Ideya: 5 pts**
- **Kabuuan: 15 pts**

B. PRESENTASYON NG AWTPUT

A. Pagtalakay sa Aralin – PAGKATAPOS MAGBASA

ANALYSIS

Anotasyon: Sa bahaging ito ng aralin mahahasa ang kritikal nap ag-iisip ng mga mag-aaral sa pamamagitan ng brainstorming of ideas.

PAMPROSESONG TANONG:

1. Ano-ano ang mga uri ng kontemporaryong isyu na nangyayari sa ating Lipunan?
2. Kailan natin maituturing ang isang isyu na kontemporaryo?
3. Batay sa ginawang matrix, mahirap ba o madali ang maging mulat sa isyu? Bakit?
4. Ano-ano ang mga halimbawa ng isyung panlipunan, isyung pangkalusugan, isyung pangkapaligiran at isyung pangkalakalan?
5. Maituturing mo ba na ang pagiging mulat sa isyu ay isang 'obligasyon' o isang 'karapatan' mo bilang Pilipino?

PAMPROSESONG TANONG:

1. Ano ang kahulugan ng kontemporaryong isyu?
2. Ano ang saklaw ng kontemporaryong isyu?
3. Ano-ano ang mga uri ng kontemporaryong isyu?
4. Ano ang positibong dulot ng kaalaman ng bawat indibidwal sa kontemporaryong isyu sa ating lipunan?

Ang kontemporaryong isyu ay tumutukoy sa anumang kaganapan, ideya, o paksa sa kahit anong larangan na may kaugnayan sa kasalukuyang panahon. Binibigyang-diin na ang pag-aaral nito ay humuhubog sa pagiging "Media Literate," "Socially Aware," at "Proactive" na mamamayan

E. Paglalapat

1. Bilang isang mag-aaral ng Grade 10, paano mo gagamitin ang iyong kaalaman sa mga kontemporaryong isyu upang makatulong sa iyong barangay o paaralan?

F. Paglalagom

G. Pagtataya

Sumulat ng isang **Reflective Journal** (5-10 pangungusap) na sumasagot sa tanong na: *"Bakit hindi sapat ang pagiging 'alam' lang ang balita, at bakit kailangang 'suriin' ang kahalagahan nito sa iyong buhay?"*

Pamantayan sa Pagmamarka:

- Nilalaman at Lalim ng Pagsusuri: 10 pts
- Organisasyon ng Ideya: 5 pts
- Kabuuan: 15 pts

H. Karagdagang Gawain at/o Pagpapahusay

- Magtala ng mga isyu sa inyong sariling komunidad. Kapanayamin ang isang

magulang o nakatatanda kung ano ang kanilang opinyon tungkol dito at e record ito gamit ang inyong mga mobile phones. Ihanda ang resulta para sa susunod na talakayan.	
V. MGA TALA	• Maaring tumagal ng isang oras
VI. PAGNINILAY	
A. Bilang ng mag-aaral na nagtamo ng 80% sa pagtataya	
B. Bilang ng mag-aaral na nangangailangan ng mga gawaing pagpapahusay *(remedial)*	
C. Nakatulong ba ang pagpapahusay *(remedial)?*	
D. Bilang ng mag-aaral na naunawaan ang aralin	
E. Bilang ng mag-aaral na patuloy na nangangailangan ng pagpapahusay (*remediation)*	Wala
F. Alin sa aking pagtuturo ang naging epektibo? Bakit?	
G. Ano-ano ang aking naging suliranin na maaaring malutas sa tulong ng aking punongguro at superbisor?	Wala
H. Anong mga inobasyon o lokalisasyon sa mga kagamitan ang ginamit /natuklasan ko na nais kong ibahagi sa ibang guro?	Ang paggawa ng SIM o Strategic Intervention Material

MASUSING BANGHAY-ARALIN	Paaralan	Bais City National High School	Baitang	10
	Guro	**ALLAN ESTRELLO D. LANITO**	Asignatura	AP
	Petsa at Oras		Markahan/ Linggo:	Week 2-3
I. LAYUNIN				
A. Pamantayang Pangnilalaman	Ang mga magaaral ay may pag-unawa sa mga sanhi at implikasyon ng mga hamong pangkapaligiran upang maging bahagi ng mga pagtugon na makapagpapabuti sa pamumuhay ng tao.			
B. Pamantayan sa Pagganap	Ang mga mag-aaral ay nakabubuo ng angkop na plano sa pagtugon sa mga hamong pangkapaligiran tungo sa pagpapabuti ng pamumuhay ng tao.			

C. Mga Kasanayang Pampagkatuto/Layunin	**Pinakamahalagang Kasanayang Pampagkatuto (MELC):** *Natatalakay ang kalagayan, suliranin at pagtugon sa isyung pangkapaligiran ng Pilipinas.* **Kaalaman:** Natatalakay ang mga suliraning pangkapaligiran na nararanasan ng Pilipinas. **Kasanayan:** Nasusuri ang kalagayan ng Pilipinas sa isyu ng solid waste at ang mga dahilan at epekto nito. **Kaasalan:** Napapahalagahan ang mga solusyon ng pamahalaan sa paglutas sa isyu ng solid waste sa Pilipinas.

II. PAKSA

- **KALAGAYAN, SULIRANIN, AT PAGTUGON SA ISYUNG PANGKAPALIGIRAN (SOLID WASTE MANAGEMENT)**

III. MGA KAGAMITAN

D. Sanggunian: Araling Panlipunan 10 – Unang Markahan Week 2-3
E. Kagamitang Pampagtuturo Mga larawan ng *dumpsites*, kopya ng RA 9003 (buod), *Graphic Organizer templates*, at video clip ng kalagayan ng basura sa bansa.

IV. PAMAMARAAN

1.Pagsasagawa ng pambungad na panalangin
2.Pagbati
3.Pagtala ng liban

D. Balik-aral at/o Panimula - BAGO MAGBASA

Gawain 1: "Waste-Awareness Quick Poll" (Diagnostic Scaffolding)
Panuto: Isang mabilis na survey sa klase upang malaman ang kanilang *baseline knowledge* at gawi sa pagtatapon ng basura. Itataas ng mga mag-aaral ang kulay BERDE kung ginagawa nila ang aktibidad at PULA kung hindi.

1. **Pinaghihiwalay ko ang nabubulok (biodegradable) sa di-nabubulok (non-biodegradable) bago ko ito itapon sa basurahan ng aming bahay.**
2. **Gumagamit ako ng 'reusable water bottle' o 'tumbler' sa halip na bumili ng tubig na nasa single-use plastic bottle araw-araw.**
3. **Alam ko kung anong ahensya ng gobyerno o batas ang namamahala sa tamang pagtatapon ng basura sa Pilipinas.**
4. **Tumutulong ako o nakikilahok sa mga 'cleanup drive' o proyektong pangkalikasan sa aming barangay o paaralan.**
5. **Pinagsasabihan ko ang aking kaibigan o kapamilya kapag nakikita ko silang nagtatapon ng balat ng kendi o basura sa hindi tamang lugar.**

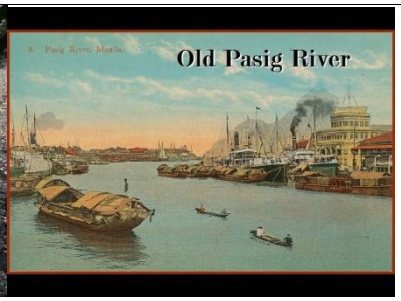
Pamprosesong Tanong:

- *Batay sa kulay na madalas mong itaas (Berde o Pula), paano mo ilalarawan ang iyong kasalukuyang papel sa ating kapaligiran—ikaw ba ay bahagi ng **solusyon** o isa sa mga nagpapatuloy ng **suliranin**? Bakit?"*

E. Pangganyak

GAWAIN 2: NOON AT NGAYON
Paghambingin ang larawan ng PASIG RIVER noon at ang kasalukuyang itsura nito na puno ng basura.





