

Enhancing Participation and Inquiry Skills by Using Question-Based Lollipops in Engaging Grade 9 Students

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ABSTRACT

Active student participation is fundamental to effective learning. However, many Grade 9 students struggle to engage actively in class discussions, often due to low motivation, fear of judgment, and a lack of confidence in inquiry-based tasks. This action research sought to investigate the effectiveness of the Question-Based Lollipops strategy where students randomly select question-containing lollipops with pre-written questions, as a method to improve participation and inquiry skills in Filipino classes, specifically when studying Noli Me Tangere. Employing a classroom action research design, the study used a mixed-methods approach involving 30 purposively selected Grade 9 students from a private non-sectarian school in Ozamiz City. Data were collected using pre- and post-tests, classroom observations, and semi-structured interviews. Statistical analysis included descriptive statistics and paired-sample t-tests, while qualitative data were analyzed using thematic analysis. The findings were positive, showing a significant enhancement in student engagement and inquiry skills, evidenced by higher participation rates, improved response quality, and greater student confidence in asking and answering questions. Implementing question-based lollipops as an interactive reward system created a lively and participatory learning environment. This strategy offers educators an effective tool to foster curiosity, critical thinking, and collaborative learning among junior high school students. Based on these findings, teachers are encouraged to incorporate the Question-Based Lollipops Strategy as a routine classroom procedure to solicit participation from all learners, particularly shy or reticent students. School leaders should endorse this practice by organizing professional development sessions focused on interactive questioning techniques and student engagement strategies. Curriculum developers should integrate student-centered techniques like the lollipop questioning method into curricula, especially for subjects requiring critical thinking and active engagement. Future researchers are invited to explore the long-term implications of this approach in various subject matters and grade levels, and to compare it with other active learning strategies to determine best practices for promoting inquiry and engagement.

Keywords: Critical Thinking; Inquiry-Based Learning; Participation; Question-Based Lollipops; Student Engagement

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Context and Rationale

Student engagement is crucial to the learning process, directly influencing motivation, classroom contribution, and overall academic performance. One effective method for boosting engagement involves using interactive rewards, which provide an extrinsic stimulus that can gradually foster intrinsic motivation (Deci & Ryan, 2020). In many classrooms, participation remains a challenge, particularly for students who are hesitant to contribute. By incorporating interactive rewards, such as question-based lollipops, teachers can cultivate a more active and stimulating learning environment that encourages students to participate in inquiry-based learning and discussion.

Inquiry skills, including questioning, critical thinking, and problem-solving, are key skills for 21st-century learners (Bell, 2024). Nevertheless, many students find it difficult to formulate and ask questions in class, often due to fear of criticism or insecurity. Research suggests that integrating fun, interactive strategies like gamification and physical rewards significantly improves students' ability to pose questions and participate in substantial discussions (Kapp et al., 2021). The question-based lollipop is a simple yet effective technique for demystifying complex topics and making learning fun for students.

Furthermore, positive reinforcement is proven to enhance student behavior and academic achievement. Following Skinner's theory of behaviorism (Rachin, 2018), rewarding desired actions increases the likelihood of their repetition. In this context, using question-based lollipops rewards student participation by linking inquiry with a concrete and pleasant incentive. This approach aligns with research showing that reward systems positively impact student engagement and classroom interaction (Schunk & DiBenedetto, 2020).

While the effects of interactive reward systems have been explored across different learning environments, specific research on their impact on Grade 9 students is scarce. Adolescents at this stage are prone to fluctuations in motivation and interest due to developmental changes (Eccles & Roeser, 2024). Understanding how these strategies affect participation and inquiry skills in this age group is vital for educators aiming to promote a more interactive and inquiry-based learning environment.

This action research seeks to determine the efficacy of the Question-Based Lollipop strategy in enhancing student participation and inquiry skills among Grade 9 learners. By investigating this practice, the study adds to the literature on student engagement strategies and provides teachers with practical, actionable recommendations. The findings can inform the development of creative teaching practices that promote active participation, curiosity, and critical thinking in secondary schools (Wentzel & Miele, 2022).

Intervention

The Question-Based Lollipop strategy is an effective classroom intervention designed to enhance student participation and inquiry skills by combining gamification, reward, and student-led questioning to encourage active involvement in class discussions. This approach creates an engaging, inclusive, and dynamic learning environment that motivates students to contribute.

Here is how the intervention could work:

Prepare question lollipops: The teacher writes thought-provoking questions related to the lesson (e.g., *Noli Me Tangere* in Filipino) on slips of paper, which are then attached to lollipops or placed inside small containers. The questions are varied in difficulty to encourage both lower- and higher-order thinking

Random Student Selection: During class discussions or review sessions, students are invited to randomly select a lollipop. They must then read and respond to the question they draw. This randomness introduces an element of surprise, keeping students alert and participative

Encouragement through Rewards: While the lollipop serves as a small, tangible reward, the primary goal is to encourage inquiry, self-expression, and communication. This simple extrinsic motivator helps reduce anxiety and boosts confidence, especially for shy or hesitant learners.

Guided Facilitation: Teachers provide scaffolding by assisting students in unpacking difficult questions and promoting peer-to-peer support. This reinforces collaboration and establishes a classroom culture where questioning and thinking aloud are normalized.

Reflection and Feedback: After each session, students reflect on their learning experience, share insights, and receive constructive feedback. This stage fosters metacognitive awareness and deepens engagement with the content.

As students gain confidence and skill in posing and answering questions, teachers can gradually introduce more complex or open-ended prompts, allowing for differentiation and continuous development of inquiry-based learning. Rooted in educational psychology and supported by action research, the Question-Based Lollipop strategy has proven to be an effective tool for promoting critical thinking, engagement, and student voice in the classroom.

III. Objectives of the Study

This action research aimed to enhance students' engagement and inquiry skills during classroom participation in learning the Filipino novel in Grade 9 at a private non-sectarian school in Ozamiz City.

Specifically, it will seek to answer the following questions:

1. What was the level of students' engagement in learning Filipino lessons before the implementation of Question-Based Lollipop (QBL)?
2. What was the level of students' engagement in learning Filipino lessons after the implementation of Question-Based Lollipop (QBL)?
3. Was there a significant difference in students' engagement following the use of QBL in learning Filipino lessons?

Hypothesis

There is a significant difference between the pre-test and post-test scores of students after the use of the Question-Based Lollipops intervention.

METHODOLOGY

Research Design

The study utilized a classroom-based action research design, which focuses on addressing specific educational issues within the classroom setting. This design emphasizes the teacher's role in recognizing students' needs, strengths, and areas for improvement. Through the systematic collection and analysis of data, including student performance, observations, and surveys, teachers can better understand classroom concerns and implement evidence-based practices. This systematic, evidence-based process aids in making informed decisions and leads to improved student outcomes (VanBaren, 2019).

Research Setting

The study was conducted at the junior high school level, specifically involving the Grade 9 students at a private non-sectarian secondary school in Ozamiz City. The school offers a complete secondary education from Grade 7 to Grade 12, includes the Filipino subject prescribed by the Department of Education, and accepts a heterogeneous mix of students.

Research Participants

The participants in the study were thirty (30) Grade 9 students from one section taught by the researcher. They were selected through purposive sampling based on the following criteria: they were enrolled as Grade 9 students for the school year 2024–2025; they were observed to have low performance/engagement; and they were willing to participate in the study. The researcher ensured that these criteria were met before conducting the data collection. Other sections of the same grade level were not included in the study.

