

**LA SALLE GREEN HILLS**  
**Learning Community 6**

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***Broadening the Knowledge of Political  
Ideologies of Grade 11 HUMSS Students by  
Implementing a Self-made  
Card Game***

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## APPROVAL SHEET

This research entitled, “**Broadening the Knowledge of Political Ideologies of Grade 11 HUMSS Students by Implementing a Self-made Card Game**” prepared and submitted by GUERRERO, Sabina Rizelle, BELLEZA, Joshua Dominic, CALDERON, Jose Antonio, PARUNGAO, Enzo Delangelo, and RIVA, Ronaldo Benedict, in partial fulfillment of the requirements of PRACTICAL RESEARCH or INQUIRIES, INVESTIGATIONS AND IMMERSION has been examined and hereby recommended for approval and acceptance.

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Accepted in partial fulfillment of the requirements of the course, Practical Research 2.

Date: \_\_\_\_\_

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**Joshua Dominic A. Belleza**

**Jose Antonio V. Calderon**

**Enzo Delangelo B. Parungao**

**Ronaldo Benedict G. Riva**

## **ABSTRACT**

This study explores the effectiveness of a self-made card game in broadening the political ideology knowledge of Grade 11 Humanities and Social Sciences (HUMSS) students in La Salle Green Hills. Recognizing the Filipino youth's increasing role in political participation, yet their lack of familiarity with common political ideologies such as Liberalism and Conservatism, this research investigates whether a game-based approach can enhance learning while also providing a source of entertainment. A true experimental quantitative approach was attempted, dividing 24 students into an experimental group that played the card game and a control group that did not. Both groups took a pre-test and post-test to measure changes in political knowledge. Results indicated a slight improvement in the scores of students who played the card game, suggesting that interactive, gamified learning can be an effective tool for political education not just for HUMSS students but for the youth in other strands as well. The researchers hope that this study contributes to the growing body of research on game-based learning and its potential for fostering civic awareness among the students of the Philippines who will soon participate in the country's political process.

**KEYWORDS:** Political ideologies, Card game, Education, Student engagement, Political Identity, Political Participation

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## INTRODUCTION

Card games and politics all have a similar concept– it requires people to think critically in order to achieve one’s goal. As humanity evolved, so did politics, and the modern approach in our world today requires calculative critical thinking. That said, since the human population has boomed in the last century, teaching politics to the younger generations has become significantly more difficult due to either lack of interest in such subjects.

### Background of the Study

In a news article by Inquirer (2022), Commissions on Elections (Comelec) spokesperson James Jimenez said that 56% of the voting population was from the age range of 18-41 year olds for the May 2022 elections or 37 million. Additionally, Comelec reported another 1.5 million to 1.6 million new voters were from the Filipino youth (ages 15-30) during another registration period in early 2023 (Patinio, 2023). These numbers show that the youth . However, this doesn’t mean that the youth doesn’t face internal and external challenges in regards to participating. A study by Ibardeola et al. (2021) found that while the youth is eager in involving themselves in political affairs, they still have fears or barriers that hinder them in participating. One of the main reasons is due to their lack of knowledge compared to the much older and more experienced people. Due to the lack of knowledge, it lessens the person’s confidence to participate in the political matters of the country. However, by helping them broaden their knowledge on the political ideologies in the country (i.e. Liberalism and Conservatism), it may help

accumulate knowledge on the national issues of the nation, making them more confident in politically participating, because “if political ideology relates to concern for others’ outcomes, then it should also predict a willingness to sacrifice self-interest to cooperate with others” (Balliet D., et al., 2018, para. 7). Political ideologies become the first step in solving the issues of the country as it creates the foundations of solving issues under the light of the affiliated ideology (Romero, 2024). It was also found that the influence of wider society on the people’s political knowledge is one of many factors that are crucial in the formation of the youth’s political identity, creating an environment where the issues are more widely discussed (Besa et. al., 2021). This study aims to help the youth broaden their knowledge of the basic ideologies (i.e. Liberalism and Conservatism) that exists in the country, helping in creating a generation that creates solutions for national issues using their understandings of the political ideologies. Gathering 24 students from La Salle Green Hills (LSGH), specifically the grade 11 students under the Humanities and Social Sciences (HUMSS) strand and help them understand the deeper intricacies of the political ideologies by creating a card game.

Board games have become a way to help them learn concepts that would otherwise be difficult to understand (Nakao M., et al., 2019). Since the beginning of history, many board games have been traditionally used to teach the youth concepts that are important in adulthood. Some important Board Games have served as a reflection of the societies they were created in, with the 18th-century Indian board game



*Gyan Chaupar* (“game of knowledge”) serving as a reflection of Medieval Indian society where the game's ultimate goal is to reach Moksha. The game was eventually stripped of its Indian elements and repackaged as the now immensely popular *Snakes and Ladders* or *Ladders and Chutes*. Another example is the Japanese board game *Kyōin sugoroku* (“Teacher sugoroku”) which features many scenes from daily life in Meiji Era Japan including depictions of students, teachers, and family members wearing a mixture of traditional Japanese and Western clothing (Flanagan, M. et al., 2023). This creative use of board games to teach the youth politics, culture, and how society works has carried over into the modern age with some American board games like *Campaign Trail* and *Constitution Quest* being created to primarily educate board game players about the labyrinthine US political system while also being entertaining. Another modern American board game, *Twilight Struggle*, weaves an interesting narrative, gameplay, and the freedom to shape history to the player’s liking into an engaging board game about the intricacies of the Cold War Era in American history (Ambrosio & Ross, 2021). Because of this, we believe that card games can be similarly used to inform Senior High School students about the intricacies of political ideologies like Liberalism and Conservatism.

Many Grade 11 HUMSS Students need to be more knowledgeable about political ideologies, especially since a good knowledge of politics can be useful for those who belong to the HUMSS strand because it enables them to gain more insight into the cultural and social issues facing our country. Unfortunately, previous studies like those of Ibardeola et al. (2021) have focused more on how most Senior High School students

engage in politics and not why most Senior High School students are so poorly informed on even well-known political ideologies like Liberalism and Conservatism. Some studies focus on Student High School students’ relationship with political ideologies in general, but only simply ask the question of what impact these ideologies have on their social behavior instead of inquiring about why their knowledge of political ideologies is lacking (Nicolle et al., 2024). This is especially concerning given that the “Humanities” part of the HUMSS strand also includes politics, social sciences, and aspects of Filipino political history as well. A lack of knowledge regarding our country’s political ideologies means a lack of awareness when it comes to our country’s myriad of issues, something that HUMSS students need if they are to be successful in the future after High School. That is why we believe that there needs to be a way for HUMSS students to substantially increase their knowledge on political ideologies.