MGA PAMPROSESONG TANONG:

3. Anong "invisible hands" o mga gawi ng tao ang nagpabago sa itsura ng lugar na ito?
4. Sa inyong palagay, ano ang ating paksang tatalakayin ngayong araw?
5. Ito rin ba ay isang kontemporayong isyu?

PAGLALAHAD NG ARALIN

Pinakamahalagang Kasanayang Pampagkatuto (MELC):

Natatalakay ang kalagayan, suliranin at pagtugon sa isyung pangkapaligiran ng Pilipinas.

Kaalaman: Natatalakay ang mga suliraning pangkapaligiran na nararanasan ng Pilipinas.

Kasanayan: Nasusuri ang kalagayan ng Pilipinas sa isyu ng solid waste at ang mga dahilan at epekto nito.

Kaasalan: Napapahalagahan ang mga solusyon ng pamahalaan sa paglutas sa isyu ng solid waste sa Pilipinas.

F. Paglalahad ng Aralin

B. Main Activity: "The Solid Waste Investigation & Solution Hub (S.W.I.S.H.)"

- ***Isang Action Research-based activity na gumagamit ng Problem-Based Learning (PBL).***

PANUTO:

1. Papangkatin ang klase sa tatlong pangkat. Bawat pangkat ay bibigyan ng isang partikular na role (Ang Investigator, Ang Analyst, at Ang Policy Maker).

2. G amit ang *S.W.I.S.H. Chart*, pupunan ng bawat grupo ang kanilang itinalagang bahagi batay sa ibinigay na datos/balita tungkol sa RA 9003 at kalagayan ng basura sa Pilipinas.

- UNANG PANGKAT
  Role: Mga Investigator
  Focus: Ano ang mga pangunahing uri ng solid waste sa ating bansa at saan ito nagmumula?

- IKALAWANG PANGKAT
  Role: Analyst
  Focus: Ano ang direktang epekto ng maling pagtatapon ng basura sa kalusugan at ekonomiya?

- IKATLONG PANGKAT

Role: Policy Maker

Focus: Ano ang direktang epekto ng maling pagtatapon ng basura sa kalusugan at ekonomiya?

3. Iuulat ng bawat pangkat ang kanilang matrix sa pamamagitan ng isang "Community Press Conference.

Pamantayan	Deskripsiyon	Puntos
Nilalaman	Wasto ang nilalaman. Gumamit ng napapanahong datos. Nailahad ang hinihingi ng status report	10
Pagsusuri	Naipahayag ang pagsusuri sa dahilan kung bakit patuloy na nararanasan ang mga suliranin sa likas na yaman gamit ang napapanahong datos	10
Presentasyon	Malikhain at organisado ang paglalahad ng ideya.	5
	Kabuuan	25 puntos

B. PRESENTASYON NG AWTPUT

B. Pagtalakay sa Aralin – PAGKATAPOS MAGBASA

ANALYSIS

Anotasyon: Sa bahaging ito ng aralin mahahasa ang kritikal nap ag-iisip ng mga mag-aaral sa pamamagitan ng brainstorming of ideas.

PAMPROSESONG TANONG:

1. Ano ang solid waste management?
2. Ano-ano ang mga dahilan ng pagdami ng basura?
3. Ano-ano ang mga naging epekto nito sa ating kapaligiran?
4.Ano ang mga sulosyon na nabuo upang maiwasan ang pagkasira ng ating kalikasan?
5. Kung mayroon nang komprehensibong batas tulad ng Ecological Solid Waste Management Act (RA 9003),

bakit nananatiling isa ang bansa sa mga nangungunang pinagmumulan ng *plastic waste* sa karagatan sa buong mundo? Saan nagkakaroon ng lamat sa pagitan ng batas at implementasyon.

PAMPROSESONG TANONG:

1.Ano-ano ang mga suliraning pangkapaligiran na nararanasan ng Pilipinas?
2. Ano ang kalagayan ng solid waste management ng Pilipinas?
3. Ano-ano ang mga solusyon ng pamahalaan sa paglutas sa isyu ng solid waste sa Pilipinas?
4. Paano mo mapapahalagahan ang mga solusyon na itinakda ng pamahalaan sa paglutas sa problema sa solid waste management?

E. Paglalapat

1. Bilang isang mamamayan, sapat na ba ang paglalagay ng 'No Littering' signs upang malutas ang suliranin sa solid waste, o kailangan na nating baguhin ang ating sistemang pang-ekonomiya at kultura ng pagkonsumo? Pangatwiranan.

F. Pagtataya

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Exit Ticket (3-2-1 Strategy): Sa inyong mga sariling kwaderno, gawin ang mga mga sumusunod: • **3** Bagay na natutunan tungkol sa kalagayan ng solid waste sa bansa. • **2** Solusyon ng pamahalaan na sa tingin mo ay dapat mas higpitan ang pagpapatupad. • **1** Pangako sa sarili kung paano magiging bahagi ng solusyon simula ngayong araw.
I. Karagdagang Gawain at/o Pagpapahusay
• Gumawa ng isang *Short Advocacy Video* (30-60 segundo) o isang *Digital Poster* na nagpapakita ng tamang pagtugon sa isyu ng solid waste sa inyong lokal na komunidad. I-upload ito sa *google drive ng klase.*

V. MGA TALA	• Maaring tumagal ng isang oras
VI. PAGNINILAY	
I. Bilang ng mag-aaral na nagtamo ng 80% sa pagtataya	
J. Bilang ng mag-aaral na nangangailangan ng mga gawaing pagpapahusay *(remedial)*	
K. Nakatulong ba ang pagpapahusay *(remedial)?*	
L. Bilang ng mag-aaral na naunawaan ang aralin	
M. Bilang ng mag-aaral na patuloy na nangangailangan ng pagpapahusay (*remediation)*	
N. Alin sa aking pagtuturo ang naging epektibo? Bakit?	
O. Ano-ano ang aking naging suliranin na maaaring malutas sa tulong ng aking punongguro at superbisor?	
P. Anong mga inobasyon o lokalisasyon sa mga kagamitan ang ginamit /natuklasan ko na nais kong ibahagi sa ibang guro?	Ang paggawa ng SIM o Strategic Intervention Material

MASUSING BANGHAY -ARALIN	Paaralan	Bais City National High School	Baitang	10
	Guro	**ALLAN ESTRELLO D. LANITO**	Asignatura	AP
	Petsa at Oras		Markahan/ Linggo:	Week 2-3
I. LAYUNIN				
A. Pamantayang Pangnilalaman	Ang mga magaaral ay may pag-unawa sa mga sanhi at implikasyon ng mga hamong pangkapaligiran upang maging bahagi ng mga pagtugon na makapagpapabuti sa pamumuhay ng tao.			
B. Pamantayan sa Pagganap	Ang mga mag-aaral ay nakabubuo ng angkop na plano sa pagtugon sa mga hamong pangkapaligiran tungo sa pagpapabuti ng pamumuhay ng tao.			

C. Mga Kasanayang Pampagkatuto/Layunin	**Pinakamahalagang Kasanayang Pampagkatuto (MELC):** *Natutukoy ang mga paghahandang nararapat gawin sa harap ng panganib na dulot ng mga suliraning pangkapaligiran.* **Kaalaman:** Natatalakay ang kasalukuyang kalagayang pangkapaligiran ng Pilipinas. **Kasanayan:** Nasusuri ang dahilan at epekto ng kasalukuyang kalagayang pangkapaligiran ng Pilipinas. **Kaasalan:** Napapahalagahan ang mga pagkilos na ginagawa ng iba't ibang sektor upang malutas ang mga problemang kinakaharap ng ating bansa sa ating likas na yaman.

