"Civika: A Journey to Civic Understanding on Culture, Society, and Politics"

A Capstone Project Proposal
Presented to the Faculty of the
Information and Communications Technology Program
STI College Naga

In Partial Fulfilment
of the Requirements for the Degree
Bachelor of Science in Technologies

Bernisca, Gerald B.
Gruzo, John Michael D.
Marco, Robert James
Valenzuela Jr., Christopher L.

May 2025

ENDORSEMENT FORM FOR PROPOSAL DEFENSE

TITLE OF RESEARCH: **"Civika: A Journey to Civic Understanding on Culture, Society, and Politics"**

NAME OF PROPONENTS:

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Gruzo, John Michael D.
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In Partial Fulfilment of the Requirements
for the degree Bachelor of Science in Tecnologies
has been examined and is recommended for Proposal Defense.

ENDORSED BY:

Shannen Andrea Cleofe
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MAY 2025

APPROVAL SHEET

This capstone project proposal titled **"Civika: A Journey to Civic Understanding on Culture, Society, and Politics"** , prepared and submitted by **Bernisca, Gerald B., Gruzo, John Michael D., Marco, Robert James, and Valenzuela Jr., Christopher L.**, in partial fulfillment of the requirements for the degree of Bachelor of Science in Technologies, has been examined and is recommended for acceptance and approval.

Shannen Andrea Cleofe
Capstone Project Adviser

Accepted and approved by the Capstone Project Review Panel
in partial fulfillment of the requirements for the degree of
Bachelor of Science in Technologies

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MAY 2025

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INTRODUCTION

Project Context

Civic education in the Philippines has faced mounting challenges reflected in low public awareness, declining youth engagement, and the increasing influence of misinformation in political discourse. Despite the inclusion of civic learning in the K–12 curriculum through *Araling Panlipunan* and subjects like *Understanding Culture, Society, and Politics*, a growing body of research reveals that these efforts often fall short of creating an informed, participative citizenry.

A 2023 Social Weather Stations (SWS) survey found that only 31% of Filipinos could correctly identify the three branches of government, with lower scores among younger age groups (SWS, 2023). This civic knowledge gap is mirrored in the Youth Adult Fertility and Sexuality Study (YAFS5) by the University of the Philippines Population Institute, which reported that only 34% of Filipino youth aged 15–24 felt "very familiar" with their civic rights and duties (UPPI, 2021). These numbers paint a stark picture: civic education may be present in schools, but it lacks effectiveness and resonance, particularly among young Filipinos.

This weakness has visible consequences. The 2022 national elections were widely criticized for being dominated by clan politics and disinformation, with the election of President Ferdinand Marcos Jr. being seen as a product of historical revisionism and coordinated misinformation campaigns (Wui et al., 2023). According to a report by Internews and Ong et al. (2023), more than 75% of Filipino youth encounter politically misleading or false information daily, especially through social media platforms like Facebook, TikTok, and YouTube.

The inadequacies of current civic instruction especially in fostering critical thinking, digital discernment, and long-term civic engagement have created a need for innovative educational solutions. While traditional campaigns and classroom-based approaches have merit, they often fail to align with the learning behaviors and media habits of Gen Z. A

2023 report by the Asian Development Bank (ADB) on youth learning preferences noted that mobile-based platforms and gamified environments are increasingly preferred by learners under 25 over conventional classroom materials (ADB, 2023). Additionally, the Department of Education's 2022 civic education assessment highlighted that "rote memorization" remains the dominant mode of instruction in Social Studies, limiting students' practical and reflective understanding of citizenship.

To address these pressing issues, the researchers propose the development of a pixel-art style mobile role-playing game (RPG) as a digital learning tool to promote civic knowledge and responsibility among Filipino youth. This game-based learning environment integrates key concepts such as local governance, voter registration, civic duties, dispute resolution, and public accountability through an immersive, interactive format. Players begin as an average citizen in a fictional town inspired by Philippine socio-political contexts. They level up not by combat but through completing civic missions, passing knowledge-based challenges, and engaging in scenario-based decision-making. In-game progression is directly tied to civic comprehension and ethical choices.

The use of gamification in education is not novel but is increasingly validated by recent international research. A UNESCO (2021) report on digital civic engagement found that "interactive digital tools such as games and simulations are up to 60% more effective in improving civic knowledge retention compared to traditional instruction." Similarly, a 2022 study by the Philippine Institute for Development Studies (PIDS) emphasized the potential of digital tools to complement the Makabayan curriculum, especially in underserved regions where engagement is low.