The main problem is that the SHS students of the HUMSS strand exhibit a concerning lack of knowledge when it comes to political ideologies, not just limited to being ignorant of non-mainstream ideologies like Socialism and Fascism but also of common political ideologies in the Philippines like Liberalism and Conservatism. Liberal Reformism, the strain of Liberalism most dominant in the Philippines, was initially the most popular ideology after the 1986 People Power Revolution and focused on promoting good governance, building liberal institutions, defending democracy against authoritarianism, and having steady economic growth to develop our country (Thompson, 2016). According to Claudio (2019), Liberalism stretches back further to

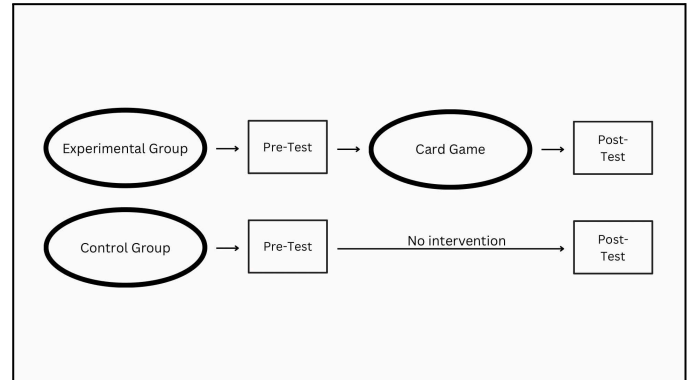
the Philippine Revolution where the Filipino nationalism that characterized the struggles of the *Illustrados* and *Katipunan* was founded on Liberalism, with the Katipunan's dream of a free, liberal republic in Asia ("Katagalugan") and Rizal advocating for liberal reforms like a free press, freedom of association, freedom from arbitrary arrest, and respect of individual property rights being evidence that Liberalism has always had a part in our country. Conservatism in the Philippines is represented by its strains of Paternalistic Conservatism (characterized by the Filipino elites having a duty to look after the lower class members of society), Traditionalist Conservatism (characterized by the rigid enforcement of "traditional family values"), and more recently Right-wing/Authoritarian populism (characterized by harsh rhetoric against the "elites", support for "law and order" against criminality and an authoritarian streak). It was the dominant ideology during the Martial Law Era and went back to that status following the ascendancy of Rodrigo Duterte (Torri et al., 2017). Unfortunately, very few in the HUMSS strand know this storied history of the Philippines' political ideologies. This lack of knowledge can be easily remedied through a card game that can teach HUMSS students about political ideology while also entertaining them, something that maximally appeals to SHS students.

### Conceptual Framework

According to the illustration below, there will be one experimental group and one control group. The experimental group makes use of a pre-test, the researchers' card game, and the post-test. In the control group, instead of the card game, the researchers will have no intervention with the group. The

purpose of this is to see if the card game is effective in increasing the understanding of political ideologies.

*Figure 1.1 (Conceptual Framework)*



### Statement of the Problem (inferential PR2 & III)

The Major Problem of our study is that students within Grade 11 HUMSS of LSGH have insufficient knowledge in regards to political ideologies within the Philippines.

### Research Questions:

- What is the political knowledge of the students During the Pre-test?
- What is the political knowledge of the students During the Post-test?
- Is there a significant improvement in their knowledge of political ideologies?

### Hypothesis

Making the grade 11 HUMSS students play a customized card game about the political ideologies in the Philippines will help increase their understanding of the said political ideologies.

## Scope and Delimitation

The scope of the study would include the measure of the participants' political knowledge before and after the study, as well as if the participants had any significant improvements in their knowledge towards political ideologies. The participants of the study will be the Grade 11 HUMSS students of LSGH. The pretest and post-test will be using a Google form with true or false statements, using their scores to measure their knowledge on political ideologies before and after the study. The study will take place on the La Salle Green Hills campus.

The research instruments would be a standard multiple choice test, using the scores to measure the participants' political knowledge before and after the test. Another tool would be in the form of a card game to better improve the participants knowledge on the political ideologies. The study is designed to measure the knowledge of the Grade 11 HUMSS students of LSGH on the different types of political ideologies and to help to further improve their knowledge. A possible financial limitation is if there would be sufficient funds to create the card game for the participants to use.

## Significance of the Study

The results of the study would be beneficial to the following:

### 1. Senior High School students

A senior high school student would be 16-18 years old; these would be near the time to vote. It is crucial to develop political awareness

regardless if the student is politically active or not. The card game would improve, if not the technicality, the fundamental political aspects of the student.

### 2. High School Teachers

The high school teachers would greatly benefit from this study. High school is just about the time where students would learn about politics. Even if the card game is not utilized, it can still serve as an example that a tool— which can gamify political concepts— can help students to not feel alienated when thinking of politics.

### 3. Future researchers

Future researchers can use this study to address the gaps that this study might have or as future reference for related studies they might do.

## METHODOLOGY

### Research Design

The research design stems from a study from De La Salle University where research shows that within Senior High School, Students are reluctant to participate in political affairs (Ibardeloza et al., 2021). Taking a true experimental quantitative approach to the study with a sample of twelve grade 11 HUMSS Senior High School students, we shall measure the knowledge of the SHS students through the card game created by the researchers for the express purpose of teaching about political ideologies. According to Noda et al. (2019), board and by extension card games can be used as an effective tool for improving people's knowledge on a wide range of topics while also increasing the motivation of

the participants given the inherent entertainment found in a card game where you engage in battle with other players.

The researchers used this research design due to its simplicity since it can be played anywhere with a basic knowledge of how to play a card game and also following the instructions provided by the researchers, and also its effectiveness due to it being an exemplary medium of exporting knowledge through practical application. It also plays a role in the pre-test and post-test by being able to act as the so-called “middle point” where the differences in the respondents’ political knowledge can be seen. The study will be true experimental since the researchers will split the 24 participants into the three experimental and one control groups, this is to see if the card game will help in regards to their political knowledge. Lastly, this will be taken with a quantitative approach since the researchers will measure the scores of the participants in the pretest and post-test and to see if there is a significant difference between the pretest and post-test scores as well as the difference of mean between the two groups.

### **Population and Sampling**

The study will gather 24 participants from the grade 11 HUMSS students of LSGH, the reason behind this choice is due to their close proximity to the researchers. It is also only the HUMSS strand specifically since they are supposedly more knowledgeable in the social sciences, including political ideologies compared to the other strands. Additionally, while grade 11 HUMSS are still knowledgeable in the Social Sciences, their grasp of the concept of ideologies are not as deep compared to their grade 12 counterparts.