II. PAKSA

- **MGA PAGHAHANDA SA HARAP NG PANGANIB AT SULIRANING PANGKAPALIGIRAN**

III. MGA KAGAMITAN

F. Sanggunian: Araling Panlipunan 10 – Unang Markahan Week 4
G. Kagamitang Manila paper, markers, mga larawan ng kalamidad (bagyo, baha, landslide), at Disaster Risk Maps

IV. PAMAMARAAN

1.Pagsasagawa ng pambungad na panalangin
2.Pagbati
3.Pagtala ng liban

G. Balik-aral at/o Panimula - BAGO MAGBASA

Gawain 1: ENVIRONMENT EMOJI-METER

Ipapakita ng mga mag-aaral ang kanilang pakiramdam sa kasalukuyang estado ng ating likas na yaman gamit ang mga "emojis." Magpapakita ang guro ng mga larawan. Itataas ng mga bata ang ☹ kung malungkot, 😠 kung galit, o 😊 kung masaya sila sa nakikita.

Pamprosesong Tanong:

- *Bakit ☹ o 😠 ang naging reaksyon mo sa karamihan ng mga larawang ipinakita?*
- *Paano nakaaapekto ang emosyong nararamdaman mo sa iyong pagnanais na kumilos para sa kapaligiran?*
- *May nakikita ka pa bang pag-asa (😊) sa kasalukuyang kalagayan ng ating likas na yaman? Ipaliwanag.*

H. Pangganyak

GAWAIN 2: HAZARD MAPPING: LOCAL SPOT CHECK

Gawain: Ipapangkat ang klase sa apat na pangkat. Sa loob ng 2 minuto, ang bawat pangkat ay dapat makapagtala ng 3 lugar sa paaralan na maaaring maging "panganib" kapag may lindol o malakas na ulan.

PAMPROSESONG TANONG:

1. **Ano ang naging batayan ninyo upang sabihing ang isang lugar ay "panganib" o "hazard"?**
2. **Paano nagbabago ang antas ng panganib ng isang lugar depende sa uri ng suliraning pangkapaligiran na darating?**
3. **Sapat na ba ang pagtukoy lamang sa panganib, o kailangan ba ng agarang aksyon? Bakit?**
4. **May koneksyon ba ang ating gawain ngayong araw sa tinalakay natin sa nagdaang linggo?**

Pinakamahalagang Kasanayang Pampagkatuto (MELC):
Natutukoy ang mga paghahandang nararapat gawin sa harap ng panganib na dulot ng mga suliraning pangkapaligiran.

Kaalaman: Natatalakay ang kasalukuyang kalagayang pangkapaligiran ng Pilipinas.

Kasanayan: Nasusuri ang dahilan at epekto ng kasalukuyang kalagayang pangkapaligiran ng Pilipinas.

Kaasalan: Napapahalagahan ang mga pagkilos na ginagawa ng iba't ibang sektor upang malutas ang mga problemang kinakaharap ng ating bansa sa ating likas na yaman.

I. Paglalahad ng Aralin

Main Activity: S.O.S. (Sectoral Outreach & Solutions) Summit"

PANUTO:

1. Ipapangkat ang klase sa apat. Bawat pangkat ay bibigyan ng isang partikular na role

   Pangkat 1 (Pamahalaan): Nakatuon sa mga batas at polisiya.
   Pangkat 2 (NGOs/Environment Groups): Nakatuon sa adbokasiya at rehabilitasyon.
   Pangkat 3 (Private Sector/Business): Nakatuon sa sustainable practices.
   Pangkat 4 (Mga Mamamayan): Nakatuon sa disiplina at kooperasyon.

2. Bawat pangkat ay bibigyan ng isang "Calamity Scenario". Gamit ang **Action-Matrix**, dapat nilang punan ang:

   Dahilan at Epekto: Bakit ito nangyari at ano ang pinsala?
   Paghahanda: Ano ang dapat ginawa *bago* ang sakuna?
   Pagtugon: Ano ang gagawin ng inyong sektor para malutas ito?

PRESENTASYON NG AWTPUT
PAMPROSESONG TANONG:

1. Paano nagkakaiba o nagkakatulad ang papel ng bawat sektor sa pagharap sa iisang suliranin?

2. Kung ang isang sektor ay hindi gagampanan ang kanyang tungkulin (halimbawa, ang mamamayan ay walang disiplina), gaano pa rin ba kaepektibo ang pagkilos ng ibang sektor?
3. Sa iyong pagsusuri, aling sektor ang sa tingin mo ay may pinakamabigat na responsibilidad sa kasalukuyang kalagayan ng ating likas na yaman? Bakit?

C. Pagtalakay sa Aralin – PAGKATAPOS MAGBASA

ANALYSIS
Anotasyon: Sa bahaging ito ng aralin mahahasa ang kritikal nap ag-iisip ng mga mag-aaral sa pamamagitan ng brainstorming of ideas.
PAMPROSESONG TANONG:
1. Ano ang kasalukuyang kalagayan ng mga likas na yaman ng Pilipinas?

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2. Ano-anong likas na yaman ang tuluyan ng nasisira?
3. Ano ang mga dahilang ng pagpuputol ng mga kahoy sa Kagubatan, pagmimina at quar
4. Ano ang epekto ng mga gawaing ito sa likas na yaman ng ating bansa?

PAMPROSESONG TANONG:

1.Ano nga ba ang kasalukuyang kalagayan ng likas na yaman ng ating bansa?
2.Ano-anong likas na yaman ang lubusan ng nasisira?
3. Ano ang mga solusyon ng ating pamahalaan upang malutas ang mga suliraning ito?
4. Paano mo mapapahalagan ang mga solusyong ito?

E. Paglalapat

2. Bilang isang mamamayan, sapat na ba ang paglalagay ng 'No Littering' signs upang malutas ang suliranin sa solid waste, o kailangan na nating baguhin ang ating sistemang pang-ekonomiya at kultura ng pagkonsumo? Pangatwiranan.

F. Pagtataya

- Maglista ng tatlong (3) konkretong paghahanda na gagawin mo sa inyong tahanan upang maging handa sa panganib. Bigyang-katwiran kung paano ito makatutulong sa paglutas ng mas malawak na isyung pangkapaligiran**.**

J. Karagdagang Gawain at/o Pagpapahusay

- Gumawa ng isang **"Family Emergency Plan"** at ipakita ito sa iyong mga magulang. Ipapirma ito bilang patunay na natalakay sa tahanan ang mga paghahandang nararapat gawin.