Research Instruments

The following instruments used in this study are:

Pre-test and Post-test: This was a thirty (30)-item identification test created by the researcher, designed to measure students' engagement and inquiry skills in Filipino, covering topics in Noli Me Tangere for the 4th grading period. To ensure the test's validity, the researcher sought evaluation from five experts in the Filipino department. The researcher also conducted a pilot test with a separate group of participants to ensure the instrument yielded a Cronbach's Alpha reliability score between 0.7 and 1.0. The instrument was used for both the pre-test and the post-test. The scoring interpretation was based on the hypothetical mean and range, following DepEd Order No. 8 s. 2015:

Scale	Interpretation
26 – 30	Outstanding
23 – 25	Very Satisfactory
21 – 22	Satisfactory
18 – 20	Fairly Satisfactory
1 – 17	Did not Meet Expectation

Lesson Plan. The researcher created a lesson plan centered on the novel Noli Me Tangere, integrating game-based learning to enhance vocabulary. The lesson plan was carefully reviewed by the cooperating teacher and revised by the researcher before implementation. The intervention occurred during the S.Y. 2024-2025.

Learners Engagement Checklist (Tseklist sa Pakikilahok ng mga Magaara). This researcher-made checklist consisted of statements assessing students' interest and engagement in learning Filipino, utilizing a 5-point Likert scale (5=always, 4=often, 3=sometimes, 2=rarely, 1=never). Validity was ensured through evaluation by experts, including the research adviser, school head, principal, and cooperating teacher. A pilot test was conducted to ensure the instrument achieved a Cronbach's Alpha reliability score between 0.7 and 1.0. The instrument was used for both pre- and post-intervention assessment.

The following scale was used to interpret the level of engagement:

Responses	Continuum	Interpretation
5 - Always	4.20 – 5.00	Very Good
4 - Often	3.40 – 4.19	Good
3 - Sometimes	2.60 – 3.39	Fair
2 - Rarely	1.80 – 2.59	Poor
1 - Never	1.00 – 1.79	Very Poor

D. Question-Based Lollipop Intervention: This was the primary approach used to enhance students' participation and inquiry skills, implemented following the initial assessment of low engagement.

E. Interview Guide Questions. The researcher created a set of interview questions to gather students' perspectives on the implementation of the game-based learning approach. The 30-item guide included opening, core, and closing questions, with open-ended questions designed to explore students' opinions and emotions regarding the strategy. The interviews were recorded using an audio recorder or written notes.

Data Gathering Procedure

A. Pre-Implementation Phase. After obtaining the necessary permits from the College of Education and the Division Office (addressed to the principal of Misamis University), the actual data collection began. The researcher administered a pre-test (30-item identification test) to assess the initial participation and inquiry skills. Assessment tools and activities were prepared based on the carefully crafted lesson plans and instructional materials.

B. Implementation Phase. The researcher presented and discussed the lessons while consistently encouraging active student participation and inquiry. The Question-Based Lollipop strategy was utilized as the intervention to engage learners and enhance their questioning and critical thinking skills.

C. Post-Implementation Phase. A post-test (the same teacher-made identification test used in the pre-test) was administered to assess the change in students' engagement and inquiry skills related to the lesson content, specifically *Noli Me Tangere*. The items were used to evaluate the effectiveness of the Question-Based Lollipop strategy in encouraging participation and critical thinking during classroom discussions.

The researchers followed ethical procedures in gathering data for the study. A teacher-made test was administered, wherein students answered questions related to the lesson content, specifically *Noli Me Tangere*. These questions were designed to assess students' engagement and inquiry skills. The items were used to evaluate how effectively the Question-Based Lollipop strategy encouraged participation and critical thinking during classroom discussions.

Ethical Considerations The researcher followed strict ethical procedures. Formal interviews were held only after obtaining the participants' signed informed consent and assent. The study prioritized addressing concerns like plagiarism and fraud, with discussions focusing on preventative procedures. The researcher meticulously adhered to the criteria set forth by Republic Act No. 10173, the "Data Privacy Act of 2012". The entire data collection process was conducted with meticulous attention to ethical considerations, ensuring that the identity of the respondents and the confidentiality of the information provided were respected and upheld.

Data Analysis

The data were analyzed using Jamovi software, employing the following statistical tools:

1. Mean and Standard Deviation used to summarize the level of students' engagement in learning Filipino lessons before the implementation of question-based lollipop.
2. Paired T-Test. This tool will be used to explore the significant difference in students' performance before and after the use of game-based learning.
3. Frequency and Percentage. These were used in identifying the level of students' awareness before and after the use of Question-Based Lollipop Strategy.

RESULTS AND DISCUSSIONS

The implementation of the Question-Based Lollipop Intervention is to enhance the engagement and inquiry skills of the Grade 9 pupils of Misamis University shows notable results that were observed in their participation through assessments. Through analyzing the results of pre-tests and post-tests conducted on the 9th-grade learners, valuable feedback and guidance were provided to teachers for more effective instruction.

Table 1 Presents The Students' Level of Participation Prior to Using The Question-Based Lollipop Strategy, Based on a Checklist of Behavioral and Participatory Indicators.

Table 1 presents the students' level of participation prior to using the Question-Based Lollipop strategy, based on a checklist of behavioral and participatory indicators. (Note: The scale used for the checklist was: 3.25–4.00 = Very Good; 2.50–3.24 = Good; 1.75–2.49 = Poor; and 1.00–1.74 = Very Poor. However, the calculated means

were interpreted as "Good" in the provided source table, despite the overall context suggesting low engagement. The discussion below reflects the intended narrative of low pre-intervention engagement.)

The overall measure mean was 2.95 (SD = 0.41), which indicated a generally Good level of classroom participation, motivation, discipline, and preparedness prior to the intervention. However, the narrative suggests a necessity for improvement. The indicator *Pagpapakita ng Reaksyon sa Paglitaw ng Lobo sa Klase* (Reaction to the Lollipop's Appearance in Class) posted the lowest mean ($M = 3.02$, $SD = 0.42$), which implies that students exhibited little visible motivation before the intervention. Similarly, *Kahandaan ng Mag-aaral sa mga Gawain sa Klase* (Student Preparedness for Class Activities) also earned a low rating ($M = 3.00$, $SD = 0.40$), indicating minimal concentration and inadequate classroom interaction. These results signaled the necessity of systematic reinforcement strategies that stimulate questioning and active engagement.

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This implied that the pre-intervention classroom environment was not adequately conducive to a lively or stimulating learning environment. Deep engagement requires behavioral, emotional, and cognitive aspects (Fredricks et al. 2018). The lack of these motivational conditions before the intervention may have caused students to be low in confidence and participate little (Deci & Ryan 2020).

Table 2 Table 2 shows the student engagement level after adopting the Question-Based Lollipop Strategy

Table 2 shows the student engagement level after adopting the Question-Based Lollipop Strategy. The findings indicate that all engagement constructs achieved mean scores in the Very Good level, with scores between 4.66 and 4.72. This suggests a consistently high degree of engagement among students after the intervention.

The indicator *Pagpapakita ng Reaksyon sa Paglitaw ng Lobo sa Klase* recorded the highest mean ($M = 4.72$, $SD = 0.39$). This suggests that the novelty and visibility of the lollipop selection process acted as an effective visual and motivational stimulus, instantly drawing students' attention and emotional interest.

Kahandaan ng Mag-aaral sa mga Gawain sa Klase followed closely with a mean of 4.67, demonstrating an improvement in students' active engagement, concentration, and general classroom conduct.