The researchers will use Proportional Quota Sampling to get 24 participants as there is no specific group within the population the study needs. This sampling technique will be used due to time constraints and for easier cooperation with gaining participants. Since the study only needs grade 11 HUMSS students in LSGH, Proportional Quota Sampling would make gathering participants easier as we aim to get six people per HUMSS section (F-H) and a control group with the same number.

### **Instrumentation**

The researchers will use a Google form asking various questions based on the two dominant political ideologies in the Philippines, Liberalism and Conservatism, as our research instrument. The creator of the Google Forms and their other collaborators can easily view the responses of each respondent to the forms while also providing statistics like a percentage of how many respondents answered a specific question, the average completion time, and the total number of respondents via graphs. With its versatility in collecting and presenting data to make it easier for the creator to analyze, the researchers believe that Google Forms is the best platform for the creation of a survey about political ideologies.

The Google form itself will resemble a typical survey with questions that must be answered before the form can be finished and submitted to the researchers. The Google form will be a test containing multiple choice questions (i.e. “This supports greater liberty for all masses” or “Prefers more traditional beliefs rather than new beliefs”), allowing for an accurate measurement of their political knowledge to be obtained. The participants will then play the card game for three rounds on separate occasions. After which, a second

Google form will be sent to them that will ask similar questions from the pretest to measure their political knowledge after playing the card game. Through these two Google forms, which will serve as our pre-test and post-test respectively, we will be able to keep track of the political knowledge of the participants.

### Statistical Treatment

The data that will be gathered in the Google form will be recorded, analyzed, and interpreted. The researchers will use the following formulas to get the result:

#### 1. Mean

The researchers will measure the mean scores of the two groups once they finish answering the pretest and post-test. This will be used later for comparison of the experimental and control groups.

Formula:

$$\text{Mean} = \frac{\sum x}{n}$$

Where:

$\sum x$  = Sum of all Scores

$n$  = Number of Participants

#### 2. T-test for Dependent Sample

Also known as paired t-test, this will be used to compare the means of the pretest and post-test of the two respective groups. Using this, it will help in figuring out whether or not the card game actually helps in broadening political knowledge.

Formula:

$$t = \frac{\sum d}{\sqrt{\frac{n(\sum d^2) - (\sum d)^2}{n-1}}}$$

Where:

$\sum d$  = Sum of differences

$n$  = Sample Size

### Data Gathering Procedure

The researchers will choose through proportional quota sampling, 24 students in grade 11 HUMSS of LSGH, half of the students will be made as the experimental group and the other half as the control group. A letter of request will be sent to the Homeroom Advisers of the HUMSS sections in grade 11 for permission to allow some of their students to become participants of the study, also sending a letter to them electronically. Once they permit this request and the chosen participants agree to participate, the researchers will then send a pretest using Google form. The Google form will be a multiple choice test about political ideologies (i.e. "This ideology supports freedom for all masses" or "This ideology prefers traditional beliefs rather than new ones"). After gathering all the data in the pretest, the researchers will analyze the data and see the mean scores of both groups. The experimental groups will then be asked to play a round of the researcher's customized card game. Once the three experimental groups have completed the round, a post-test will be sent to the experimental and control groups. The post-test will be similar to the pretest, also using Google form to test whether the participants have increased their knowledge on political ideologies with similar structure from the pretest. The

researchers will gather the data from both groups once all 24 students accomplish the Google form, analyzing the necessary data. The researchers will apply a t-test for dependent samples to compare the difference between the pretest and post-test of the two respective groups and if the initial hypothesis is correct or not. After drawing up the data used in calculating the t-test for dependent samples, the researchers will use the data to create the conclusion and to see if using card games increased their political knowledge.

### Ethical Guidelines and Informed Consent

In gathering data from respondents, the researchers would be establishing ethical guidelines as mandated from La Salle Greenhills Rules and Regulations as well as Campus Guidelines and Data Privacy Act. Additionally, the researchers will be asking for informed consent from the Head of the senior highschool department for HUMSS Mr. Mario Cortez as well as the Classroom advisers of the Grade 11 HUMSS sections (11F-11H), if the researchers would be permitted to have 24 students be participants to play a card game that focuses on political ideologies.

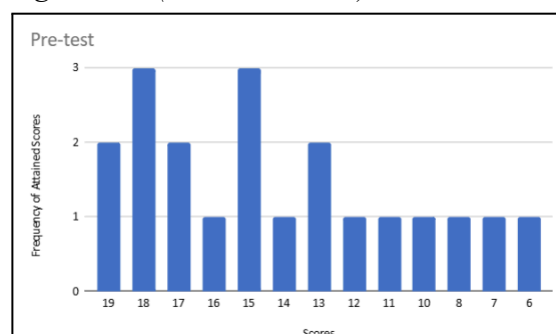
## RESULTS

The following tables below only show the participants who did answer the pre-test and post-test. Despite the number of participants gathered, some were still hard to communicate with even with outside help. Difficult communication and time constraints led to less data being presented here. Please bear in mind that the data collected below is rather incomplete.

### Prior to the Card Game (Pre-test)

The table below shows the scores of the participants' pre-test. As seen in the table, the x-axis represents the score attained by the participants while the y-axis represents the frequency of getting the same score. As seen in the table, the scores of the participants are varied, with some already having a high score while there are those who scored low.

Figure 2.1 (Pre-test Scores)

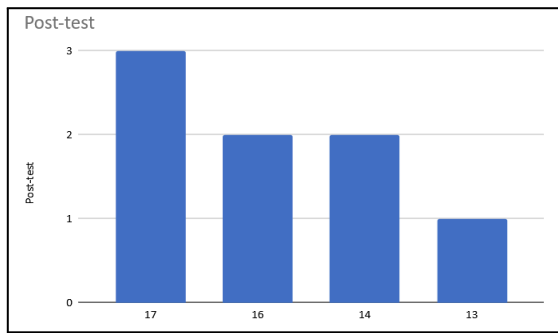


While there are several participants who managed to get 15 and above, there are also a non-negligible number of them who got 13, 12, 11, and below. This shows that while they have a very surface-level understanding of ideologies, it is far from ideal and needs to be refined for them to actually be knowledgeable.

### Aftermath of the Card Game

This table, while it has less data, shows more people getting higher scores as compared to the previous table where there are some who got lower than fifty-percent. This shows that while the table lacks more data as compared to the previous one, it does show that the scores the participants attained after playing are higher than prior to them playing.