V. MGA TALA	• Maaring tumagal ng isang oras
VI. PAGNINILAY	
Q. Bilang ng mag-aaral na nagtamo ng 80% sa pagtataya	
R. Bilang ng mag-aaral na nangangailangan ng mga gawaing pagpapahusay *(remedial)*	
S. Nakatulong ba ang pagpapahusay *(remedial)?*	
T. Bilang ng mag-aaral na naunawaan ang aralin	
U. Bilang ng mag-aaral na patuloy na nangangailangan ng	

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pagpapahusay (*remediation)*	
V. Alin sa aking pagtuturo ang naging epektibo? Bakit?	
W. Ano-ano ang aking naging suliranin na maaaring malutas sa tulong ng aking punongguro at superbisor?	
X. Anong mga inobasyon o lokalisasyon sa mga kagamitan ang ginamit /natuklasan ko na nais kong ibahagi sa ibang guro?	Ang paggawa ng SIM o Strategic Intervention Material

MASUSING BANG HAY-ARALIN	Paaralan	Bais City National High School	Baitang	10
	Guro	**ALLAN ESTRELLO D. LANITO**	Asignatura	AP
	Petsa at Oras		Markahan/ Linggo:	Week 4

I. LAYUNIN	
A. Pamantayang Pangnilalaman	Ang mga magaaral ay may pag-unawa sa mga sanhi at implikasyon ng mga hamong pangkapaligiran upang maging bahagi ng mga pagtugon na makapagpapabuti sa pamumuhay ng tao.
B. Pamantayan sa Pagganap	Ang mga mag-aaral ay nakabubuo ng angkop na plano sa pagtugon sa mga hamong pangkapaligiran tungo sa pagpapabuti ng pamumuhay ng tao.
C. Mga Kasanayang Pampagkatuto/Layunin	**Pinakamahalagang Kasanayang Pampagkatuto (MELC):** *Natutukoy ang mga paghahandang nararapat gawin sa harap ng panganib na dulot ng mga suliraning pangkapaligiran.* **Kaalaman:** Natatalakay ang kasalukuyang kalagayang pangkapaligiran ng Pilipinas. **Kasanayan:** Nasusuri ang dahilan at epekto ng kasalukuyang kalagayang pangkapaligiran ng Pilipinas. **Kaasalan:** Napapahalagahan ang mga pagkilos na ginagawa ng iba't ibang sektor upang malutas ang mga problemang kinakaharap ng ating bansa sa ating likas na yaman.
II. PAKSA	
• **MGA PAGHAHANDA SA HARAP NG PANGANIB AT SULIRANING PANGKAPALIGIRAN**	
III. MGA KAGAMITAN	
H. Sanggunian: Araling Panlipunan 10 – Unang Markahan Week 4 I. Kagamitang Manila paper, markers, mga larawan ng kalamidad (bagyo, baha, landslide), at Disaster Risk Maps	
IV. PAMAMARAAN 1.Pagsasagawa ng pambungad na panalangin 2.Pagbati	

3.Pagtala ng liban

J. Balik-aral at/o Panimula - BAGO MAGBASA

Gawain 1: ENVIRONMENT EMOJI-METER

Ipapakita ng mga mag-aaral ang kanilang pakiramdam sa kasalukuyang estado ng ating likas na yaman gamit ang mga "emojis." Magpapakita ang guro ng mga larawan. Itataas ng mga bata ang ☹ kung malungkot, 😠 kung galit, o 😊 kung masaya sila sa nakikita.

Pamprosesong Tanong:

- *Bakit ☹ o 😠 ang naging reaksyon mo sa karamihan ng mga larawang ipinakita?*
- *Paano nakaaapekto ang emosyong nararamdaman mo sa iyong pagnanais na kumilos para sa kapaligiran?*
- *May nakikita ka pa bang pag-asa (😊) sa kasalukuyang kalagayan ng ating likas na yaman? Ipaliwanag.*

K. Pangganyak

GAWAIN 2: HAZARD MAPPING: LOCAL SPOT CHECK

Gawain: Ipapangkat ang klase sa apat na pangkat. Sa loob ng 2 minuto, ang bawat pangkat ay dapat makapagtala ng 3 lugar sa paaralan na maaaring maging "panganib" kapag may lindol o malakas na ulan.

PAMPROSESONG TANONG:

5. **Ano ang naging batayan ninyo upang sabihing ang isang lugar ay "panganib" o "hazard"?**
6. **Paano nagbabago ang antas ng panganib ng isang lugar depende sa uri ng suliraning pangkapaligiran na darating?**
7. **Sapat na ba ang pagtukoy lamang sa panganib, o kailangan ba ng agarang aksyon? Bakit?**
8. **May koneksyon ba ang ating gawain ngayong araw sa tinalakay natin sa nagdaang linggo?**

Pinakamahalagang Kasanayang Pampagkatuto (MELC):

Natutukoy ang mga paghahandang nararapat gawin sa harap ng panganib na dulot ng mga suliraning pangkapaligiran.

Kaalaman: Natatalakay ang kasalukuyang kalagayang pangkapaligiran ng Pilipinas.

Kasanayan: Nasusuri ang dahilan at epekto ng kasalukuyang kalagayang pangkapaligiran ng Pilipinas.

Kaasalan: Napapahalagahan ang mga pagkilos na ginagawa ng iba't ibang sektor upang malutas ang mga problemang kinakaharap ng ating bansa sa ating likas na yaman.

L. Paglalahad ng Aralin

Main Activity: S.O.S. (Sectoral Outreach & Solutions) Summit"

PANUTO:

1. Ipapangkat ang klase sa apat. Bawat pangkat ay bibigyan ng isang partikular na role

Pangkat 1 (Pamahalaan): Nakatuon sa mga batas at polisiya.
Pangkat 2 (NGOs/Environment Groups): Nakatuon sa adbokasiya at

rehabilitasyon.
Pangkat 3 (Private Sector/Business): Nakatuon sa sustainable practices.
Pangkat 4 (Mga Mamamayan): Nakatuon sa disiplina at kooperasyon.

2. Bawat pangkat ay bibigyan ng isang "Calamity Scenario". Gamit ang **Action-Matrix**, dapat nilang punan ang:

   Dahilan at Epekto: Bakit ito nangyari at ano ang pinsala?
   Paghahanda: Ano ang dapat ginawa *bago* ang sakuna?
   Pagtugon: Ano ang gagawin ng inyong sektor para malutas ito?

PRESENTASYON NG AWTPUT
PAMPROSESONG TANONG:

4. Paano nagkakaiba o nagkakatulad ang papel ng bawat sektor sa pagharap sa iisang suliranin?

5. Kung ang isang sektor ay hindi gagampanan ang kanyang tungkulin (halimbawa, ang mamamayan ay walang disiplina), gaano pa rin ba kaepektibo ang pagkilos ng ibang sektor?
6. Sa iyong pagsusuri, aling sektor ang sa tingin mo ay may pinakamabigat na responsibilidad sa kasalukuyang kalagayan ng ating likas na yaman? Bakit?

D. Pagtalakay sa Aralin – PAGKATAPOS MAGBASA

ANALYSIS
Anotasyon: Sa bahaging ito ng aralin mahahasa ang kritikal nap ag-iisip ng mga mag-aaral sa pamamagitan ng brainstorming of ideas.
PAMPROSESONG TANONG:
1. Ano ang kasalukuyang kalagayan ng mga likas na yaman ng Pilipinas?
2. Ano-anong likas na yaman ang tuluyan ng nasisira?
3. Ano ang mga dahilang ng pagpuputol ng mga kahoy sa Kagubatan, pagmimina at quar
4. Ano ang epekto ng mga gawaing ito sa likas na yaman ng ating bansa?

PAMPROSESONG TANONG:
1.Ano nga ba ang kasalukuyang kalagayan ng likas na yaman ng ating bansa?
2.Ano-anong likas na yaman ang lubusan ng nasisira?
3. Ano ang mga solusyon ng ating pamahalaan upang malutas ang mga suliraning ito?
4. Paano mo mapapahalagan ang mga solusyong ito?

E. Paglalapat

3. Bilang isang mamamayan, sapat na ba ang paglalagay ng 'No Littering' signs upang malutas ang suliranin sa solid waste, o kailangan na nating baguhin ang ating sistemang pang-ekonomiya at kultura ng pagkonsumo? Pangatwiranan.