Mga Puntos bilang Gantimpala sa Bawat Tanong mula sa Question-Based Lollipop (Points as a Reward for Each Question) had the lowest mean ($M = 4.66$, $SD = 0.40$), though it was still classified as Very Good. This assured that the implementation of different points as rewards was effective in motivating involvement and maintaining interest.

The high, consistent ratings indicate that incorporating interactive and reward-based approaches can successfully address previous problems of low engagement and passivity. The effectiveness of the strategy suggests that providing immediate, visible, and fun reinforcement greatly enhances student motivation.

Indicator	Mean (M)	Standard Deviation (SD)
A. Pagpapakita ng Reaksyon sa Question-Based Lollipop sa Klase	4.72	0.39
B. Kahandaan ng Mag-aaral sa mga Gawain sa Klase	4.67	0.4
C. Mga Puntos bilang Gantimpala sa Bawat Tanong mula sa Question-Based Lollipop	4.66	0.4
Overall Engagement	4.68	0.4

Construct/Indicator

Remarks

Very Good

Note. Scale: 3.25-4.00 (Very Good); 2.50-3.24 (Good); 1.75-2.49 (Poor); 1.00-1.74 (Very Poor)

Table 3 Table 3 shows the Statistical Differences in Learners' Participation Before and After the Question-Based Lollipop Strategy

Table 3 shows the statistical differences in learners' participation before and after the Question-Based Lollipop strategy, analyzed using paired t-tests. The probability value scale was interpreted as: $p < .001$ (highly significant difference), $p < .05$ (significant difference), and $p > .05$ (not significant difference).

All the p-values observed in the table were 0.000, meaning that all changes in the indicators of engagement were highly significant after implementing the intervention

	T-value	P-value	Remarks
Pre- Pagpapakita ng Reaksyon sa Question-Based Lollipop sa Klase	-16.13	0.000	Highly Significant
Post- Pagpapakita ng Reaksyon sa Question-Based Lollipop sa Klase			
Pre- Kahandaan ng Mag-aaral sa mga Gawain sa Klase	-16.10	0.000	Highly Significant
Post- Kahandaan ng Mag-aaral sa mga Gawain sa Klase			
Pre- Mga Puntos bilang Gantimpala sa Bawat Tanong mula sa Question-Based Lollipop	-16.46	0.000	Highly Significant
Post- Mga Puntos bilang Gantimpala sa Bawat Tanong mula sa Question-Based Lollipop			

Note. Probability value scale: $**p < .001$ (Highly Significant); $*p < 0.05$ (Significant); $p > 0.05$ (Not significant)

The first indicator, Pagpapakita ng Reaksyon sa Question-Based Lollipop sa Klase, had a T-value of -16.13 and a p-value of 0.000. This demonstrates a strong, highly significant difference, confirming that the physical act of choosing a question-containing lollipop captured students' attention. Students shifted their response from passive observation to eager anticipation, highlighting the powerful motivational effect of surprise and novelty.

The second indicator, Kahandaan ng Mag-aaral sa mga Gawain sa Klase, also had a p-value of 0.000 (T-value of 16.10). This proves that the intervention positively affected students' active participation, making them more confident, focused, and willing to engage in class discussions.

The third measure, Mga Puntos bilang Gantimpala sa Bawat Tanong mula sa Question-Based Lollipop, registered the most significant T-value at -16.46 with a p-value of 0.000. This highlights the significant effect of the point system reward on sustained motivation. The element of gamified competition prompted learners to engage routinely, including those typically reticent in conventional teaching settings.

Statistically, the consistency of the T-values and p-values supports that the positive changes were directly attributable to the strategy's application and not to external factors. The findings suggest that gamified components—such as mystery questions, point rewards, and interactive devices—can greatly contribute to lesson effectiveness and student engagement.

SUMMARY, FINDINGS, CONCLUSIONS, AND RECOMMENDATION

Summary

This action research was conducted to evaluate the effectiveness of the Question-Based Lollipops (QBL) Strategy in enhancing participation and inquiry skills among Grade 9 students in the Filipino class at Misamis University during the school year 2024–2025. The study utilized a pre-test and post-test research design to gather quantitative data on students' engagement and inquiry levels. Data analysis was performed using Jamovi and

focused on paired sample t-tests to determine significant differences in student performance across various indicators of engagement.

Findings

The following were the major findings of the research:

1. **Low Pre-Intervention Engagement:** Before the QBL strategy, students demonstrated extremely low levels of participation. Most learners were categorized under "Did Not Meet Expectations" in the formal assessment, with checklist outcomes indicating very poor performance in active participation, preparation, and motivation. This indicated little engagement or interest in Filipino lessons, confirming the need for an interactive strategy.
2. **Dramatic Post-Intervention Improvement:** After implementing the QBL method, student participation improved dramatically. All constructs fell within the "Very Good" category" in the engagement checklist, confirming that the intervention had a positive effect on active participation, positive responses, and sustained motivation.
3. **Highly Significant Difference:** The checklist data showed a statistically highly significant difference in engagement prior to and after the intervention. All three engagement measures, reaction to the strategy, impact on participation, and reaction to the reward-based questioning, were highly significant with p-values of 0.000. This confirms that the Question-Based Lollipop strategy strongly and significantly influenced learner behavior, proving it is a highly effective approach to increasing classroom engagement for Filipino lessons

CONCLUSION

Based on the findings, the following conclusions are drawn:

1. Prior to the introduction of the Question-Based Lollipop strategy, students exhibited a very low level of classroom engagement, characterized by low participation, minimal motivation, and a lack of preparation and inquiry during Filipino classes. This consistent pattern of low ratings across several engagement indicators suggested that traditional teaching practices were not successful in generating student interest or encouraging active participation.
2. Following the implementation of the QBL strategy, there was a visible and positive shift in student behavior and involvement. Students became more enthusiastic to engage, exhibited higher motivation, and actively participated during classroom discussions. They expressed evident enthusiasm when chosen through the lollipop draw, which increased participation and facilitated a more inclusive and engaging classroom environment.
3. The comparison of pre- and post-intervention engagement levels showed a strongly significant increase in student participation and overall class engagement. This validates the effectiveness of the Question-Based Lollipop strategy as a teaching aid. By incorporating random sampling, positive reinforcement, and inquiry-based questioning, the strategy successfully improved not only motivation but also the cultivation of critical thinking and curiosity, making it a very promising method for use across other subjects as well.

Recommendations

In light of the findings, the following recommendations are proposed:

1. Teachers are encouraged to regularly use the Question-Based Lollipops Strategy to boost participation, especially among shy or disengaged students, thereby promoting inclusivity in the classroom.
2. School administrators should support professional development focused on interactive questioning, gamification, and engagement strategies, as simple, low-cost innovations like this can lead to notable academic and behavioral gains.

3. Curriculum planners are advised to integrate student-centered methods like the lollipop questioning technique into curricula, particularly in subjects where participation and inquiry drive learning outcomes.
4. Suggested activities include peer-led review games using question-based lollipops, interclass competitions with point rewards, and encouraging students to create their own questions to keep enthusiasm and critical thinking alive.
5. Future research should explore the long-term effects of the Question-Based Lollipops Strategy on participation and inquiry skills across different grade levels and subjects, with comparative studies helping to identify best practices for fostering active, inquiry-based classrooms.