Notably, local initiatives like Project Citizen by the Philippine Center for Civic Education and Democracy (PCCED) have shown that participatory and problem-solving approaches increase civic efficacy and critical thinking among students (PCCED, 2023). However, these programs are limited in scale and often dependent on external funding. By contrast, a mobile RPG available on Android and iOS has the potential to scale nationally and reach users regardless of their socio-economic background, especially as 82.3% of Filipino youth now own a smartphone (Statista, 2024).

This project addresses the gap between curriculum and civic understanding by offering an engaging, repeatable game that promotes experiential learning and civic awareness. It empowers players to grasp the impact of real-world choices and take informed action in their communities.

Purpose and Description

This project aims to create a pixel-art mobile RPG that teaches Filipino youth about civic duties, voting, laws, and local governance in an engaging, quiz-based format. Designed to be both educational and entertaining, the game helps users strengthen their civic knowledge by actively participating in challenges, decision-making tasks, and scenario-based learning.

Unlike traditional lectures or textbooks, the game offers a replayable, interactive platform rooted in adventure and nostalgia—making civic learning more appealing and memorable. It serves as a timely tool to counter misinformation, support formal education, and promote active citizenship.

Importantly, the project aligns with key topics in the Grade 11 and 12 core subject Understanding Culture, Society, and Politics (UCSP), which focuses on social awareness, political systems, and civic engagement. It also complements Media and Information Literacy, a senior high subject designed to enhance critical thinking and digital discernment—skills vital in today's information landscape.

By transforming civic education into a dynamic experience, the game empowers youth to understand real-world consequences, become informed voters, and engage meaningfully in their communities.

Key Game Elements:

- Collectible items that can be found randomly scattered throughout the map.
- Time constraints introduce a sense of urgency and excitement, with countdown timers motivating players to think quickly and make effective decisions under pressure.

- The storyline emphasizes the importance of civic responsibility and national identity, aligning with key themes from Civic Education and the core concepts of Understanding Culture, Society, and Politics (UCSP).
- Leaderboard displaying player names and their badges for completing the quest. This will create a competition or a race that makes the game more engaging.
- Secret quests that will give a unique title of the player. This will encourage the player to explore more throughout the game.
- Obstacles that players need to overcome to progress in the game, such as quizzes and other interactive tasks connected to the educational content.
- A theme rooted in Philippine culture, history, and geography, set in a remote local area of the country. This will feature culturally inspired visuals, region-specific maps, and traditional music that reflect the local setting and heritage.
- The Rewarding system will be coins used to buy items in the shop and some are given by NPCs, it can be earned by completing challenges throughout the game to help with future quests.

Objectives

The primary objective of this capstone project is to develop a mobile game application that effectively promotes civic education among the youth through a mobile role-playing game (RPG). The specific objectives are as follows:

- To design and develop an engaging 2D pixel-art style mobile role-playing game (RPG) that teaches local governance, voting procedures, basic laws, and civic responsibilities; To integrate credible and up-to-date information from official sources such as the
  Commission on Elections (COMELEC) and the Department of the Interior and Local Government (DILG);
- To launch a functional prototype of the game on Android devices that serves as an accessible supplementary platform for civic education—targeting a minimum of 100 test users from the youth sector

- To assess the effectiveness of the game in increasing civic knowledge and engagement by conducting pre- and post-gameplay surveys, aiming for at least a 25% improvement in civic knowledge scores among participants

Scope and Limitations

Scope

This capstone project focuses on designing, developing, and initially evaluating a 2D pixel-art mobile RPG aimed at promoting civic education among Filipino youth aged 15 to 24, especially senior high school students. Primarily for Android, the game incorporates content from the K–12 Araling Panlipunan and UCSP curriculum, covering topics like voter registration, local governance, and media literacy.. The scope includes:

- Game conceptualization, narrative development, and character design inspired by Philippine cultural and political contexts.
- Implementation of key game features such as quizzes, missions, leaderboards, collectibles, and in-game rewards.
- Integration of verified civic content from government and academic sources.
- Playtesting and deployment of a prototype to a pilot group of youth participants.
- Evaluation of user engagement, knowledge acquisition, and civic awareness through survey-based metrics.
- Recommendations for further development, expansion to iOS, and integration into formal or non-formal education systems.