F. Pagtataya

- Maglista ng tatlong (3) konkretong paghahanda na gagawin mo sa inyong tahanan upang maging handa sa panganib. Bigyang-katwiran kung paano ito makatutulong sa paglutas ng mas malawak na isyung pangkapaligiran**.**

K. Karagdagang Gawain at/o Pagpapahusay

• Gumawa ng isang **"Family Emergency Plan"** at ipakita ito sa iyong mga magulang. Ipapirma ito bilang patunay na natalakay sa tahanan ang mga paghahandang nararapat gawin.	
V. MGA TALA	• Maaring tumagal ng isang oras
VI. PAGNINILAY	
Y. Bilang ng mag-aaral na nagtamo ng 80% sa pagtataya	
Z. Bilang ng mag-aaral na nangangailangan ng mga gawaing pagpapahusay *(remedial)*	
AA. Nakatulong ba ang pagpapahusay *(remedial)?*	
BB. Bilang ng mag-aaral na naunawaan ang aralin	
CC. Bilang ng mag-aaral na patuloy na nangangailangan ng pagpapahusay (*remediation)*	
DD. Alin sa aking pagtuturo ang naging epektibo? Bakit?	
EE. Ano-ano ang aking naging suliranin na maaaring malutas sa tulong ng aking punongguro at superbisor?	
FF. Anong mga inobasyon o lokalisasyon sa mga kagamitan ang ginamit /natuklasan ko na nais kong ibahagi sa ibang guro?	Ang paggawa ng SIM o Strategic Intervention Material

MASUSING BANGHAY -ARALIN	Paaralan	Bais City National High School	Baitang	10
	Guro	**ALLAN ESTRELLO D. LANITO**	Asignatura	AP
	Petsa at Oras		Markahan/ Linggo:	Week 5

I. LAYUNIN	
A. Pamantayang Pangnilalaman	Ang mga magaaral ay may pag-unawa sa mga sanhi at implikasyon ng mga hamong pangkapaligiran upang maging bahagi ng mga pagtugon na makapagpapabuti sa pamumuhay ng tao.
B. Pamantayan sa Pagganap	Ang mga mag-aaral ay nakabubuo ng angkop na plano sa pagtugon sa mga hamong pangkapaligiran tungo sa pagpapabuti ng pamumuhay ng tao.

C. Mga Kasanayang Pampagkatuto/Layunin	**Pinakamahalagang Kasanayang Pampagkatuto (MELC):** *Nasusuri ang kahalagahan ng kahandaan, disiplina at kooperasyon sa pagtugon ng mga hamong pangkapaligiran.* **Kaalaman:** Natatalakay ang kahulugan ng *Disaster Management*. **Kasanayan:** Nasusuri ang mga paghahandang nararapat gawin sa pagharap ng panganib na dulot ng mga suliraning pangkapaligiran. **Kaasalan:** Nahihinuha ang kahalagahan ng pagtutulungan ng lahat ng sektor ng mamamayan sa panahon ng kalamidad.

II. PAKSA

- **KAHALAGAHAN NG KAHANDAAN, DISIPLINA, AT KOOPERASYON SA PAGTUGON SA HAMONG PANGKAPALIGIRAN**

III. MGA KAGAMITAN

J. Sanggunian: Araling Panlipunan 10 – Unang Markahan Week 5-6
K. Kagamitan: Video clips ng mga nakaraang kalamidad, "Go-Bag" items (actual o pictures), Manila paper, at marker.

IV. PAMAMARAAN

1.Pagsasagawa ng pambungad na panalangin
2.Pagbati
3.Pagtala ng liban

M. Balik-aral at/o Panimula - BAGO MAGBASA

Gawain 1: "The Disaster Chain Reaction"
Magpapakita ang guro ng tatlong salita sa pisara: KALAMIDAD, DISIPLINA, at KALIGTASAN. Sa pamamagitan ng mga "arrows," kailangang ipakita ng mga mag-aaral ang ugnayan ng mga ito sa iba't ibang senaryo
Pamprosesong Tanong:

- *Sa iyong ginawang dayagram, ano ang nagsisilbing "tulay" upang ang isang kalamidad ay hindi humantong sa malawakang trahedya?*
- *Paano nagbabago ang kinalabasan (outcome) ng isang sakuna kung aalisin natin ang elemento ng "kooperasyon" sa iyong chain reaction?*
- *Maituturing bang "aksidente" lamang ang pinsala ng isang kalamidad, o ito ay bunga ng ating antas ng kahandaan? Ipaliwanag.*
-

N. Pangganyak

GAWAIN 2: GO-BAG CHALLENGE, GO!
Gawain: Ipapangkat ang klase sa tatlong na pangkat. Sa loob ng 2 minuto, Mayroong 15 gamit na nakapaskil sa pisara. Kung ang bawat mag-aaral ay mayroon lamang kapasidad na magdala ng 5 gamit sa gitna ng paglikas, alin ang kanilang pipiliin?
PAMPROSESONG TANONG:

9. **Ano ang naging pangunahing pamantayan mo sa pagpili ng limang gamit, at bakit mo isinantabi ang ibang "mahahalagang" bagay?**
10. **Sa gitna ng aktwal na panganib, paano makatutulong ang pagkakaroon ng "disiplina sa pagpapasya" (decisive discipline) upang makaligtas?**
11. **Paano maipakikita ang kooperasyon sa loob ng pamilya habang inihahanda ang inyong *Go-Bag*?**

Pinakamahalagang Kasanayang Pampagkatuto (MELC):
Nasusuri ang kahalagahan ng kahandaan, disiplina at kooperasyon sa pagtugon ng mga hamong pangkapaligiran.

Kaalaman: Natatalakay ang kahulugan ng *Disaster Management*.

Kasanayan: Nasusuri ang mga paghahandang nararapat gawin sa pagharap ng panganib na dulot ng mga suliraning pangkapaligiran.

Kaasalan: Nahihinuha ang kahalagahan ng pagtutulungan ng lahat ng sektor ng mamamayan sa panahon ng kalamidad.

O. Paglalahad ng Aralin

Main Activity: DISASTER MANAGEMENT SIMULATION LAB: SECTORAL SYNERGY

Pangkatang Gawain: Hahatiin ang klase sa tatlong grupo na kumakatawan sa tatlong haligi ng pagtugon at ang mga yugto ng Disaster Management:

- **Pangkat A: The Planners (Kahandaan)** – Sila ang gagawa ng *Early Warning System* at *Evacuation Plan*.
- **Pangkat B: The Responders (Disiplina)** – Sila ang magpapatupad ng kaayusan habang nagaganap ang "simulation" ng sakuna.
- **Pangkat C: The Community (Kooperasyon)** – Sila ang mga mamamayang dapat sumunod at tumulong sa kapwa.

Magpapatunog ang guro ng sirena (simbolo ng baha o lindol). Kailangang maipakita ng tatlong grupo kung paano sila mag-uugnayan sa loob ng 5 minuto.

PRESENTASYON NG AWTPUT
PAMPROSESONG TANONG:

7. Sa ginawang simulation, anong bahagi ng *Disaster Management* ang naging pinakamahirap ipatupad? Bakit?

8. Kung ang isang sektor (hal. The Community) ay hindi nagpakita ng kooperasyon, ano ang naging epekto nito sa plano ng *The Planners* at *The Responders*?

E. Pagtalakay sa Aralin – PAGKATAPOS MAGBASA

ANALYSIS
Anotasyon: Sa bahaging ito ng aralin mahahasa ang kritikal nap ag-iisip ng mga mag-aaral sa pamamagitan ng brainstorming of ideas.
PAMPROSESONG TANONG:
1.Ano ang nararapat gawin ng bawat sektor:

- Bago ang kalamidad?
- sa panahon ng kalamidad?
- at pagkatapos ng kalamidad?

2. Paano magiging handa ang isang komunidad sa pagdating ng isang kalamidad?

1.Ano ang disaster management?
2.Ano-ano ang mga terminolohiya na ginagamit sa pag-aaral ng disaster management?
3.Paano nakakatulong ang disaster management sa pagharap sa mga kalamidad?

4.Bakit mahalaga ang pagtutulongan ng bawat sektor ng Lipunan sa pagharap sa mga kalamidad?