*Figure 2.2 (Post-test Scores)*



With the participants having much higher scores in the Post-Test after playing IdeaDuels, this shows that the card game increased the political knowledge of most

participants and can be considered a success in making SHS students more aware of political ideologies.

## **DISCUSSION**

The scores show that the participants have varied levels of knowledge in political ideologies, with some knowing more than others. The content within the test taken has varied difficulty with questions that are easy to answer and some that require critical thinking. This shows that the participants have some knowledge of the topic at the very least.

## **Recommendations**

The researchers would like to suggest gathering more participants as it only got to 20 participants. Those willing to use this as a source for their study should also try to gather more studies related to this, especially ones that involve statistics. Anyone willing to make a copy of the card game should also consider adding more visual elements into the game as the cards used were word-heavy. Lastly, the researchers recommend adding

more mechanics to the game or make it visually appealing as the card game's target are those unfamiliar with political ideology and familiar with it alike.

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## **Appendix A: List of Abbreviations**

**Et. al.** - Et. Alia. (and others)

**Etc.** - Et cetera. (and other similar things)

**HUMSS** - Humanities and Social Sciences Strand

**I.e.** - Id. est. (that is)

**SHS** - Senior High School

**LSGH** - La Salle Green Hills

## **Appendix B: Letters**

### **B.1. Permission for Data Gathering**

December 3, 2024

Mr. Mario B. Cortez  
HUMSS & ADCI Strand Coordinator  
La Salle Green Hills Senior High School

Dear Mr. Cortez,

Greetings in St. La Salle!

We are a group of Grade 12 students consisting of Sabina Rizelle C. Guerrero, Joshua Dominic A. Belleza, Jose Antonio V. Calderon, Enzo Delangelo B. Parungao, and Ronaldo Benedict G. Riva from 12G is undertaking a research entitled "Broadening the Knowledge of Political Ideologies of Grade 11 HUMSS Students by Implementing a Self-made Card Game". We are humbly asking for your permission to conduct experimentation for the study.

Attached are the validation certificates for your reference. We assure you that all safety protocols would be followed and that adult supervision would be constant and recorded during testing.

We are looking forward to our request and would merit your positive response.  
Thank you very much!

Respectfully yours,

Sabina Rizelle C. Guerrero  
Leader

Rachelle C. Guerrero  
Parent

Noted by

Ms. Guia D. Gonzales  
Inquiries, Investigation, and Immersion (III) Teacher

Approved

Mr. Mario B. Cortez  
Strand Coordinator, HUMSS & ADCI

## B.2. Permission for Communicating With Participants

December 13, 2024

Ms. Ruby Vasco  
LC6 Coordinator  
La Salle Green Hills Senior High School

Dear Ms. Vasco,

Greetings of Peace!

We are a Capstone group consisting of Sabina Rizelle C. Guerrero, Joshua Dominic A. Belleza, Jose Antonio V. Calderon, Enzo Delangelo B. Parungao, and Ronaldo Benedict G. Riva from 12G is undertaking a research entitled "Broadening the Knowledge of Political Ideologies of Grade 11 HUMSS Students by Implementing a Self-made Card Game". Our research involves grade 11 HUMSS students as they are our targeted participants. Attached below are the details about the details of our project as well as the data gathering.

We humbly ask for your permission to allow us to access the class lists of sections 11F, 11G, & 11H. Additionally, we would like to be granted permission to communicate with their class advisers through their work email addresses to make communication easier with the participants.

We look forward to our request being answered and would appreciate your positive response.

Thank you very much!

Respectfully yours,

  
Sabina Rizelle C. Guerrero  
Group Leader

Enzo Delangelo B. Parungao  
Group Member

Joshua Dominic A. Belleza  
Group Member

Ronaldo Benedict G. Riva  
Group Member

Jose Antonio V. Calderon  
Group Member

Noted by:

Ms. Guia D. Gonzales  
Inquiries, Investigation, and Immersion (III) Teacher

Approved by:

Ms. Ruby Vasco  
LC6 Coordinator

### B.3. For Mr. Manlangit as Practitioner

December 10, 2024

**Mr. Adrian C. Manlangit**

Dear Mr. Manlangit,

Greetings of Peace!

We, the undersigned, would like to invite you to be our *Practitioner* for our Capstone project entitled, ***“Broadening the Knowledge of Political Ideologies of Grade 11 HUMSS Students by Implementing a Self-made Card Game”*** as part of our requirements for our Senior High School Capstone Project at La Salle Green Hills. Our project is about **broadening the knowledge of Grade 11 HUMSS students by using a card-game our group created titled “IdeaDuels”**. We aim to help shape their political identity by making them familiar with the basic political ideologies through our card game. With your expertise on **political ideologies**, you could help us in creating or editing the answers for each ideology in our pretest, post-test, and the card game itself correctly corresponds to its political ideas. Attached here is the basic information regarding our Capstone project.

We look forward to this opportunity to engage with you and your work. Please let us know at your earliest convenience whether you will be able to participate.

Thank you and we look forward to meeting and discussing our topic with you.

Respectfully yours,



Sabina Rizelle C. Guerrero  
Group Leader

Enzo Delangelo B. Parungao  
Group Member

Joshua Dominic A. Belleza  
Group Member

Ronaldo Benedict G. Riva  
Group Member

Jose Antonio V. Calderon  
Group Member

Noted by:

Miss Hannah Mae C. Nacino  
Capstone Adviser of 12G

Endorsed by:

Mario B. Cortez  
HUMSS-ADCI Coordinator

#### **B.4. Letter for the Class Advisers of 11F, 11G, & 11H**

December 13, 2024

Mr. Lorenzo C. Aguilar  
Homeroom Adviser of 11F  
La Salle Green Hills Senior High School

Dear Mr. Aguilar,

Greetings!

We are a Capstone group consisting of Sabina Rizelle C. Guerrero, Joshua Dominic A. Belleza, Jose Antonio V. Calderon, Enzo Delangelo B. Parungao, and Ronaldo Benedict G. Riva from 12G is undertaking a research entitled "Broadening the Knowledge of Political Ideologies of Grade 11 HUMSS Students by Implementing a Self-made Card Game". The research is about broadening the knowledge of Grade 11 HUMSS students by implementing a card game our group created titled "IdeaDuels". Attached below is a copy of the letter on the approval of Ms. Ruby Vasco, head of LC6.

We humbly ask for your permission to help our group smoothen communication with your class by allowing us to communicate with you through your work email address and help relay our messages to our future participants.

We look forward to our request being answered and would appreciate your positive response.

Thank you very much!