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APPENDIX

Appendix A

LEARNER'S ENGAGEMENT CHECKLIST

Panuto: Basahing mabuti ang bawat aytem at piliin ang sagot na tumutugma sa iyong karanasan sa pamamagitan ng pag-tsek (/) sa naaangkop na kahon. Mananatiling pribado ang iyong mga tugon. Mangyaring sagutin nang tapat gamit ang sumusunod na sukat:

5 – Palagi | 4 – Madalas | 3 – Minsan | 2 – Bihira | 1 – Hindi Kailangan

Tagapahiwatig	5	4	3	2	1
A. Pagpapakita ng Reaksyon sa Question-Based Lollipop sa Klase					
1. Nakakaaliw makita ang mga lollipop bilang bahagi ng aktibidad sa klase.					
2. Ang presensya ng question-based lollipop ay nagpaparamdam ng kasiyahan at kagustuhang makilahok.					
3. Nagbibigay ang lollipop ng kakaibang karanasan na nakakatulong sa pagkatuto.					
4. Mas nagiging interesado ang mga mag-aaral sa talakayan dahil sa paggamit ng lollipop.					
5. Mas nagiging alerto at masigla ang mga mag-aaral kapag ginagamit ang question-based lollipop.					
B. Kahandaan ng Mag-aaral sa mga Gawain sa Klase					
1. Nadarama ng mga mag-aaral na handa silang sumagot o makilahok kapag may question-based lollipop.					
2. Ang question-based lollipop ay nagpapalakas ng loob ng mag-aaral na magtanong o magbigay ng sagot.					
3. Mas naging madali para sa mga mag-aaral ang makilahok sa talakayan dahil sa presensya ng lollipop.					
4. Sa Ang paggamit ng question-based lollipop ay nakakatulong sa mas malalim na pag-unawa sa aralin.					
5. Ang mga mag-aaral ay mas nakatuon at handang makibahagi sa mga gawain kapag may lollipop sa klase.					
C. Mga Puntos bilang Gantimpala sa Bawat Tanong mula sa Question-Based Lollipop					
1. Mas nagkakaroon ng motibasyon ang mga mag-aaral dahil sa gantimpalang puntos mula sa question-based lollipop.					
2. Ang gantimpalang puntos ay nagpapalakas sa pagsusumikap ng mga mag-aaral na mag-isip ng tamang sagot.					
3. Nakakatulong ang mga puntos upang mapanatili ang focus at konsentrasyon sa aralin.					
4. Mas nagiging interesado ang mga mag-aaral sa klase kapag may pagkakataong makakuha ng puntos					
5. Ang mga puntos mula sa question-based lollipop ay nakatutulong sa pagpapabuti ng kumpiyansa at self-esteem ng mga mag-aaral.					

Appendix B

LESSON PLAN

Gurong Nagsasanay	:	Bb. Mae Magdalin Rivera
Gurong Kritiko	:	Gng. Windolyn E. Darug
Baitang at Seksyon	:	9
Asignatura	:	Filipino
Pamamaraan	:	Basal

Layunin: Pagkatapos ng aralin, ang mga mag-aaral ay inaasahan na:

- Naipaliliwanag ang mga kaugaliang binanggit sa kabanata na nakatutulong sa pagpapayaman ng kulturang Asyano; (F9PT-IVE-F-59)
- Napahalagahan ang mga kaugaliang Asyano na nagpapalalim ng pagmamahal at pagkakaisa sa pamilya, kaibigan, at komunidad; at
- Naipapakita ang mga kaugaliang Asyano sa pamamagitan ng iba't ibang sitwasyon.

Paksang-Aralin: Pagpapaliwanag sa mga Kaugaliang Binanggit sa Kabanata Tungo sa Pagpapayaman ng Kulturang Asyano

Sanggunian: Ang Bagong Pluma 9 – Literasi, Wika, at Teksto para sa Matatag na Bukas nina Ailene G. Baisa-Julian, Nestor S. Lontoc, Carmela Esguerra-Jose at Alma M. Dayag Matatag Filipino Curriculum Guide, p.166-174

Kagamitan: Laptop, Powerpoint Presentation, Mga Larawan at Telebisyon

Mga Gawain: Talasalitann at Pabitin na Kaalaman

Pinagsanib na Pagpapahalaga: Pinahalagahan at isinasabuhay ang mga kaugaliang Asyano na nagpapalalim ng pagmamahal at pagkakaisa sa pamilya, kaibigan, at komunidad bilang pundasyon ng matibay na ugnayan at pagpapahalagang panlipunan.

Pamamaraan: Basal

Gawaing Guro	Gawaing Mag – aaral
A. Paunang Bahagi 1. Balik Aral Bago tayo tutungo sa ating bagong aralin ngayong araw ay magkakaroon muna tayo ng pagbabalik-aral. Tungkol saan ang tinalakay natin noong nakaraang tagpo? 	Ang tinalakay natin noong nakaraang tagpo ay tungkol sa pagtitiyak ng pagkamatotohanan ng akdang napakinggan sa pamamagitan ng pag-uugnay sa ilang pangyayari sa kasulukuyan.

Gawaing Guro	Gawaing Mag – aaral
Sa anong mga kabanatang ating pinanood maihahambing ang iba't ibang pangyayaring masasabi nating makatotohanan? Mahalaga ba na matiyak natin na ang mga impormasyong nababasa o nalalaman natin ay totoo? Bakit? Magaling! Ako ay nagagalak na naunawaan ninyo ang talakayan noong nakaraang tagpo. Bigyan ninyo ang inyong sarili ng palakpak. 2. Pagganyak Ano ang mga kaugaliang madalas mong ginagawa sa inyong pamilya na nagpapakita ng respeto at pagmamahal? Nagpapakita tayo ng respeto at pagmamahal sa pamamagitan ng pagtutulungan sa mga gawain sa bahay at pagbibigay ng oras para sa isa't isa. Magaling! Ngayon, gusto kong tingnan ninyo nang maagi ang mga larawang ito. 	Ang mga kabanatang ating pinanood na maihahambing sa iba't ibang pangyayaring masasabi nating makatotohanan ay “Sa Kagubatan, Sa Bahay Ng Pilosopo, at Ilang Sulat po titser. Oo, mahalagang matiyak na totoo ang impormasyong ating nalalaman upang maiwasan ang maling paniniwala at makagawa ng tamang desisyon sa buhay. (Isinagawa ng mga mag-aaral.) Sa aming pamilya, madalas kaming gumamit ng "po" at "opo," magmano sa nakatatanda, at magpakita ng pagmamalasakit sa isa't isa bilang pagpapahalaga sa respeto at pagmamahal.

Gawaing Guro	Gawaing Mag – aaral
Ano ang inyong nakikita sa unang larawan? Mahusay! Makikita natin ang mga prutas, iba't ibang putahe ng ulam, hamon, at lechon, na kadalasang inihahanda lamang sa malalaking okasyon.  Sa ikalawang larawan naman, ano ang napapansin ninyo? Ang larong palosebo sa kulturang Pilipino ay nagpapakita ng pagtutulungan, tiyaga, at kasiyahan sa pagdiriwang ng mga pista.  Ano ang inyong obserbasyon sa huling larawan? Magaling! Ang prusisyon ay isang mahalagang bahagi ng kulturang Pilipino, lalo na tuwing pista o Mahal na Araw, kung saan ipinapakita ng mga tao ang kanilang panata at pagsasama-sama bilang isang komunidad. Paano mo naiuugnay ang pagdaraos ng prusisyon bilang panata sa santo sa inyong sariling pamilya o komunidad? Mayroon ba kayong katulad na tradisyon?	Ang unang larawan ay nagpapakita ng isang masayang salu-salo ng pamilya o komunidad, kung saan may mga tradisyunal na pagkaing Pilipino at makukulay na palamuti na sumasagisag sa isang pagdiriwang o pista. Sa ikalawang larawan, makikita ang tradisyunal na larong palosebo, kung saan isang bata ang umaakyat sa madulas na kawayan habang masayang nanonood at naghihiyawan ang iba. Sa huling larawan, makikita ang isang prusisyon ng mga santo na nagpapakita ng pananampalataya at debosyon ng mga Pilipino sa kanilang relihiyon. Naiuugnay ko ang pagdaraos ng prusisyon bilang panata sa santo sa aming pamilya o komunidad dahil bahagi rin ito ng aming