E. Paglalapat

4. Bilang isang mamamayan, sapat na ba ang paglalagay ng 'No Littering' signs upang malutas ang suliranin sa solid waste, o kailangan na nating baguhin ang ating sistemang pang-ekonomiya at kultura ng pagkonsumo? Pangatwiranan.

F. Pagtataya

D-K-K Commitment Matrix: Pupunan ng mga mag-aaral ang matrix sa ibaba bilang patunay ng kanilang pag-unawa.

Konsepto Paano ko ito ipamamalas sa bahay? Paano ko ito ipamamalas sa paaralan?

DISIPLINA

KAHANDAAN

KOOPERASYON

L. Karagdagang Gawain at/o Pagpapahusay

- Gumawa ng isang **"Community Hero Poster"** (Digital o Manual) na nagpapakita ng isang sitwasyon kung saan nagtutulungan ang iba't ibang sektor (Bumbero, Doktor, Guro, at mga ordinaryong tao) sa panahon ng kalamidad.

V. MGA TALA	• Maaring tumagal ng isang oras
VI. PAGNINILAY	
GG. Bilang ng mag-aaral na nagtamo ng 80% sa pagtataya	
HH. Bilang ng mag-aaral na nangangailangan ng mga gawaing pagpapahusay *(remedial)*	
II. Nakatulong ba ang pagpapahusay *(remedial)?*	
JJ. Bilang ng mag-aaral na naunawaan ang aralin	
KK. Bilang ng mag-aaral na patuloy na nangangailangan ng pagpapahusay (*remediation)*	
LL. Alin sa aking pagtuturo ang naging epektibo? Bakit?	
MM. Ano-ano ang aking naging suliranin na maaaring malutas sa	

tulong ng aking punongguro at superbisor?	
NN. Anong mga inobasyon o lokalisasyon sa mga kagamitan ang ginamit /natuklasan ko na nais kong ibahagi sa ibang guro?	Ang paggawa ng SIM o Strategic Intervention Material

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APPENDICES

APPENDIX A

Republic of the Philippines
DEPARTMENT OF EDUCATION
Region VII, Central Visayas
School Division of Bais City

April 7, 2025

JEROS MAE C. DOMOCOL
Head Teacher III, School Head
Bais City National High School

Ma'am:

Greetings of peace and love!

The undersigned is presently conducting a study on "**APPLYING ACTION RESEARCH TO ENHANCE SECONDARY STUDENTS' LEARNING OF CURRENT ISSUES IN SOCIAL STUDIES"** for the school year 2024-2025.

This study aims to assess the use of action research-based activities in teaching of Araling Panlipunan at Bais City National High School for the School Year 2024-2025 as basis for an lesson an integration.

In this regard, I would like to ask permission from your esteemed office to float a survey questionnaire to Grade 10 students of Bais City National High School to collect data for my thesis writing as a requirement for my master's study.

I am hoping for your positive approval of this request. Thank you very much.

Respectfully yours,

ALLAN ESTRELLO D. LANITO
Researcher, MAEd. Candidate

NERISSA MAE E. HERNANDEZ, Dev. Ed. D.

Adviser

JEROS MAE C. DOMOCOL

School Head, Head Teacher III

APPENDIX B
Questionnaire for Student Respondents

APPLYING ACTION RESEARCH TO ENHANCE SECONDARY STUDENTS' LEARNING OF CURRENT ISSUES IN SOCIAL STUDIES

Name (optional): _____ **Date**: _____

Note: This questionnaire is designed to gather information on the use of Action Research-Based Activities in

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learning Social Issues. All information and data gathered are intended for educational research purposes only. Rest assured that all personal information will be treated with utmost CONFIDENTIALITY.

I. A. Student Respondent's Demographic Profile

Gender: ☐ Male ☐ Female

Age: ☐ 14 years old and below

☐ 15 years old

☐ 16 years old

☐ 17 years old and above

Social Studies Grade in the Previous Year Level:

☐ 74 and below (Did Not Meet Expectation)

☐ 75 – 79 (Fairly Satisfactory)

☐ 80 – 84 (Satisfactory)

☐ 85 – 89 (Very Satisfactory)

☐ 90 – 100 (Outstanding)

II. A. Students Experiences in conducting Action Research-Based Activities

Note: Please rate your preference based on the given scale which best describes your experience from 1 as Strongly Disagree to 5 Strongly Agree.

Rate	Category of Response
5	Strongly Agree
4	Agree
3	Neutral
2	Disagree
1	Strongly Disagree

The Action Research-Based Learning; 1. Teaching and Learning Delivery	5	4	3	2	1
1.1. I am excited about attending daily classes.					
1.2. I am participative in every activity during the classes.					
1.3. I am interested in using action research-based activities because it helps me to improve my learning skill.					
1.4. I am interested in using research-based activities because it is an excellent tool for learners to deal with difficult social studies concepts.					
1.5. I prefer using the research-based activities strategy to the chalk and talk method.					
1.6. I am not comfortable using research-based activities because of their limitations in the teaching of social studies.					
1.7. I look forward to the research-based activities session in					

the teaching of social studies.					
2. Assessment Delivery					
2.1. I can confidently answer the questions through the action research-based activities.					
2.2. I am usually exposed to the activities on topics covered for the week.					
2.3. I am enthusiastic about answering and submitting my assignments for the action research-based activities.					
2.4. I look forward to social studies lessons taught using action research-based activities.					
3. Over-all impact					
3.1. The action research-based activities are closing the equity gap among learners in our school.					
3.2. I am comfortable attending and participating in social studies classes.					
3.3. I find Action Research-based activities an excellent tool for students with disabilities.					
3.4. The teacher has adequate experience for all grade levels.					
3.5. I find it a hassle to use action research-based activities during the discussion of social studies curriculum.					

APPENDIX C

Republic of the Philippines
NEGROS ISLAND REGION
City Schools Division of Bais
BAIS CITY NATIONAL HIGH SCHOOL

ARALING PANLIPUNAN 10
PRE-TEST & POST-TEST

Test I. Multiple Choice
Panuto: Basahing mabuti ang mga katanungan at piliin ang tamang sagot at isulat sa sagutang papel.

1. Ito ay mga ideya, opinyon, paksa, at anumang mga pangyayari kaugnay sa mga napapanahon o pangkasalukuyang usapin o hamon na nakakaapekto sa iba't ibang aspeto ng buhay tao. Alin sa mga sumusunod na konsepto ang inilalarawan nito?
A. Balita
B. Isyung Panlipunan
C. Kontemporaryong Isyu
D. Tsismis

2. Mahalagang pag-aralan ang mga kontemporaryong isyu sapagkat gagawin ka nitong aktibo. Alin ang hindi kabilang dito?
A. Aabutin ang iyong puso at isipan upang maging mulat sa pangyayari.
B. Bubuksan at palalawakin ang iyong kaalaman
C.Hahayaan kang manatiling makasarili at hindi maki-alam sa mga isyu sa iyong lipunan.
D.Tuturoon kang tumimbang ng sitwasyon.

3.Ang mga kontemporaryong isyu ay mga mahahalagang pangyayari sa ating panlipunan. Alin sa mga sumusunod ang hindi uri ng kontemporaryong isyu?
A. Isyung Pang-Ekonomiya
B. Isyung Pangkapaligiran
C. Isyung Pangkalikasan

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D. Isyung Panlipunan

4. Isa sa mga suliranin ang ating lipunan ang mga basurang magkalat kung saan-saan na maaring nagdudulot ng kapahamakan sa isang komunidad. Ano ang tawag sa mga basurang ito na nagkalat na nagmumula sa mga tahanan, industriya, komersyal, pagmimina at gawaing agricultural?
A. Solid Waste
B. Non-Biodegardable
C. Biodegradable
D. Hazardous Material

5. Ano ang tawag sa makabuluhang pagbabago ng klima ng mundo na maaring mangyari sa loob ng mahabang panahon ngunit maaring mapabilis o maging malala dahil narin sa gawain ng tao?