Respectfully yours,



Sabina Rizelle C. Guerrero  
Group Leader

Enzo Delangelo B. Parungao  
Group Member

Joshua Dominic A. Belleza  
Group Member

Ronaldo Benedict G. Riva  
Group Member

Jose Antonio V. Calderon  
Group Member

Noted by:

Ms. Guia D. Gonzales  
Inquiries, Investigation, and Immersion (III) Teacher

Approved by:

Lorenzo C. Aguilar  
Homeroom Adviser of 11F

December 13, 2024

Ms. Janille Abbie Escarilla  
Homeroom Adviser of 11G  
La Salle Green Hills Senior High School

Dear Ms. Escarilla,

Greetings in St. La Salle!

We are a Capstone group consisting of Sabina Rizelle C. Guerrero, Joshua Dominic A. Belleza, Jose Antonio V. Calderon, Enzo Delangelo B. Parungao, and Ronaldo Benedict G. Riva from 12G is undertaking a research entitled "Broadening the Knowledge of Political Ideologies of Grade 11 HUMSS Students by Implementing a Self-made Card Game". The research is about broadening the knowledge of Grade 11 HUMSS students by implementing a card game our group created titled "IdeaDuels". Attached below is a copy of the letter on the approval of Ms. Ruby Vasco, head of LC6.

We humbly ask for your permission to help our group smoothen communication with your class by allowing us to communicate with you through your work email address and help relay our messages to our future participants.

We look forward to our request being answered and would appreciate your positive response.

Thank you very much!

Respectfully yours,



Sabina Rizelle C. Guerrero  
Group Leader

Enzo Delangelo B. Parungao  
Group Member

Joshua Dominic A. Belleza  
Group Member

Ronaldo Benedict G. Riva  
Group Member

Jose Antonio V. Calderon  
Group Member

Noted by:

Ms. Guia D. Gonzales  
Inquiries, Investigation, and Immersion (III) Teacher

Approved by:

Janille Abbie Escarilla  
Homeroom Adviser of 11G

December 13, 2024

Ms. Lea Martinez  
Homeroom Adviser of 11H  
La Salle Green Hills Senior High School

Dear Ms. Martinez,

Greetings in St. La Salle!

We are a Capstone group consisting of Sabina Rizelle C. Guerrero, Joshua Dominic A. Belleza, Jose Antonio V. Calderon, Enzo Delangelo B. Parungao, and Ronaldo Benedict G. Riva from 12G is undertaking a research entitled "Broadening the Knowledge of Political Ideologies of Grade 11 HUMSS Students by Implementing a Self-made Card Game". The research is about broadening the knowledge of Grade 11 HUMSS students by implementing a card game our group created titled "IdeaDuels". Attached below is a copy of the letter on the approval of Ms. Ruby Vasco, head of LC6.

We humbly ask for your permission to help our group smoothen communication with your class by allowing us to communicate with you through your work email address and help relay our messages to our future participants.

We look forward to our request being answered and would appreciate your positive response.

Thank you very much!

Respectfully yours,



Sabina Rizelle C. Guerrero  
Group Leader

Enzo Delangelo B. Parungao  
Group Member

Joshua Dominic A. Belleza  
Group Member

Ronaldo Benedict G. Riva  
Group Member

Jose Antonio V. Calderon  
Group Member

Noted by:

Ms. Guia D. Gonzales  
Inquiries, Investigation, and Immersion (III) Teacher

Approved by:

Lea C. Martinez  
Homeroom Adviser of 11H



## **B.5. Request for Use of Classrooms for the Study**

January 28, 2025

Ms. Ruby Vasco  
LC6 Coordinator  
La Salle Green Hills Senior High School

Dear Ms. Vasco,

Greetings in St. La Salle!

We are a group of Grade 12 students consisting of Sabina Rizelle C. Guerrero, Joshua Dominic A. Belleza, Jose Antonio V. Calderon, Enzo Delangelo B. Parungao, and Ronaldo Benedict G. Riva from 12G is undertaking a research entitled "Broadening the Knowledge of Political Ideologies of Grade 11 HUMSS Students by Implementing a Self-made Card Game".

We are humbly asking for your permission to utilize the conduct experimentation at the St. Brother Arnold Reche building. Below are the dates and time we will be conducting our treatment as well as the room in which we will conduct it.

January 28, 2025 (1:50-4:00pm) at 12G, Room 312  
January 30, 2025 (1:50-3:00pm) at 11G, Room 202

Attached herewith are the validation certificates. We would be accompanied by Ms. Sarie Senido (1:50-2:50 pm), Mr. Bernard Tabucol (3-4pm) on the 28th and Ms. Elisha Atayde on the 30th who would oversee the testing.

We are looking forward to our request and would merit your positive response. Thank you very much!

Respectfully yours,

  
Sabina Rizelle C. Guerrero  
Research Team Leader

Consented by

  
Clarissa G. Riva  
Parent

Noted by

Ms. Guia Gonzales  
Inquiries, Investigation, and Immersion (III) Teacher

Approved by

Ms. Ruby Vasco  
LC6 Coordinator

## **B.6. Informed Consent Forms of the Participants**

*(Please note that the signatures of this form will not be shown nor their names for the sake of anonymity as promised to them via the consent form below)*

### **Informed Consent Form**

#### **TITLE OF THE STUDY:**

Broadening the Knowledge of Political Ideologies of Grade 11 HUMSS Students by Implementing a Self-made Card Game

#### **RESEARCHERS OF THE STUDY:**

Sabina Rizelle C. Guerrero (**Lead Researcher**)  
Joshua Dominic A. Belleza  
Jose Antonio V. Calderon  
Enzo Delangelo B. Parungao  
Ronaldo Benedict G. Riva

#### **PURPOSE OF THE STUDY:**

You are being invited to take part in a research study. Before you decide to participate in this study, it is important that you understand why the research is being done and what your participation will involve. Please read the following information carefully and feel free to ask the researcher if there is anything that is not clear or if you need more information.

The purpose of the study is to help selected grade 11 HUMSS students shape their political identity through broadening their knowledge in the basic political ideologies (Liberalism, Conservatism, Communism, Fascism, and Feminism). The researchers aim to use political ideologies as a way to form their political identities in order for them to realize their standing in multiple issues, social or political. This will be done through a card game created by the researchers titled "IdeaDuels", using issues that have happened throughout history and some not inspired by reality. By using IdeaDuels, the project hopes to make said students learn more about political ideologies and its takes on numerous issues through a fun and informative game.

#### **STUDY PROCEDURES:**

The chosen participants are divided into three experimental groups and one control group, the group selected for them has been randomly chosen and will be given to them along with this consent form. The selected participants who will voluntarily participate will take a pre-test sent in Google form. They will answer questions that will serve as their initial knowledge in political ideologies.