Limitations

- The study is limited to Senior High School students at Camarines Sur National High School.
- Game content is tailored to their educational level and civic learning needs, and may not suit younger students, college learners, or non-students.
- The application will be developed exclusively for Android devices.
- Stable internet access is required to use the app.
- Quiz accuracy and relevance depend on current educational materials and existing Philippine election laws.
- Future changes in curricula or laws may require content updates, which are outside the current project scope.

Review of Related Literature/Studies/Systems

Review of Related Literature

Gamification has emerged as a powerful educational approach, particularly for Generation Z learners who are increasingly immersed in digital environments. Christopoulos and Mystakidis (2023) define gamification as the integration of game elements—like rewards, narratives, and challenges—into non-game settings to foster motivation and sustained learning. This strategy transforms conventional instruction into interactive, memorable experiences that resonate more deeply with young learners.

In the Philippine setting, Santiago (2020) found that gamified learning significantly improved student engagement and comprehension, especially in complex subjects. This highlights the potential of gamification in areas such as civic education, which often struggle to capture student interest through traditional methods. Amante, Tabigue, and Lumintao (2024) further emphasize the need to modernize civic education in the Philippines, identifying digital platforms as key to addressing gaps in curriculum relevance and student engagement.

Pajarito, Salcedo, and Fernando (2024) emphasized that gamification can promote deeper learning retention in higher education through points, missions, and narratives. These mechanics, when aligned with curricular goals, encourage active participation and critical thinking—key competencies for civic awareness. Fasha et al. (2024) reinforce this with their development of an Android-based educational game to teach Pancasila and civic education, demonstrating successful implementation of gamified civic content in a Southeast Asian context. Motivation is another vital component. Rahmi, Rimenda, and Ariyanti (2024) concluded that rewards, goals, and interactivity in gamified systems foster intrinsic learner motivation, leading to better educational outcomes. The proposed RPG's core structure—progression through civic missions and knowledge-based challenges—is supported by this evidence.

Duterte (2024) conducted a quasi-experimental study involving undergraduate students in Manila and found that gamification significantly boosted both academic performance and

learning motivation. These findings reinforce the use of interactive features such as points, badges, and time-based missions in civic education applications.

Barragán-Pulido et al. (2023) also showed that serious games improved students' civic understanding and participatory behaviors. Their research supports the idea that games are not just engagement tools, but also platforms for value formation and real-world action. Similarly, Garcia-Holgado (2023) demonstrated the use of e-learning games to foster civic participation and social inclusion, offering validation for integrating gameplay into citizenship learning. The 2023 Asian Development Bank report on education noted that Filipino youth increasingly prefer mobile-based, gamified formats over traditional classroom materials. This trend is supported by Hidayat (2024), who found that perceived ease of use and usefulness are key determinants of student adoption for mobile learning apps.

The design of gamified tools must also consider ethical implications. Klock et al. (2023) warn against unintended consequences like social comparison and cognitive overload. For this reason, the proposed RPG minimizes unnecessary competition and emphasizes narrative-based, scenario-driven tasks to deliver learning in a balanced and ethical format.

Ramos (2022) found that although Filipino youth are highly active online, many lack awareness of their civic duties. This civic disconnect—exacerbated by the prevalence of disinformation— points to the urgent need for educational solutions in digital spaces. Velasco et al. (2024) echo these findings, citing misinformation as a major threat to democratic engagement among Filipino youth.

A UNESCO (2021) global report similarly affirmed that interactive tools like games can improve civic knowledge retention by up to 60%, compared to traditional methods. The Philippine Center for Civic Education and Democracy (PCCED, 2023), through its Project Citizen initiative, also demonstrated that participatory approaches significantly enhance students' civic confidence and efficacy. However, these programs face scalability limitations—something a mobile RPG platform can effectively address.

Szot (2024) provides a framework for selecting and applying video games for civic

engagement, especially in urban planning and policy education. This supports the thoughtful design of the proposed RPG in terms of functionality and civic relevance.

Altogether, the literature reviewed supports the development of a gamified civic learning tool tailored for mobile use. By integrating pedagogy, technology, and culture, the project aims to build a more engaged, critically thinking, and informed youth population.

Review of Related Studies/Systems

Several modern systems reinforce the viability of gamified civic education and mobile-based learning:

AHlam Na 2.0, a mobile game developed in the Philippines, was used to teach adolescent health education. Caliston (2025) found the application significantly improved users' knowledge and behavioral intentions. Its structure—quiz missions, challenges, and a reward system—mirrors the proposed RPG's learning mechanics.

