



LA SALLE GREEN HILLS
Senior High School (LC6)
Mandaluyong City

CAPSTONE PROJECT - PROPOSAL FORM

STRAND/TRACK: ☐ ABM ☐ ADCl ☒ HUMSS ☐ STEM

GROUP MEMBERS:

SECTION:12-G

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CP PROPOSAL (TITLE): Broadening the Knowledge of Political Ideologies of Grade 11 HUMSS Students by Implementing a Self-made Card Game

Short Description of the Project and its Community Component:

This project aims to help selected students shape their political identity through broadening their knowledge in political ideologies. 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.

GOALS / OBJECTIVES:

1. Identify if there is a significant improvement in their knowledge of political ideologies
2. Compare data between those randomly selected and those willing to join
3. If the knowledge of the participants was significantly more than those who didn't participate

Final Product/ Prototype Description: *(Provide separate page if necessary)*

The product will be a card game that helps players understand the different takes of the basic political ideologies. The ideologies that will be in the game are Liberalism, Conservatism, Communism, Fascism, and Feminism. With each ideology having its own separate deck of cards only containing 25 cards, with an additional 150 cards for the scenarios, totaling to 275 cards. Each player will get one ideology deck containing 25 cards. In those 25 cards, there are 5 character cards and 20 status cards that are either buffs or debuffs that affect the player's own personal deck or an opposing player's deck. When the game starts, each player must place 3 character cards at the front. Once all players place down 3 character cards, the game starts when the first player pulls an event card. Each event card contains a set amount of points, and the player must use their character card to try and claim the event card to earn points. During the game, players may use their status cards to either buff their own characters or inflict debuffs towards opposing players' characters. The game ends after 3 rounds and the player with the most points wins the game.

Action Plan (how the project will be conducted): *(Provide a separate page if necessary.)*

The project will start with the researchers gathering 12 participants from the grade 11 HUMSS students of LSGH, using Simple Random Sampling to see if the card game would create a difference in their knowledge of political ideologies regardless of the level of knowledge the participants have

about political ideologies before the pretest. After gathering the participants together, the researchers will use a Google form asking various questions based on famous political ideologies as our research instrument. The Google form itself will resemble a typical survey with questions that are required to 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”, “Prefers more traditional beliefs rather than new beliefs”, and “Thinks hierarchy is a good thing”), allowing for an accurate measurement of their political knowledge to be obtained. The participants will then play the card game for three rounds separately. 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 and easily get the results.

Projected Timetable:

2nd Term: For the second trimester, we will first research the potential characters and the event cards for the card game. Then secondly, we will begin to create designs for the potential characters. Then we will begin to create a letter for the practitioners, specifically one for the game design and mechanics and one for the technicalities of the ideologies. Next, we will consult with them the current progress of our game and discuss with them the possible, potential flaws of the card game. Lastly, we will finalize the characters and the card designs as well as the approval of the practitioners. Finally, we will finalize the paper and the pre-test and post-test.

3rd Term:

- **Manufacturing card game**

CAPSTONE PROJECT PROPOSAL RUBRIC

Components	Exceeds Standards (4)	Meets Standards (3)	Nearly Meets Standards (2)	Does Not Meet Standards (1)
PROJECT TOPIC/ TITLE	The topic/title is clear, concise, SMART and descriptive.	The topic/title is moderately clear. There are some issues that need to be addressed.	The topic/title is vague. There is a lot to revise.	The topic/title is unclear or missing. The topic is not feasible.
PROJECT DESCRIPTION / BACKGROUND	The details of the project have been very well thought out, insightful and reflective of the student's career interest. There is real community involvement and impact.	The details of the project have been thought out and are reflective of the student's career interest. The project involves the community.	The details of the project are too vague and need to be better planned out. There is little community involvement and impact.	The project is not appropriate and does not reflect the student's career interest nor any community aspect.
	The goals and purpose of the project are explicitly and clearly stated.	The goals and purpose of the project are stated. The objectives are	The goals and purpose of the project are stated but the objectives	The goals and purpose are not stated and the

GOALS AND OBJECTIVES OF THE PROJECT	The objectives are SMART, relevant and showing a strong community aspect.	SMART enough but there are minor questions that must be cleared out.	are unrealistic and unachievable. A lot of revisions must be made.	objectives are not clear.
ACTION PLAN	The plan is very clear and aligned with the goals and objectives. The planned activities are properly defined and feasible. The research design can be carried out within the time frame.	The plan is clear and aligned with the goals and objectives. The planned activities are at least defined. The research design can be carried out within the time frame.	The plan is somewhat unclear. The planned activities and research design need to be revised and outlined.	The plan is not clear at all. The planned activities and research design are problematic.
FINAL PRODUCT/ PROTOTYPE	The proposal includes a detailed description and illustration of the final product that are linked to the goals and objectives of the project. The group has a clear sense of the final product.	The proposal includes a description of the final product that is linked to the goals and objectives of the project. The group has a working idea of the final product.	The description/ illustration of the final product is not clear.	The description of the final product is missing. The group lacks at least a working idea of what needs to be achieved.