Those under the experimental groups will play IdeaDuels for one session, with the researchers instructing the participants how to play. The control group meanwhile will have no session and will answer the post-test sent by the researchers along with the experimental groups after they finish their sessions. The post-test will be sent a day after all three experimental groups accomplish the sessions.

**DURATION:**

The pre-test and post-test itself is estimated to take 10-15 minutes but the participant can answer it however long they need to answer it, as long as they finish it before the given due date. The session meanwhile will take at least an hour, assuming the participants are cooperative and arrive on time.

**VOLUNTARY PARTICIPATION:**

While the session does not put the participant in physical danger, they might experience pain emotionally due to the competitiveness from playing the card game. While the researchers in charge will mitigate the situation in the event the session gets too heated, it is best for the participants to be actively aware of what they are saying and doing, especially if it can potentially hurt a fellow participant's emotions and their overall relationship.

**RISKS:**

While the session does not put the participant in physical danger, they might experience pain emotionally due to the competitiveness from playing the card game. While the researchers in charge will mitigate the situation in the event the session gets too heated, it is best for the participants to be actively aware of what they are saying and doing, especially if it can potentially hurt a fellow participant's emotions and their overall relationship.

**BENEFITS:**

The participant's data will be beneficial to the youth of today through spreading political awareness as the participants will be the first ones to test the effectiveness of IdeaDuels as a game that helps familiarize the basic political ideologies. To see if the card game is effective in teaching the different views of the political ideologies can help players reaffirm their political opinions and standings, as well as help build their political identity and their confidence in it, to serve as the future of the nation. Additionally, the study can also gap research related to it as it is difficult to find similar studies, the data and results could be potentially used by future researchers. They can also learn from the game about the different political ideologies, helping them form their political identities. The experimental groups will also receive a small token of gratitude for participating in the session.

**CONFIDENTIALITY:**

Every effort will be made by the researcher to preserve your confidentiality, including the following:

1. What the experimental groups do during the sessions will not be recorded for the study, the researchers will only use the results from the pre-tests and post-tests. Your names will not be revealed in the study as it is not necessary. The same also applies for those within the control group.
2. The three experimental groups will be codenamed based on the section the group is from (11F, 11G, and 11H).
3. While the names of the participants will not be acknowledged, the three grade 11 HUMSS sections will be along with their respective homeroom advisers as a small form of gratitude.
4. The group participants within the experimental groups will be reminded to respect confidentiality to the events, moments, and scenes that will occur during the session. However, please note that this does not mean that it is guaranteed.

The actions you commit during the entire process, while in respect to confidentiality, does not mean that the researchers can guarantee protection in case something happens. Please be conscious and aware of the actions you do and its potential consequences.

**CONTACT INFORMATION:**

This study was approved by Sir Harold Diokno, the ABM-R strand coordinator of LSGH. If you have any questions pertaining to this study, feel free to contact us through our school emails ([ronaldo.riva130559@my.lsggh.edu.ph](mailto:ronaldo.riva130559@my.lsggh.edu.ph)) or ([sabina.guerrero230738@my.lsggh.edu.ph](mailto:sabina.guerrero230738@my.lsggh.edu.ph)) in case the first email doesn't respond. The researchers will answer as much as they can in regards to any inquiry you ask of us regardless of the nature as long as it is related to the study.

After signing the consent form, please submit it to this Google Form:  
<https://forms.gle/prphieHHXYyHHTgz5>

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**CONSENT**

**I have read the provided information, or it has been read to me. I have had the opportunity to ask questions about it and any questions I have been asked have been answered to my satisfaction. I understand that I will be given a copy of this form, and the researcher will keep another copy on file. I consent voluntarily to be a participant in this study.**

**Print Name of Participant:** \_\_\_\_\_

**Signature of Participant:** \_\_\_\_\_

**School Email:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**(Day/month/year)**

## Appendix C: Pre-test Content

(Below are screenshots of the test)

### Political Ideologies Test

**B I U ↺ ✕**

Hello! We are PR Group 4 from 12G and we invite you to answer this survey, which will be used for our research study **"Broadening the Knowledge of Political Ideologies of Grade 11 HUMSS Students by Implementing a Self-made Card Game"**. The purpose of this research is to broaden the knowledge of Grade 11 HUMSS students by implementing a card game our group created titled "IdeaDuels". Prior to playing the card game, a survey asking various questions based on the common political ideologies must be answered. The group will use the data gathered from the survey to determine the initial political knowledge of the participants.

Please answer honestly without the use of Google or AI as this will be used as a gauge of your political knowledge for the rest of the study.

We respect your right about your privacy and are committed to protecting the confidentiality and anonymity of the personal information that you have provided for us. We assure you that we will take the precautionary procedures that will ensure the right usage of your given data.

By filling out this survey, you have given us the consent to collect, organize, process, and use the information according to the content of your responses. The data that will be gathered will be kept safely to ensure no leakage of the content that you have given us. The information will only be used when the researchers need of it and afterwards, the data will be disposed in a safe manner that prevents any potential leakage of information.

For any questions or clarifications in regards with our survey questionnaire, feel free to send us a message through email at either [ronaldo.riva130559@my.lsg.edu.ph](mailto:ronaldo.riva130559@my.lsg.edu.ph) or [calderonrv0328@gmail.com](mailto:calderonrv0328@gmail.com).

Thank you for taking your time and cooperating with us in answering this survey!

Name ex. (LAST NAME, First Name) \*

Short answer text

SECTION \*

- ☐ F
- ☐ G
- ☐ H

1. What are signs that a political party is Liberal? \*

- ☐ It only supports the military.
  - ☐ Does not think it is necessary for the government to interfere in social affairs.
  - ☐ It only supports total freedom for select groups of people.
  - ☐ Does not agree with traditional beliefs.
- 

2. A class/hierarchal system is fundamental to a functioning country. What ideology is this?

- ☐ Liberalism
  - ☐ Anarchism
  - ☐ Socialism
  - ☐ Conservatism
- 

3. *"If you have total freedom, then you are in trouble. It's much better when you have some obligation, some discipline, some rules. When you have no rules, then you start to build your own rules. - Renzo Piano"* With this quote in mind what does it mean by "total freedom" and what it can lead too?