Gawaing Guro	Gawaing Mag – aaral
Bakit mahalaga para sa mga Pilipino ang paghahanda at pagsasalo-salo sa tuwing may mahahalagang okasyon o pagdiriwang? Mayroon ba kayong sariling karanasan tungkol dito? Gusto niyo bang malaman ang mga kaugaliang magapapayaman ng kulturang Asyano? 3. Paghahabi ng Layunin Kaya sa araw na ito ay ating ipapaliwanag ang mga kaugaliang binanggit sa kabanata na nakatutulong sa pagappayaman ng kulturang Asyano batay sa napanood na mga dula sa mga kabanata na pinamagatang “Ang Bisperas ng Pista at Pagtatakinsilim”. At pagkatapos ng talakayan ang mga mag-aaral ay inaasahang makamit ang mga layunin na ito: - Naipapaliwanag ang mga kaugaliang binanggit sa kabanata na nakatutulong sa pagpapayaman ng kulturang Asyano; (F9PT-IVE-F-59) - Napahalalagan ang mga kaugaliang Asyano na nagpapalalim ng pagmamahal at pagkakaisa sa pamilya, kaibigan, at komunidad; at - Naipapakita ang mga kaugaliang Asyano sa pamamagitan ng iba't ibang sitwasyon. 4. Paglinang na Gawain 1. Gawain a. Paglilinang ng Talasalitaan Bago natin panoorin ang mga iilan sa kabanata ng nobelang "Noli Me Tangere" na pinamagatang “Ang Bisperas ng Pista at Pagtatakinsilim” ay atin munang alamin ang mga malalalim na salita na matatagpuan sa akda. Panuto: Ibigay ang kasingkahulugan ng mga salitang may salungguhit sa pamamagitan ng pagpili ng salita sa mga maskara at idikit ito sa nakalaang linya.	tradisyon tuwing kapistahan, kung saan sama-sama kaming nagtitipon upang magdasal at magpasalamat. Mahalaga para sa mga Pilipino ang paghahanda at pagsasalo-salo sa tuwing may mahahalagang okasyon o pagdiriwang dahil ito ay nagpapalakas ng ugnayan ng pamilya at komunidad habang ipinapakita ang pagpapahalaga sa tradisyon at pananampalataya. Hindi/Opo titser.

Gawaing Guro	Gawaing Mag – aaral
 bakuran  grupo  plaza  sugarol  medalyon  kinakatakutan 1. Masarap magpahinga sa patyo ng aming bahay dahil presko at tahimik ang paligid. _____ 2. Tuwing hapon, maraming bata ang naglalaro sa liwasan ng bayan. _____ 3. Ang tahur sa aming lugar ay madalas mahuli dahil sa ilegal na pagsusugal. _____ 4. Itinatago ng aking lola ang kanyang antigong relikaryong may larawan ng Mahal na Birhen. _____ 5. Ang lumang bahay sa dulo ng kalye ay pinangingilagan ng mga tao dahil sa mga kababalaghang kwento tungkol dito. _____ a. Tuntunin sa Pakikinig Bago ang lahat, alamin muna natin ang mga panuntunan sa pakikinig. Lahat pakibasa.	

Gawaing Guro	Gawaing Mag – aaral
1. Umupo nang maayos. 2. Makinig nang tahimik. 3. Ituon lamang ang atensyon sa pakikinig. 4. Maaaring isulat ang mga mahalagang detalye upang hindi ito makalimutan. 5. Unawaing mabuti ang pinakinggan. Naiintindihan ba ang mga panuntunan sa pakikinig? b. Pakikinig sa Nobela Ngayon ay may babasahin ako sa inyo na mga iilang kabanata sa nobelang pinamagatang “Ang Bisperas ng Pista at Pagtatakipsilim”.  c. Pagtitiyak na Pag-unawa Upang malaman ko kung talagang naintindihan ninyo ang inyong pinanood ay magkakaroon tayo ng isang gawain at ito ay tatawaging “Pabitin na Kaalaman!!” Mekaniks: 1. Ang guro ay maghahanda ng mga premyong nakasabit sa isang balangkas ng kawayan, kung saan ang bawat isa ay may kalakip na tanong. 2. Pipili ng walong mag-aaral ang guro sa pamamagitan ng <i>spin the wheel</i>, pipila at susubukang sungkitin ang premyo mula sa pabitin kapag ito ay ibinaba.	Mga Sagot: 1. bakuran 2. plaza 3. sugarol 4. medalyon 5. kinakatakutan Opo titser.

Gawaing Guro	Gawaing Mag – aaral
3. Kapag nakuha na ang premyo, babasahin at sasagutin ng mag-aaral ang tanong na nakalakip dito. 4. Bawat tamang sagot ay may katumbas na 5 puntos. Maliwanag ba?  1. Ilarawan ang paghahanda ng pista ng San Diego? 2. Paano mo ihahambing ang pagdiriwang ng pista sa Pilipinas sa kasalukuyan sa paraan ng pagdiriwang ng pista ng mga taga-San Diego? 3. Sang-ayon ka ba sa pagkakaroon ng mga pasugalan tulad ng liampo para higit na maging masaya ang pagdiriwang ng pista? Bakit? 4. Ano ang ibig ipahiwatig ni Pilosopong Tasyo nang ipaalala niya kay Ibarra ang sinabi ng makatang si Baltazar na: "Kung ang isalubong sa iyong pagdating, Ay masayang mukha't may pakitang giliw, Lalong kaingata't kaaway na lihim?" 5. Ilarawan ang ginagawang paghahanda ni Kapitan Tiago para sa nalalapit na pista. Tama ba ang kanyang pagnanais na malampasan o mahigitan ang mga handa ng mayayaman sa kanilang lugar? 6. Kung may espesyal na okasyong dapat ipagdiwang ngunit walang sapat na pera, gagawa ba kayo ng paraan? Halimbawa, mangungutang ng pera upang makapaghanda? 7. Ano ang kahalagahan ng prusisyon sa kultura ng mga Pilipino noong panahon ng Kastila, at paano ito nakatutulong sa pagpapalaganap ng pananampalataya? 8. Sa kasalukuyang panahon, paano natin mapapangalagaan at mapapanatili ang mga	