A. Coral Bleaching
B. Climate Change
C. Deforestation
D. Soil Erosion

6. Mayroong ibat-ibang isyung kontemporaryong na lubos na nakakaapekto sa pamumuhay ng karamihan Alin sa sumusunod ang isyung pang-ekonomiya na kinakaharap ng maraming Pilipino sa kasalukuyan?
A. Climate Change
B. Corruption
C. Gender Equality
D. Unemployment

7. Ano ang tawag sa isang dinamikong proseso na sumasakop sa pamamahala ng pagpaplano, pag-oorganisa, pagtukoy ng mga kasapi, pamumuno at pagkontrol?
A. Disaster
B. Disaster Management
C. Hazard
D. Resilience

8. Ang Anthropogenic hazard ay mga banta sa kalikasan na gawa ng tao. Alin ang halimbawa nito?
A.Bagyo
B. Lindol
C.Storm surge
D.Usok ng Pabrika

9. Nangangamba si Iko na magkasakit ang kaniyang buntis na asawa at isang taong gulang na anak dahil sa maruming tubig baha sa kanilang lugar.
A. Human induced hazard
B. Disaster
C. Natural hazard
D.Risk

10.Isa sa mga pinaghahandaang kalamidad ay ang lindol sapagkat hindi natin alam kung kailan ito darating. Kaya masusing paghahanda ang kailangan upang maiwasan ang pinsalang dala nito, maaaring sa ari-arian o buhay ng tao. Anong paghahanda ang dapat ginagawa sa mga paaralan o sa matataong lugar?
A. Fire Drill
B. Earthquake Drill
C. Landslide Drill
D. Tsunami Drill

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11.Ang bahay ng pamilya ni Anna ay nakatirik malapit sa isang minahan. Araw-araw ay parang gumagalaw ang lupa kapag nagsimula ng magtrabaho at magpasabog ang mga manggagawa. Sa makatuwid, ang pamilya ni Anna at ang bahay nila ay may mataas na posibilidad na maaapektuhan ng Hazard. Anong konsepto ang tinutukoy ng sitwasyon?
A. Risk
B. Vulnerability
C. Disaster
D. Resilience

12. Sa nakaraang sampung taon, hinagupit ang Pilipinas ng iba't ibang sakuna. Niyanig ng malakas na lindol ang Visayas, halos pinaluhod ng Super typhoon ang Visayas at Luzon, pinadapa ang mga kabahayan na malapit sa tabing dagat ng tsunami, maraming buhay ang nawala dahil sa naglalakihang dalayong at maraming pamilya ang naghinagpis dahil sa kamag-anak na natabunan ng gumuhong lupa. Ang mga sakunang nabanggit sa itaas ay mga halimbawa ng anong uri ng hazard?
A. Anthropogenic Hazard
B. Geological Hazard
C. Natural Hazard
D. Structural Hazard

13. Ang Pilipinas ay isa sa mga bansang nahaharap sa maraming kalamidad kayat nabuo ang PDRRMF ano ang tinutukoy ng dalawang letrang R sa nasabing acronym?
A.Risk & Reduction
B.Recovery & Risk
C.Risk & Rescue
D.Risk & Reduce

14. Ang hamon na dulot ng mga kalamidad at hazard ay dapat_____at hindi lamang haharapin sa panahon ng pagsapit ng iba't ibang kalamidad.
A.Harapin
B.Maiwasan
C.Paghandaan
D.Pagplanuhan

15.Ano ang bahaging ginagampanan ng pamahalaan upang mabawasan ang pinsala at panganib na dulot ng iba't ibang kalamidad at hazard?
A.Naghahanda
B.Nagpaplano
C.Tumutukoy
D. Sumusuri

16.Sa Community-Based Disaster Risk Management Approach sino ang dapat aktibong makikilahok?
A.Mamamayan
B.NGO's
C.Pamahalaan
D.Police

17. Bilang isang aktibong mamamayan ayusin sa tamang dinamikong proseso ang ang mga Gawain sa Disater Management.

Sitwasyon: Ikaw ay nakatira sa lugar na karaniwang nakakaranas ng pagbaha.

1.Tutukuyin ang kalamidad na maaring maranasan
2. Palagiing susubay-bayan ang mgakanal kung ito ba ay malinis
3. Susuriin ang mga dahilan ng madaliang pagtaas ng tubig baha sa lugar.

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4.Alamin ang maaring pinsala sa buhay atari-arian dahil sa kalamidad.

A.1,2,3,4 B.1,3,2,4
C.1,3,4,2 D.3,1,2,4

18. Ang kaligtasan ng isang pamayanan mula sa isang kalamidad sa Community-Based Disaster Risk Reduction Approached ay nakasalalay sa mga sumusunod na sektor. Alin ang hindi kabilang?
A. Mamamayam
B.NGO's
C. Paaralan
D.Pamahalaan

19. Kanino nakasalalay ang aktibong pakikilahok sa pagharap sa kalamidad ayun sa CBDRRM Approach?
A. Mamamayam
B.NGO's
C. Paaralan
D.Pamahalaan

20. Pinakamahalagang layunin ng Philippine National Disaster Risk Reduction and Management Framework (PDRRMF) ay ang
pagbuo ng disaster-resilient na mga pamayanan. Ano ang katangian ng isang Disaster Resilient na pamayanan?
A.Handa,Makatugon at Makabangon
B.Handa,Planado at Makatugon
C.Makatugon, Handa at Makabangon
D. Planado,Handa at Makabangon

21. Ito ay isang disaster management plan na tumutukoy sa situwasiyon kung saan lahat ng gawain mula sa pagpaplano na dapat gawin hanggang sa pagtugon sa panahon ng kalamidad ay inaasa sa mas nakatataas na tanggapan o ahensya ng pamahalaan.
A.Disaster Management
B.Bottom-up Approach
C.Hazard Management
D.Top-down App

22. May dalawang paraan sa pagtugon ng hamong pagkapaligiran, ito ay ang top-down at bottom-up approach. Ang top-down ay pagtugon sa hamong pangkapaligiran mula sa itaas na ahensya ng pamahalaan hanggang sa pinakamababa. Samantalaang bottom-up ay mula sa pinakamababang organisasyon hanggang sa pinakamataas. Sino sa mga pangkat sa ibaba dapat na nangunguna sa pagtugon ng hamong pangkapaligiran gamit ang bottom-up approach?
A. Mamamahayag B. Mamamayan
C. Pamahalaan D. Pangulo

23. Ang Barangay Sanipilip ay isang isla na kadalasang nakararaanas ng malakas na bagyo.Ang pamahalaan ay gumagawa ng awareness campaign kung paano harapin ang inasabing kalamidad kailan ito nangyayari?
A. bago ang bagyo
B. pagtama ng bagyo
C. pagkatapos ng bagyo
D.Wala sa nabanggit

24.Ano ang unang yugto ng Community-Based Disaster Risk Reduction and
Management Plan?
A. Disaster Prevention and Mitigation
B. Disaster Response
C. Hazard Assessment
D. Recovery and Rehabilitation

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25.Anong yugto ang nagsasagawa ang Disaster Risk Assessment tulad ng Hazard Assessment, Vulnerability Assessment, at Risk Assessment?
A.Disaster Preparedness
B. Disaster Prevention & Mitigation
C.Disaster Rehabilitation & Recovery
D.Disaster Response

26.Sa pagtataya na ito masusukat ang kahinaan at kapasidad ng isang komunidad sa pagharap sa iba't ibang hazard na maaaring maranasan sa kanilang lugar.
A.Hazard Assessment
B.Risk Assessment
C.Response Assessment
D.Vulnerability and Capacity Assessment