- ☐ Individuals get to choose what they wish to do without consequence in a free society.
  - ☐ People following the societal standards without interference from the government.
  - ☐ It creates a peaceful cycle where everyone coexists happily.
  - ☐ Lets people practice self discipline and empathy towards fellow peers.
- 

4. Is a "true equal society" really a good thing from a feminist point of view?

- ☐ No because it may cause to the abuse of the use of equality.
- ☐ Yes because it means men and women can enjoy certain benefits equally without issue.
- ☐ Yes because it means woman can be treated better than men.
- ☐ No because it would be shot down by toxic masculinity anyways.

5. Historical Materialism, which states the course of history has been dictated by the conflict between social classes, is a core component of what ideology? \*

- ☐ Anarchism
  - ☐ Socialism
  - ☐ Liberalism
  - ☐ Conservatism
- 

6. "I die, as I have lived, a free spirit owing no allegiance to rulers, heavenly or earthly." What ideology does this quote from Voltairine de Cleyre correspond to? \*

- ☐ Socialism
  - ☐ Liberalism
  - ☐ Anarchism
  - ☐ Conservatism
- 

7. What is most likely the meaning behind the common anarchist slogan "No gods, no masters"?

- ☐ Anarchists don't believe gods or masters exist.
  - ☐ Anarchists are concerned about a lack of gods or masters.
  - ☐ Anarchists want to create a world without any kind of god or master above common people.
  - ☐ Anarchists think there can be no master if there is no god, and vice versa.
- 

8. You are the Socialist leader of a troubled country. Faced with an economic crisis that has left many unemployed and many more homeless, what do you do to get unemployment under control? \*

- ☐ Pour more money into the nationalized economy, hopefully getting unemployment under control.
  - ☐ Cutting funding for government agencies like Transportation, Education and Agriculture to recover the ec...
  - ☐ Carry out a limited program that businesses claim will be the "least worse option".
  - ☐ Do nothing. The crisis will end at some point.
-

9. San Isidro is a provincial town that was once prosperous and considered a potential city. \*  
However, the fallout of a severe typhoon and the seeming lack of an adequate response from the LGUs has left it in a dire state. Businesses have left despite their employees' pleas to stay, the town's iconic church is in disrepair, and the town's population is steadily decreasing. Which among the choices is the MOST important factor that a traditional Conservative would consider?

- ☐ The LGUs not formulating an adequate response following the typhoon.
  - ☐ The "greedy businesses" moving to greener pastures elsewhere and leaving the town behind as an exam...
  - ☐ The inherent weakness of the people compared to other towns that rebuilt.
  - ☐ The LGUs existing in the first place, since it was never in their interest to help the town.
- 

10. *"It's the instinct to hold on to what we love, to protect it from degradation and violence and to build our lives around it. For us [...] it is at least the heritage of political order and our way of doing things the natural way of being in this country where we belong, and defending it as our home."* What ideology is Sir Roger Scruton referring to in this quote? \*

- ☐ Liberalism
  - ☐ Fascism
  - ☐ Anarchism
  - ☐ Conservatism
- 

11. The "Coalition of Free Voters" is a political party that has won two elections on a platform \*  
of a freer market and minority rights. Their leader has also frequently advocated for equality and social justice. What is their ideology?

- ☐ Liberalism
- ☐ Socialism
- ☐ Conservatism
- ☐ Anarchism



12. The "Nation First" party came to power following a bloody coup against the ruling democratic government. The party emphasizes that their race is superior compared to other races, and wholly opposes any sort of "liberal thought". Their regime has also been accused of murdering those who criticize them. What is their ideology? \*

- ☐ Socialism
- ☐ Conservatism
- ☐ Liberalism
- ☐ Fascism

13. Emil sees the government of his country as inherently flawed and uncaring for the common person. Unlike most of his friends, he does not want to vote in the next elections at all as he thinks local communities can govern themselves well enough without a leader or representative. He and a few other like-minded people have even floated around the idea of creating a "Self-Autonomous Zone" during the elections that will happen in their municipality. What ideology does Emil most likely adhere to? \*

- ☐ Liberalism
- ☐ Conservatism
- ☐ Anarchism
- ☐ Socialism

14. Bobby unexpectedly finds common ground with his father despite their different upbringings. Both of them believe that family is more important than anything else in the world and that some people are more naturally gifted than others - which is how Bobby's father managed to rise from a lowly employee to current small business owner through hard work alone. Overall, both men find that very little needs to be changed in society-if at all. What ideology do Bobby and his father most likely adhere to? \*

- ☐ Conservatism
- ☐ Socialism
- ☐ Liberalism
- ☐ Fascism

15. Why are many Socialist and Liberal political parties in Europe willing to cooperate with each other? \*

- ☐ They agree on the rights of workers.
- ☐ They agree on issues like gender equality.
- ☐ They agree on cutting funds to government departments like Welfare and Education, for fiscal reasons.
- ☐ Their leaders are just more willing to team up.

16. How would a Socialist justify a strong economic policy aimed at spending a great deal of money to mitigate economic disasters and rebuild any industries destroyed? \*

- ☐ Because it is the only way to prevent an economic crisis.
- ☐ Because it involves raising tariffs on foreign products, producing more jobs for the country.
- ☐ Because it helps alleviate or stop the suffering of the common people.

17. How will a Liberal explain the need for more defense and military spending to fund the military? \*

- ☐ To protect the interests of the rich people and corporations.
- ☐ To protect their just and equal society against those who want to tear it down.
- ☐ To show their nation's strength on the world stage and terrify their enemies.

18. *"In these days of difficulty, we Americans everywhere must and shall choose the path of social justice...the path of faith, the path of hope, and the path of love toward our fellow man."* What ideology does this quote from Franklin Delano Roosevelt most likely correspond to? \*

- ☐ Conservatism
- ☐ Anarchism
- ☐ Liberalism
- ☐ Socialism

19. "...Our motto, Brazilian workers, is progress with justice, and development with equality..." \*

What ideology does this quote from Brazilian PM Goulart correspond to?

- ☐ Anarchism
  - ☐ Conservatism
  - ☐ Socialism
  - ☐ Liberalism
- 

20. From a Conservative perspective, why is constitutional reform a bad thing? \*

- ☐ Because constitutional reform causes democratic backsliding if used too much.
- ☐ Because the constitution is a document that cannot be changed willy nilly.
- ☐ Because constitutional reform legitimizes the uncaring and inherently flawed state.

## Appendix D: Post-test Content

*(Below are screenshots of the test)*

\*\*\*

1. Among the choices, what would a Conservative's reaction be when faced with the decline of the youth's interest in religion around the world?

- ☐ Anger, as they would think that the world does not belong to them anymore.
- ☐ Sadness, knowing that the world is moving away from belief in a higher power.
- ☐ Indifference, since they never saw religion as important anyway.