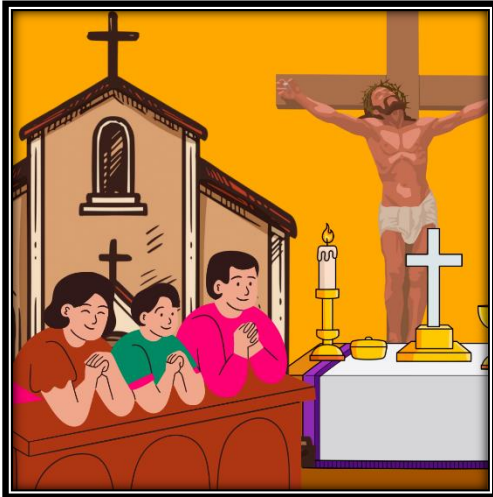
Gawaing Guro	Gawaing Mag – aaral
tradisyong ipinakita sa kabanata upang patuloy na pagyamanin ang ating kultura? d. Paglalahat ng Aralin Bago tayo magtapos sa ating aralin, nais kong ipaalam sa inyo na mayroon akong mga katanungan na inihanda rito. Sa pamamagitan ng <i>Question-Based Lollipop</i> na may kalakip na katanungan ay dito natin susukatin kung kayo ba ay may natutunan sa araling ito. Narito ang inyong Question-Based Lollipop at ang mga tanong.  Sa mga kabanatang ito, ipinakita ang pagdaraos ng prusisyon. Ano ang ipinapakita nito tungkol sa pananampalataya at pagiging relihiyoso ng mga Pilipino? May pagkakatulad ba ito sa mga paniniwala ng ibang Asyano?  Bakit mahalaga ang mga tradisyon tulad ng kapistahan sa pagpapatibay ng kultura at identidad ng isang bansa? 	Opo titser. Ang paghahanda para sa pista ng San Diego ay ipinakita na kung saan abala ang buong bayan sa pag-aayos ng mga palamuti, pagluluto ng maraming pagkain, at paghahanda ng engrangendeng prusisyon bilang bahagi ng selebrasyon. Ang pagdiriwang ng pista sa kasalukuyang Pilipinas ay nananatiling masaya at makulay tulad ng pista sa San Diego, ngunit sa modernong panahon, mas organisado na ito at may halong makabagong kasayahan tulad ng concert at street dancing bukod sa tradisyunal na prusisyon at handaan. Hindi ako sang-ayon sa pagkakaroon ng mga pasugalan tulad ng liampo sa pagdiriwang ng pista, dahil sa halip na magdulot ng kasayahan, ito ay nagiging

Gawaing Guro	Gawaing Mag – aaral
Sa Kabanata 26, makikita ang pagtutulungan ng mga tao sa paghahanda para sa pista. Paano mo maipapakita sa araw-araw ang ganitong uri ng bayanihan sa iyong sariling pamilya o komunidad?  Makikita natin ang pagkakaisa ng mga tao sa prusisyon. Sa iyong pananaw, paano nakatutulong ang ganitong mga tradisyon sa pagpapatibay ng relasyon ng pamilya at kaibigan?  Ang pista ay hindi lang isang kasiyahan kundi isang paraan ng pagpapakita ng pananampalataya at pagpapahalaga sa komunidad. Bilang isang mag-aaral, paano mo maipapakita sa simpleng paraan ang pagmamahal sa iyong pamilya at pamayanan? 5. Pangwakas na Gawain a. Paggamit Ngayon ay magkakaroon tayo ng isang pangkatang gawain na tatawagin nating "Kultura Ko, Ipinagmamalaki Ko!". Panuto: Gamitin ang iyong pagkamalikhain sa pagsasagawa ng gawain upang maipakita at maunawaan ang mahahalagang kaugaliang	sanhi ng kasakiman, awayan, at pagkalulong sa bisyo. Ipinapahiwatig ni Pilosopong Tasyo na dapat mag-ingat si Ibarra sa mga taong nagpapakita ng mabuting pakikitungo ngunit maaaring may lihim na masamang balak laban sa kanya. Si Kapitan Tiago ay naghanda nang magarbo para sa pista sa pamamagitan ng pag-aanyaya sa maraming panauhin, pagpapaluto ng masasarap na pagkain, at pagsiguro na mas malaki at mas maganda ang kanyang handaan kaysa sa iba, na nagpapakita ng kanyang labis na pagpapahalaga sa pagpapakitang-tao at panlipunang pagpapaligsahan. Kung may espesyal na okasyong dapat ipagdiwang ngunit kulang ang pera, dapat pag-isipan kung kailangang mangutang o humanap ng mas praktikal na paraan upang ipagdiwang ito. Noong panahon ng Kastila, ang prusisyon ay isang mahalagang gawaing panrelihiyon na nagpapalakas ng pananampalataya ng mga Pilipino, dahil ito ay nagsisilbing paraan ng pagpapahayag ng debosyon, pagpapalaganap ng Kristiyanismo, at

Gawaing Guro	Gawaing Mag – aaral
Pilipino. Siguraduhing maayos, makabuluhan, at organisado ang presentasyon. Ang bawat pangkat ay bibigyan ng sapat na oras upang maghanda at ipakita ang kanilang gawain sa klase. Maging aktibo sa pakikilahok at ipakita ang pagpapahalaga sa kulturang Pilipino sa pamamagitan ng mahusay na pagganap. Unang Pangkat  Role-Playing o Dramatization  Kaugalian: Pagmamano at Paggalang sa Matatanda Panuto: Bumuo ng isang maikling pagsasadula na nagpapakita kung paano ipinapakita ng mga Pilipino ang paggalang sa nakatatanda. Ikalawang Pangkat  Jingle o Rap Song  Kaugalian: Bayanihan o Pagtutulungan Panuto: Gumawa ng isang maikling <i>jingle o rap song</i> na may dalawa o higit pang saknong na may apat na linya na nagpapaliwanag sa konsepto ng bayanihan at kung paano ito nagpapayaman sa kulturang Pilipino. Ikatlong Pangkat  Talk Show  Kaugalian: Pagtangkilik sa Pamilya at Malasakit sa Kapwa Panuto: Bumuo ng isang talk show panel kung saan may isang host at tatlong panauhin na eksperto sa kultura.	pagsasama-sama ng komunidad sa isang banal na pagdiriwang. Mapapangalagaan at mapapanatili natin ang mga tradisyong ipinakita sa kabanata sa pamamagitan ng patuloy na pagdiriwang ng mga pista, pagpapahalaga sa pananampalataya, at pagtuturo ng kahalagahan ng ating kultura sa susunod na henerasyon.

Gawaing Guro					Gawaing Mag – aaral
Ika-apat na Pangkat 🏠 Q&A Pageant 📌 Kaugalian: Pagpapahalaga sa Pananampalataya at Tradisyon Panuto: Gumawa ng isang mini beauty pageant kung saan may tatlong kalahok na gaganap bilang mga kandidata mula sa iba't ibang bahagi ng Pilipinas.					Ipinapakita ng prusisyon ang malalim na pananampalataya at pagiging relihiyoso ng mga Pilipino, na may pagkakatulad sa mga paniniwala ng ibang Asyano tulad ng mga relihiyosong pagdiriwang at ritwal sa India, Thailand, at Japan.
Paman tayan	Napak ahusay (4)	Mahusa y (3)	Katamt aman (2)	Nangang ailangan ng Pag-unlad (1)	Mahalaga ang mga tradisyon tulad ng kapistahan sa pagpapatibay ng kultura at identidad ng isang bansa dahil ipinapakita nito ang pagbabahagi ng paniniwala, pagpapahalaga, at pagkakaisa ng mga tao sa isang komunidad. Maipapakita ko ang bayanihan sa araw-araw sa pamamagitan ng pagtulong sa mga gawain sa bahay, pakikilahok sa mga proyekto ng barangay, at pagiging handang tumulong sa nangangailangan sa aming komunidad. Ang mga tradisyong tulad ng prusisyon ay nakatutulong sa pagpapatibay ng relasyon ng pamilya at kaibigan dahil nagiging pagkakataon ito para sa sama-samang pagdarasal, pagsasaya, at pagpapalakas ng ugnayan sa isa't isa.
Kaugn ayan sa Paksa	Napaka linaw at makabuluhan ang pagpapakita ng kaugalian, may malalim na pag-unawa sa kultura.	Malinaw at makabuluhan ang pagpapakita ng kaugalian, ngunit may ilang bahagi na nangangailangan ng elaborasyon.	May kaugnayan sa paksa ngunit may kulang sa lalim ng pagpapaliwanag.	Hindi malinaw o hindi gaanong nauunawaan ang kaugalian na ipinapakita.	
Kreati bidad at Orihin alidad	Napaka - malikhaing presentasyon gamit ang orihinal at kawili-wiling paraan ng pagpapakita ng kaugalian.	Malikhaing presentasyon ngunit may ilang aspeto na maaaring mas pagandahin.	May ilang malikhaing bahagi, ngunit maaaring mas maipapakita sa mas kawili-wiling paraan.	Kulang sa malikhaing elemento, at hindi orihinal ang paraan ng pagpapakita.	