Silliman University's AR mobile learning app incorporated augmented reality to promote wholeperson education. Marcial et al. (2022) reported high levels of user engagement and knowledge retention. This demonstrates how interactive digital design can improve student outcomes, even outside formal classroom settings.

University of the Philippines Open University's gamified MOOC integrated badges, leaderboards, and storytelling into civic learning content. Moldez et al. (2024) observed higher course completion rates and learner satisfaction compared to non-gamified counterparts— evidence of gamification's role in sustaining long-term learning.

Dima et al. (2022) introduced The Rights Hero, a serious game targeting human rights education among migrant youth. Their study demonstrated that storytelling and role-play mechanics positively influence civic awareness and social integration—mirroring the learning strategies used in this capstone.

Fraga et al. (2024) discussed the "New Ekinata" project, which used digital tools to assist youth in understanding bureaucratic processes and obtaining civic documents. The study underscores the power of civic games in influencing behavior and life choices.

Nugroho and Chandrawati (2023) developed a simulation-based governance game to teach students about local government systems. Their findings support the integration of role-play and simulation in mobile learning for civic contexts.

Reddy et al. (2024) proposed a gamified platform for educating children on their legal rights. Their implementation during an international computing conference supports the technical viability and educational efficacy of civic games.

Rivers and Bertoli (2024) emphasized that civic-themed games also benefit social and emotional learning. Their findings highlight how game-based learning fosters empathy and community awareness in adolescents.

Vote Pilipinas and COMELEC digital campaigns remain key sources of credible civic information. However, these platforms are primarily one-directional and lack the interactivity and progression-based learning structure that mobile games can provide.

While Kahoot! and Quizizz have gained popularity in classrooms for increasing engagement, they lack contextual civic content and are reliant on teacher facilitation. They offer useful reference points but do not support self-guided or narrative-driven learning models.

The proposed mobile RPG fills these gaps by combining: (1) civic content aligned with national curriculum standards, (2) mobile-based delivery for broad accessibility, and (3) gamified elements that support both motivation and critical thinking.

Synthesis

The reviewed literature highlights a strong consensus: gamified, mobile-based learning effectively engages Filipino youth in civic education. Studies (e.g., Christopoulos & Mystakidis, 2023; Duterte, 2024; Rahmi et al., 2024) show that game elements like rewards and interactivity boost motivation and knowledge retention. Local research (e.g., Amante et al., 2024; Ramos, 2022) underscores the urgency of addressing civic disengagement and misinformation through modern platforms.

Serious games—both local (e.g., AHlam Na 2.0, UP Open University MOOC) and international (e.g., ENGAME, The Rights Hero)—prove the effectiveness of this approach in fostering civic knowledge and competencies like empathy and critical thinking. Ethical design is crucial, however, to avoid pitfalls like excessive competition (Klock et al., 2023; Szot, 2024). Rooted in this synthesis of theory, evidence, and cultural relevance, the proposed RPG aims to provide a balanced, impactful tool for civic learning among Filipino youth.

METHODOLOGY

Technical Background

Technologies to be Used

To bring Civika to life, we are using modern and flexible tools that allow for rich interactivity and efficient cross-platform development. Given the educational and game-based nature of the app, the following technologies will be used:

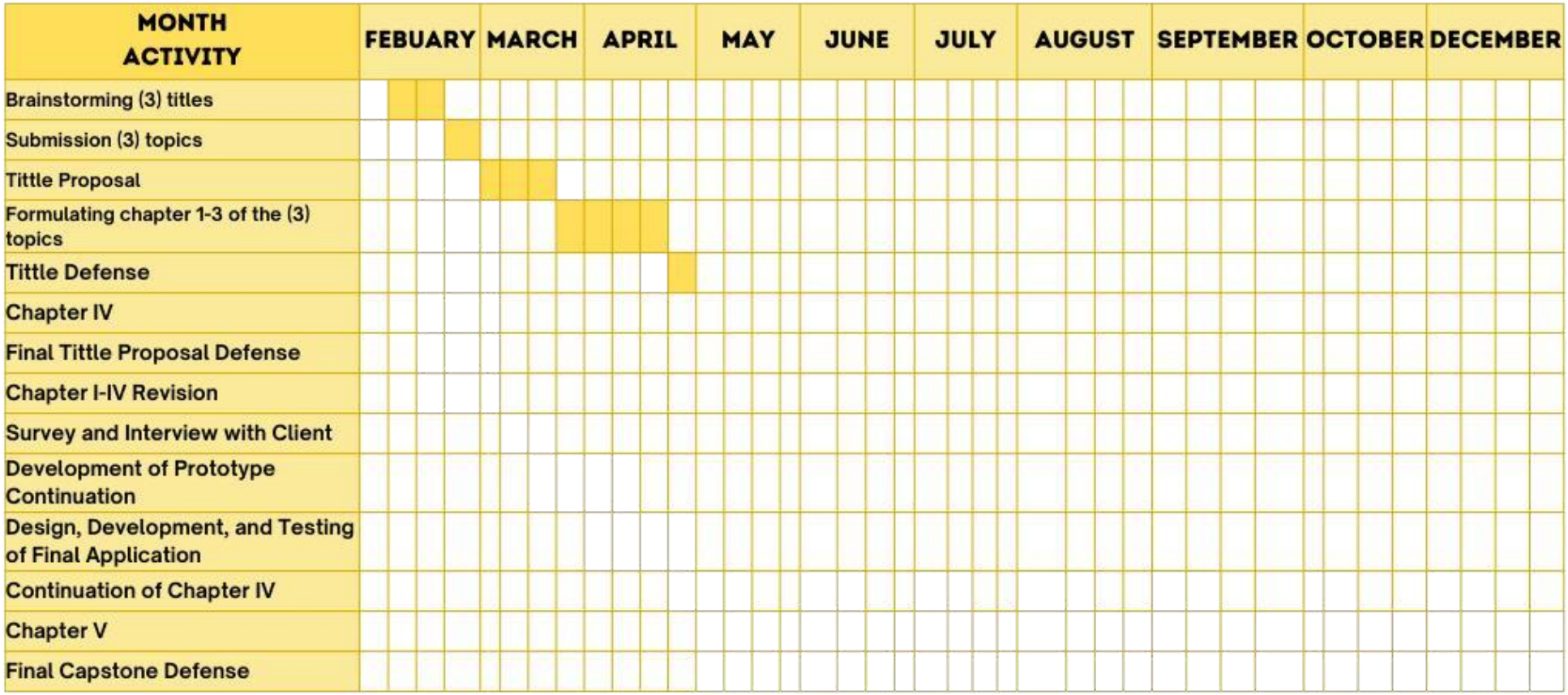
- Unity is our main development environment. Unity is a powerful cross-platform game engine ideal for creating 2D games with real-time features. It supports rapid prototyping, robust game mechanics, and deployment across various platforms, including Android and iOS.
- C# is the programming language used for scripting in Unity. C# is known for its versatility, ease of learning, and strong support within the Unity ecosystem. It will handle everything from quiz logic to game state transitions and multiplayer interactions.
- Firebase will manage real-time data storage, authentication, and cloud synchronization. This includes handling leaderboards, user profiles, and gameplay metrics with reliability and scalability.
- Figma will be used to design and prototype the user interface (UI). Figma allows for collaborative, real-time design processes and is essential for refining game layouts and user interactions.
- GitHub will serve as our version control platform to support collaborative development.

It ensures all code changes are tracked, reviewed, and safely integrated.

By utilizing these technologies, Civika will deliver a seamless, engaging, and educational experience that is technically sound and adaptable for future development.

CALENDAR ACTIVITIES

The Gantt chart presents a summary of activities. Listed are the activities, and opposite them are their duration or periods of execution.



RESOURCES

Hardware Requirements

Development Computers

- High-performance laptops or desktop computers capable of running Unity and handling graphic design software smoothly (minimum 8GB RAM, quad-core processor, and dedicated GPU).

Android Smartphones

- At least 3–5 Android devices with different screen sizes and OS versions for testing and compatibility checks.

External Storage/Backup Devices

- External hard drives or cloud storage subscriptions for data backup and version control.

Software Requirements

1.Unity Game Engine

- Version: Unity 2022.3 LTS (Long-Term Support)
- Purpose: Main development environment for building the 2D pixel-art mobile RPG.

2.C# Programming Language

- Version: C# 10 (supported by Unity 2022.3 LTS with .NET Framework)
- Purpose: Scripting game mechanics, interactions, quiz logic, and backend logic.

3.Firebase

- Services Used:
- Firebase Authentication
- Firebase Realtime Database
- Firebase Cloud Storage

- Purpose: Manages user logins, leaderboards, player data, and cloud saves.