2. Why have many Socialist countries used the words "Republic" or "People's Republic" in their name before? Choose the BEST answer. \*

- ☐ Because their leaders want to fool people into thinking it's prosperous.
- ☐ Because they feel those names are cool.
- ☐ Because they feel that they have the mandate of the people, and must name their country accordingly.
- ☐ Because their republic is only for a certain minority.

3. The "National Family Party" advocates for the common family and traditional values, winning local elections on their platform of bringing back each region's glory days. Which ideology BEST describes their platform? \*

- ☐ Fascism
- ☐ Conservatism
- ☐ Liberalism
- ☐ Anarchism

---

4. *"When beggars die, there are no comets seen; the heavens themselves blaze forth the death of princes."* How would a Conservative interpret this quote by William Shakespeare? \*

- ☐ Beggars have no worth in the world, thus no comets are seen.
- ☐ Beggars must conform to society's expectations, or else.
- ☐ We must look after the highest people in society, because our society will have problems if they die.
- ☐ The gods are discriminating against the beggars, and the princes are given preferential treatment.

---

5. Would a Liberal think that a government without order or stability is good? Why? \*

- ☐ Yes, because order and stability are not needed for the people to function.
- ☐ Yes, because order and stability are only reserved for certain people.
- ☐ No, because we cannot have social justice and equality without a stable government.
- ☐ No, because the elite need stability and order to stay in power.

---

6. The small province of Linayen is home to the Hipolitos, a political dynasty which has ruled Linayen for over 30 years. Today, most of the province lives in poverty in stark contrast to the personal affluence of the Hipolitos. What would a Liberal suggest be done to the Hipolito Dynasty? \*

- ☐ The Hipolitos must be voted out, they have neglected the province too much.
- ☐ The Hipolitos must be violently overthrown for Linayen to move forward!
- ☐ The Hipolitos haven't been doing their familial duty to look after their people, and must be reminded.
- ☐ The Hipolitos should be left alone. The common people must raise themselves up.

7. The "Black Brigade" is a terrorist group that commonly targets office buildings, police stations, banks, and the occasional politician. A single pamphlet found in the aftermath of one Black Brigade attack curses "the state itself" for neglecting the people and ends with the phrase "Bosses Hang". What ideology does the group most likely adhere to? \*

- ☐ Socialism
- ☐ Liberalism
- ☐ Anarchism
- ☐ Feminism

8. The "Workers' League" is a labor union that has consistently fought for the rights of workers and against foreign companies entering their country. They also adhere to the principle that "from each according to his ability, to each according to his needs". What ideology does the WL most likely adhere to? \*

- ☐ Liberalism
- ☐ Conservatism
- ☐ Anarchism
- ☐ Socialism

9. Would a Socialist consider the entry of foreign businesses and companies a threat to their country? Why? \*

- ☐ Yes, because the entry of other nations is a threat to their current society.
- ☐ Yes, because they are more willing to exploit the people and force them to work for poor wages.
- ☐ No, because they can make the country more money.
- ☐ No, because the entry of foreigners is not an important issue anyway.

10. What is the BEST among these choice to say that a political party is Conservative?

- ☐ They advocate for social justice and equality.
- ☐ They advocate for increased rights of women and other minority groups.
- ☐ They champion family values and a return to "glory days".
- ☐ They follow the theory of class conflict influencing the course of history.

11. *"And you shall consume all the peoples that the Lord your God will give over to you. Your eye shall not pity them, neither shall you serve their gods, for that would be a snare to you."* How would a Fascist interpret this bible verse Deuteronomy 7:16? \*

- ☐ That we must look after other peoples that God has entrusted to us.
- ☐ That we must welcome these peoples into our equal society.
- ☐ That we must destroy all different peoples that are an affront to our God.
- ☐ That the existence of other peoples is a tragedy, but that we can't do anything about it.

12. Historical Materialism, which states the course of history has been dictated by the conflict between social classes, is a core component of what ideology? \*

- ☐ Anarchism
- ☐ Socialism
- ☐ Liberalism
- ☐ Conservatism

13. What is the best course of action a FEMINIST could do in response to the ongoing genocide in Gaza? \*

- ☐ Push for policies that allow smoother immigration in hopes of Palestinians seeking asylum.
  - ☐ Criticizing governments for not doing enough to stop it.
  - ☐ Donate to legit organizations that help Palestinian women and children get relief goods.
  - ☐ Support Israel, all of this talk of "Genocide" is untrue anyway.
- 

14. Who would a Liberal most likely vote for within the candidates of an election? \*

- ☐ Someone pushing for gender equality and calling out patriarchal systems.
  - ☐ Someone reputable for their traditional values and is against progressive norms.
  - ☐ Someone that criticizes the upper class, saying that the lower classes are being mistreated.
  - ☐ Someone known for being open-minded and willing to consider the other's opinion.
- 

15. What would be the course of action a FASCIST could do to reinvigorate "Filipino Pride"? \*

- ☐ Emphasize Filipino culture to the youth of today.
- ☐ Abolish private ownership, everything belongs to the government.
- ☐ Reform the military and oppress those who aren't "fully Filipino".
- ☐ Encourage Filipinos to use their freedom of speech to critique problems in the country.



16. Why are many Socialist and Liberal political parties in Europe willing to cooperate with each other? \*

- ☐ They agree on the rights of workers.
- ☐ They agree on issues like gender equality.
- ☐ They agree on cutting funds to government departments like Welfare and Education, for fiscal reasons.
- ☐ Their leaders are just more willing to team up.

17. Why is the banning of music in a dictatorship considered bad from a Conservative perspective? \*

- ☐ Music is inherently reactionary.
- ☐ Music can be used to spread social awareness about societal problems.
- ☐ Music contains can pertain to the preservation of traditions and culture.
- ☐ Music can be used to give a voice to ignored groups.

18. In the 1999 film adaptation "Fight Club", Tyler Durden, a central figure to the story, challenges corporations and consumerism in modern society. He embodies the rebellious desires and want of freedom from materialistic society. What political ideology does Tyler represent the most? \*

- ☐ Liberalism
- ☐ Anarchism
- ☐ Conservatism
- ☐ Feminism

19. What could be the potential view of a Feminist regarding abortion?

- ☐ Women should have the right to abortion as it is their body (Pro-Choice).
- ☐ A life is still being carried inside the womb, making abortion a way of murder (Pro-Life).
- ☐ Both choices above are potential views a Feminist can hold.
- ☐ None of the above.

20. Liberalism is known for the following EXCEPT:

- ☐ Individual Rights
- ☐ Private Ownership
- ☐ Economic Freedoms
- ☐ Total Freedom From Authority