Gawaing Guro					Gawaing Mag – aaral
Koope rasyon ng Pangkat	Napaka husay ang pakikilahok ng lahat ng kasapi, maayos ang koordinasyon at pagbabahagi ng gawain.	Mahusay ang pakikilahok ng karamihan sa kasapi, may bahagyang kakulangan sa koordinasyon.	May ilang kasapi na hindi aktibong nakilalak, at hindi masyadong maayos ang daloy ng presentasyon.	Halos walang koordinasyon sa pangkat, at may ilang kasapi na hindi talagalahok.	Bilang isang mag-aaral, maipapakita ko ang pagmamahal sa aking pamilya at pamayanan sa pamamagitan ng pagtulong sa mga gawaing bahay, pakikilahok sa mga tradisyon at aktibidad ng komunidad, at pagpapakita ng respeto at malasakit sa kapwa.
Kasanayan sa Presentasyon	Napaka linaw, maayos, at may tiwala sa sariling pagganap o pagsasalita.	Malinaw at maayos ang pagsasalita, ngunit may ilang pagkakataong nag-alinlangan.	May ilang bahagi na mahinao hindi masyadong malinaw ang pagsasalita.	Mahina at hindi malinaw ang presentasyon, kulang sa tiwala sa sarili.	
Kabuuan ng Epekto	Napaka husay na presentasyon na kapani-paniwalala at may malalim na epekto sa mga manonood.	Mahusay ang presentasyon at may positibong impresyon sa mga manonood.	Katamtamang epekto sa mga manonood, maaaring mas mapahusay pa.	Hindi gaanong nag-iwan ng epekto sa mga manonood, kulang sa impact.	

Gawaing Guro	Gawaing Mag – aaral						
IV. Pagsusulit Panuto: Pansinin ang mga larawan at tukuyin kung anong kultura o tradisyong Asyano ang ipinakikita at ipaliwanag kung paano ito nakatutulong sa atin bilang mga Pilipino. 1.  <table><tr><td> </td></tr><tr><td> </td></tr><tr><td> </td></tr><tr><td> </td></tr><tr><td> </td></tr><tr><td> </td></tr></table> 2. 							

Gawaing Guro

Gawaing Mag – aaral



3.

Pamanta yan	Napaka husay (4 puntos)	Mahus ay (3 puntos)	Katamt aman (2 puntos)	Kinakail angang Pagbutih in (1 puntos)
Pagtukoy sa Kultura/ Tradisyo n	Wasto at detalyad ong natukoy ang kulturan g Asyano	Wasto ngunit may kakulan gan sa detalye.	Bahagya ng tama ngunit may kalituha n.	Hindi wasto ang pagkakak ilanlan sa kultura/tr adisyon.

Gawaing Guro					Gawaing Mag – aaral
	sa larawan .				
Paliwana g	Malina w, makabuluhan, at may kaugna yan sa kulturang Pilipino .	Malina w ngunit may kulang na impormasyon.	May paliwana g ngunit hindi lubos na naipapaliwanag ang koneksyon.	Hindi malinaw o walang paliwana g.	
Pagsusuri	Napalali m ang pag-unawa sa kahalagahan ng kultura sa ating buhay.	May pagsusuri ngunit kulang sa lalim.	May pagsusuri ngunit may kalabuan sa koneksyon.	Walang malinaw na pagsusuri .	
Kaugnay an sa Pagiging Pilipino	Mahusa y na naiuugn ay ang kultura sa buhay ng Pilipino .	Naiuugn ay ngunit kulang sa detalye.	May kaugnayan ngunit mahina ang koneksyon.	Hindi malinaw ang kaugnayan sa pagiging Pilipino.	
Organisasyon ng Sagot	Maayos at lohikal ang pagkakasulat ng sagot.	Maayos ngunit may kaunting kakulangan sa daloy.	May kalituhang organisasyon.	Hindi maayos ang pagkakayos ng sagot.	
Kagamitang Wika	Wasto at malina w ang gamit ng wika, walang pagkakamali sa balarila.	Wasto ngunit may ilang maliit na kamalian.	May ilang pagkakamali sa gramatika.	Madalas ang maling gamit ng wika.	

Gawaing Guro					Gawaing Mag – aaral
V. Takdang Aralin					
Panuto: Gumawa ng isang poster slogan na nagpapakita ng kahalagahan ng mga kaugaliang Asyano na nagpapalalim ng pagmamahal, pagkakaisa, at pananampalataya sa pamilya, kaibigan, at komunidad, gamit ang malikhaing disenyo at makahulugang mensahe na sumasalamin sa kultura at tradisyon.					
Kriteriya	5 (Napakalusay)	4 (Mahusay)	3 (Katamtaman)	2 (Kulang)	1 (Di-kasiyap)
Kaugnayan sa Tema	Lubos na naipakit ang kahalagahan ng kaugaliang Asyano sa pagmamahal, pagkakaisa, at pananampalataya.	Malinaw na naipakit ang tema ngunit may kaunting kakulangan sa pagtalakay.	May kaugnayan sa tema ngunit nangailangan pa ng mas malalim na pagpapaliwanag.	Bahagyang may kaugnayan sa tema ngunit mahinala ang koneksyon.	Walang kaugnayan sa tema.
Malikhaing Diseno	Napakaganda, orihinal, at malikhaing disenyo na kaaya-ayang tignan.	Maganap at maayos ang disenyo ngunit may puwang pa para sa mas malikhaing presentasyon.	Katamtamang malikhaing disenyo ngunit may kakulangan sa detalye.	Hindi masyadong maayos at malikhaing pagkakagawa.	Walang pagsisikap sa disenyo, hindi maayos o hindi tapos.
Makahulugang Mensahe	Napakalakas ng mensahe at malinaw ang	Malinaw ang mensahe ngunit may kaunting	May mensahe ngunit nangailangan ng	Hindi gaano malinaw ang mensahe	Walang malinaw na mensahe

Gawaing Guro						Gawaing Mag – aaral
	pagpapa hayag ng kahalagahan ng kultura at tradisyong.	g kakulan gan sa lalim ng pagpap aliwana g.	mas malina w na pagpap ahayag.	he at hindi ganap na nauun awaan .	hindi nauug nay sa tema.	
Pagka malikhain sa Paggamit ng Kulay at Elemento	Mahusay ang paggamit ng kulay at elementong nagpapalakas sa mensaheng poster.	Magan da ang paggamit ng kulay ngunit may puwang para sa pagpabut.	May pagsisi kap sa paggamit ng kulay at elementong ngunit hindi ito gaanong nakaang.	Mahina ang paggamit ng kulay at elemento, hindi ito gaanong kaakit-akit.	Walan ang maayos na paggamit ng kulay at elemento, hindi kaakit-akit.	
Kaayusan at Linis ng Gawa	Napakalinis at maayos ang kabuuang gawa, walang kalat o hindi kailangang detalye.	Malinis at maayos, may bahagyang kakulangan sa detalye.	Katamtamang linis, may bahagyanahin pulido.	Maraming hindi maayos na bahagi, hindi pulido ang presenasyon.	Magulod at hindi maayos ang pagkakagawa, hindi maayos na natapos.	
Kabuuang Presenasyon	Napakahusay at kaakit-akit ang buong presentasyon, may malinaw na mensaheng disenyo.	Mahusay ang presentasyon, ngunit may kaunting kulang sa impact.	Katamtamang presentasyon, may bahagyanang gailangan ng pagpabut.	Mahina ang presenasyon, hindi gaanong kaakit-akit.	Walan ang epekto sa manood, hindi maayos o hindi tapos.	