27.Ang mga patalastas sa telebisyon tungkol sa mga dapat gawin sa panahon ng sakuna. mga anunsyo sa radyo, sa mga pahayagan, at maging sa ating pamayanan tungkol sa mga gagawin natin kung sakaling tayo ay makaranas ng iba't ibang kalamidad ay sakop ng anong yugto?
A.Disaster Preparedness
B.Disaster Prevention & Mitigation
C.Disaster Rehabilitation & Recovery
D.Disaster Response

28.Sa ikatlong yugto ng disaster management isa sa mga Gawain ay ang pagbibigay ng mga hakbang na dapat gawin, mga ligtas na lugar na dapat puntahan at mga opisyalis na dapat lapitan anong layuni sa disaster preparedness ito?
A. to advise B. to inform
B. to instruct D.to prepare

29. Sa ikatlong yugtong ito ay tinataya kung gaano kalawak ang pinsalang dulot ng isang Kalamidad.
A.Disaster Preparedness
B.Disaster Prevention & Mitigation
C.Disaster Rehabilitation & Recovery
D.Disaster Response

30. Sa yugtong ito ang mga hakbang at gawain ay nakatuon sa pagsasaayos ng mga nasirang pasilidad at istruktura at mga naantalang pangunahing serbisyo upang
manumbalik sa dating kaayusan at normal na daloy ang pamumuhay ng isang
nasalantang komunidad.
A.Disaster Preparedness
B.Disaster Prevention & Mitigation
C.Disaster Rehabilitation & Recovery
D.Disaster Response

31.Saan sa sumusunod na sitwasyon ang nagpapakita ng gawain sa disaster Rehabilitation and Rehabilitation?
A.Sa pagkakataong ito ay tinataya kung gaano kalawak ang pinsalang dulot ng isang kalamidad.
B.Ito ay tumutukoy sa mga hakbang o dapat gawin bago at sa panahon ng pagtama ng kalamidad, sakuna o hazard.
C.tinataya ang mga hazard at kakayahan ng pamayanan sa pagharap sa iba't ibang suliraning pangkapaligiran.
D.pagpapanumbalik ng sistema ng komunikasyon at transportasyon, suplay ng tubig at kuryente, pagkukumpuni ng bahay, sapat na suplay ng pagkain, damit, at gamot.

32.Sa bahaging ito tinataya ang sa mga pangangailangan ng mga biktima ng kalamidad tulad ng pagkain, tahanan, damit, at gamot.

A. Damage Assessment
B. Hazard Assessment
C. Loss Assessment
D. Needs Assessment

Test II. Pagsusuri ng Sitwasyon at Pangangatwiran

Panuto: Basahin at unawaing mabuti ang bawat sitwasyon sa ibaba. Sagutin ang mga tanong sa paraang nagpapakita ng malalim na pagsusuri, pagtimbang sa iba't ibang panig, at matibay na pangangatwiran. Gawin ito sa isang buong papel.

1. Isyu sa Disaster Management at Pamumuno

Sitwasyon: Ikaw ang bagong halal na Punong Barangay sa inyong lugar na laging tinatamaan ng malakas na bagyo at pagbaha. Bukod sa karaniwang pagbibigay ng relief goods, paano mo pangungunahan ang iyong komunidad sa pagbuo ng isang komprehensibong Disaster Management Plan? Ipaliwanag ang isang konkretong hakbang na iyong gagawin para sa bawat yugto: (1) Paghahanda (Preparedness), at (2) Pagbawi at Rehabilitasyon (Rehabilitation and Recovery).

2. Isyu sa Globalisasyon at Pambansang Pagkakakilanlan

Sitwasyon: Malaki ang impluwensya ng globalisasyon sa kultura ng kabataang Pilipino (hal. K-Pop, Netflix series, Western fashion). May mga nagsasabi na ito ay nagpapayaman sa ating kaalaman, habang may iba namang nangangamba na unti-unting nabubura ang sariling atin (hal. OPM, tradisyonal na sining). Sa iyong pananaw, paano natin maaaring yakapin ang mga impluwensya mula sa ibang bansa nang hindi isinasakripisyo ang ating pambansang pagkakakilanlan (national identity)? Magbigay ng dalawang (2) konkretong mungkahi.

3. Isyu sa Digital Citizenship at Freedom of Speech

Sitwasyon: Isang kilalang vlogger ang nag-post ng isang opinyon sa social media na itinuturing ng marami na "offensive" o nakakabastos. Mabilis siyang "na-cancel" ng mga netizen, na humihiling na siya ay tanggalan ng mga sponsorship. Iginigiit naman ng vlogger ang kanyang "freedom of speech". Suriin ang sitwasyon. Sa iyong palagay, kailan nagiging lehitimong pananagutan (accountability) ang "cancel culture" at kailan ito nagiging anyo ng cyberbullying o paglabag sa kalayaan sa pagpapahayag?

4. Isyu sa Ekonomiya at Kapaligiran

Sitwasyon: Nag-aalok ang isang malaking korporasyon na magtayo ng pabrika sa inyong bayan na lilikha ng 500 trabaho. Ngunit, itatayo ito sa isang lupang sakahan at may posibilidad na magdulot ng polusyon sa kalapit na ilog na pinagkukunan ng kabuhayan ng mga mangingisda. Kung ikaw ay isang miyembro ng Sangguniang Bayan, ano ang iyong magiging desisyon? Timbangin ang mga benepisyo at panganib. Ipaliwanag ang iyong desisyon gamit ang konsepto ng Sustainable Development.

APPENDIX C

Rubriks sa Pagmamarka

Pangkalahatang Pamantayan para sa Bawat Tanong (10 Puntos)

Kraytirya	**Napakahusay**	**Mahusay**	**Nangangailangan ng Pag-unlad**
	(4-5 puntos)	**(3 puntos)**	**(1-2 puntos)**
Pagsusuri at Lalim ng Argumento	Malinaw, komprehensibo, at nagpapakita ng malalim na pagsusuri sa isyu. Nakapagbigay ng matibay na	May sapat na pagsusuri sa isyu ngunit may ilang bahagi na mababaw.	Limitado at mababaw ang pagsusuri sa isyu.

	argumento na tumitimbang sa iba't ibang panig ng sitwasyon.	Nakapagbigay ng argumento ngunit hindi gaanong matibay.	Ang argumento ay batay lamang sa personal na opinyon at walang malinaw na basehan.
Paggamit ng Konsepto at Ebidensya	Wasto at epektibong nagamit ang mga konsepto ng Araling Panlipunan (hal. Disaster Management, Sustainable Development, Gender Roles) upang suportahan ang argumento. Nakapagbigay ng mga konkretong halimbawa.	Nagamit ang mga konsepto ngunit hindi gaanong naipaliwanag ang kaugnayan nito sa argumento. May nabanggit na halimbawa ngunit pangkalahatan.	Hindi ginamit o mali ang paggamit sa mga konsepto. Walang halimbawang naibigay.
Kalinawan at Organisasyon	Malinaw, lohikal, at maayos ang pagkakaayos ng mga ideya. Madaling unawain ang buong sagot.	May kalinawan ngunit may ilang bahagi na hindi organisado o mahirap unawain.	Magulo ang paglalahad ng mga ideya. Mahirap sundan ang argumento.

Iskala ng Pagmamarka:

- **9-10 puntos:** Napakahusay (Lahat ng kraytirya ay nasa pinakamataas na antas)
- **6-8 puntos:** Mahusay (Karamihan sa mga kraytirya ay nasa "Mahusay" na antas)
- **1-5 puntos:** Nangangailangan ng Pag-unlad (Karamihan sa mga kraytirya ay nasa pinakamababang antas)