A handwritten signature in cursive script, likely belonging to Mae Magdalín Rivera.

MAE MAGDALIN RIVERA

BSEd- Filipino Intern

Checked by

A handwritten signature in cursive script, likely belonging to Windolyn E. Darug.

WINDOLYN E. DARUG

Cooperating Teacher

Appendix C

INTERVIEW GUIDE QUESTIONS

Before the interview begins, the participants will be informed that:

The interview will be digitally recorded.

Their identity will remain confidential throughout the study and in the report.

They can discontinue their participation at any time.

Opening Questions:

1. How do you usually feel about participating in Filipino lessons before using the Question-Based Lollipops strategy?
2. What do you know or think about the Question-Based Lollipops activity?

Core Questions:

1. What challenges or difficulties did you experience in participating or asking questions before the use of Question-Based Lollipops?
2. How has the use of Question-Based Lollipops affected your engagement in Filipino lessons?
3. Can you describe any changes in how you ask questions or participate after using this strategy?
4. What benefits, if any, have you noticed in your learning because of the Question-Based Lollipops approach?
5. How has this strategy helped you consider multiple perspectives during lessons?

Closing Questions:

1. What insights or feedback would you like to share about your experience with Question-Based Lollipops?
2. In your opinion, why is it important to use interactive strategies like Question-Based Lollipops in learning Filipino?

CURRICULUM VITAE

PERSONAL DATA

Name : Mae Magdalin Rivera

Nationality : Filipino

Date of Birth : May 18, 2002

Age : 22

Civil Status : Single

Present Address : Purok Malig-on, Tinago, Ozamiz City, Misamis Occidental

Home Address: Purok Malig-on, Tinago, Ozamiz City, Misamis Occidental



EDUCATIONAL INFORMATION

College : Misamis University
H. T. Feliciano St., Aguada, Ozamiz City
: 2024-2023
: Bachelors of Secondary major in Filipino

Senior High School : Misamis University
H. T. Feliciano St., Aguada, Ozamiz City
: 2019-2020

High School : Osamiz City National High School
Lam-an, Ozamiz City
: 2017-2018

Elementary : Ozamiz City Central School
Purok 3 Molicay, Ozamiz City Misamis Occidental Philippines, 7200
: 20014-2015

Extracurricular Activities: None

Appendix D

PARENTAL CONSENT

Greetings!

I, a student researcher from Misamis University under the program Bachelor of Secondary Education major in Social Studies, respectfully seek your permission for your child to participate in my research study.

This action research is entitled “Enhancing Participation and Inquiry Skills by Using Question-Based Lollipops in Engaging Grade 9 Students.” The aim of this study is to improve the academic performance of Grade 9 students in Filipino (Noli Me Tangere) through the use of a game-based learning approach called “Question-Based Lollipop” as a teaching strategy.

Your participation will be a great help for the success of my study.

Thank you very much!

Respectfully yours,



MAE MAGDALIN RIVERA

Researcher

Noted:



WINDOLYN E. DARUG

Cooperating Teacher

ACKNOWLEDGEMENT

I have read this consent form and give my consent for my child/children to participate in this study.

Guardian's name: _____

Date: _____

Contact no.: _____

Signature: _____

Date: _____

Signature: _____

kapahintulutan ng magulang

Magandang araw po!

Ako, isang mag-aaral na mananaliksik mula sa Misamis University sa ilalim ng programang Bachelor of Secondary Education major in Social Studies, ay magalang na humihiling ng inyong pahintulot para sa pakikilahok ng inyong anak sa aking isinasagawang pananaliksik.

Ang aksyong pananaliksik na ito ay may pamagat na “Enhancing Participation and Inquiry Skills by Using Question-Based Lollipops in Engaging Grade 9 Students.” Layunin ng pag-aaral na ito na mapahusay ang academician pagganap ng mga mag-aaral sa Filipino 9 (Noli Me Tangere) sa pamamagitan ng paggamit ng game-based learning na tinatawag na “Question-Based Lollipop” bilang isang istrategiya sa pagtuturo.

Ang inyong mga partisipasyon ay isang malaking tulong sa pagsasagawa ng aking pag-aaral.

Maraming salamat po!

Gumagalang,



MAE MAGDALIN RIVERA

Tagapagsaliksik

Noted:



WINDOLYN E. DARUG

Cooperating Teacher

ACKNOWLEDGEMENT

Nabasa ko ang consent na ito at nagbibigay ng kakahintulutanupang ang Akinsanya/mgaanak ay magkaroon ng partisipasyonsapag-aaral.

Pangalan ng magulang: _____

Petsa: _____

Contact no: _____

Lagda: _____

Approved.:

Name: _____

Ethics Review Board Chair

Contact no: _____

February 28, 2025

STEPHANIE JANE S. GARDUCE, MAEd

Misamis University Basic Education Principal

Ozamiz City, Misamis Occidental

Dear Mrs.Garduce:

Greetings!

I, a fourth-year education student and currently enrolled in the Bachelor of Secondary Education (BSEd) program with a major in Social Studies at Misamis University. As part of my academic coursework under the course

"EDUC 4H - Teaching Internship," I have undertaken an action research study entitled "**Enhancing Participation and Inquiry Skills by Using Question-Based Lollipops in Engaging Grade 9 Students**". This research project was approved by our professor on February 21, 2025.

The primary objective of this study is to assess the effectiveness of the Question-Based Lollipop strategy in improving students' active participation and inquiry skills in Filipino 9. My action research will involve the use of pre-tests and post-tests, and lesson plans, as research instruments, enabling me to collect valuable data from Grade 9 Filipino students at Misamis University.

I am writing to kindly request your approval to conduct this study. Rest assured that I am committed to upholding ethical considerations and strictly adhering to health protocols to ensure the safety and well-being of all participants. Furthermore, I would like to emphasize that informed consent and assent forms will be provided before data collection, and the data collected will be used exclusively for research purposes and handled with the utmost confidentiality.

Thank you for your time and consideration in reviewing my request. I sincerely appreciate your support and guidance in facilitating research initiatives that contribute to the enhancement of education.

Respectfully yours,

A handwritten signature in black ink, appearing to read "Mae Magdalin Rivera".

MAE MAGDALIN RIVERA

Researcher

Noted:

A handwritten signature in black ink, appearing to read "Windolyn E. Darug".

WINDOLYN E. DARUG

Cooperating Teacher

A handwritten signature in black ink, appearing to read "Jame S. Bazar".

JAME S. BAZAR, MAEd

Instructor

A handwritten signature in black ink, appearing to read "Stephanie Jane S. Garduce".

Recommending Approval:

STEPHANIE JANE S. GARDUCE, MAEd

Misamis University Basic Education Principal