4. Figma
    - Version: Figma Web App (latest as of 2025).
    - Purpose: Designing UI/UX, wireframes, and prototyping game interface collaboratively.
5. GitHub
    - Version: GitHub Desktop v3.3.4 or Web Interface
    - Purpose: Version control and collaboration, tracking code changes and integrating team contributions.
6. Visual Studio
    - Version: Visual Studio 2022 Community Edition
    - Purpose: Code editor and IDE for C# scripting with full IntelliSense support for Unity development.

Requirements Analysis

The project is designed to promote civic awareness among Senior High School (SHS) students at Camarines Sur National High School (Cam High) and educators by engaging them in interactive civic learning through a mobile role-playing game (RPG). Cam High was selected as the implementation site based on the results of a preliminary survey conducted by the research team, which indicated that the majority of student respondents preferred Cam High as the testing ground for the game.

This mobile game, developed using Unity and accessible on Android devices, serves as an educational tool that reinforces civic knowledge through engaging missions, quizzes, and decision-based gameplay. Questions and content are drawn from verified sources, including the Commission on Elections (COMELEC) and the Department of the Interior and Local Government (DILG), ensuring both accuracy and relevance to current civic education standards**.**

Requirements Documentation

To bring Civika to life, the team has identified essential system requirements to ensure a functional, educational, and engaging experience.

Users must be able to securely register and log in to track their progress. The game will feature quiz-based challenges and interactive missions rooted in civic themes. Players will receive immediate feedback after each quiz to reinforce learning.

Key gameplay components include:

A ranking system that reflects users' civic knowledge and mission completion progress.

A reward system where players earn virtual coins and badges by completing tasks. These can be used to unlock in-game items or story branches.

A compelling storyline where users assume the role of a young citizen navigating civic duties in a fictional Philippine town. This story unfolds through missions and player choices, emphasizing decision-making and consequences.

The app will run smoothly on Android devices and will be designed with a simple, intuitive interface. Development tools include Unity (game engine), C# (programming), Firebase (data storage and authentication), Figma (UI/UX design), and GitHub (version control).

Design of Software and System

The development of Civika follows the Scrum Agile methodology, a flexible and iterative framework that supports continuous collaboration, prototyping, and feedback-based development. This approach is well-suited to educational game design, where user engagement and content relevance must evolve based on actual user experience and pedagogical insights. Scrum promotes incremental builds known as sprints, allowing the team to regularly test features such as quizzes, narratives, and user interfaces while adapting based on user feedback and testing results.

The development process will include the following iterative phases:

- **Product Backlog Creation** – Compilation of game features, content modules (e.g., quizzes, missions, story arcs), and technical tasks based on curriculum needs and user preferences.
- **Sprint Planning** – Selecting key features to develop in each 2-week sprint cycle, such as quiz mechanics, reward integration, and user profile customization.

- **Sprint Execution** – Development, testing, and integration of selected features.
- **Sprint Review & Retrospective** – Evaluating outcomes, identifying issues, and refining both content and design based on user testing or expert input.

The design of the software and system is centered on user interface (UI) and user experience (UX) principles that prioritize clarity, responsiveness, and user engagement. To ensure consistency and intuitive interaction, the design adheres to Google's Material Design Guidelines.
The key UI components will include the following:

Home Screen

- Central hub that gives access to:
  - **Explore Map**, **Quests**, **Profile**, **Civicpedia**, **Achievements**, **Leaderboard**, and **Settings**.

Exploration Map

- A large, open world where players travel between regions, meet NPCs, and unlock missions tied to **culture, society, and politics**.

NPC Interaction System

NPCs give:

- Quests involving real-world civic concepts
- Misinformation that players must fact-check
- Storylines and choices that influence gameplay

Quest & Mission Log

- Organized system showing **active**, **completed**, and **side quests**.
- Includes summaries of civic insights gained from each mission.

Quiz Interface

- Pop-up style interface triggered by missions or NPCs.
- Includes:
  - question quizzes with real-time feedback
  - Hints, correct answer explanations, and retry options.

Avatar & Profile Customization

- Players design their character and track their civic level, badges, and region-based accomplishments.

Achievements System

- Earn **badges**, **titles**, and **XP** by completing missions, perfecting quizzes, or exploring new areas.
- Civicpedia (Knowledge Hub)
- Contains all **unlocked information** about voting, governance, laws, cultural history, etc.
- Updated after each successful mission or corrected

Leaderboard and Progress Tracker

- Ranks players based on:
- Total XP earned
- Missions completed
- Total badge earned

The system will be built using a layered architectural model, structured into the following tiers:

- Presentation Layer – This layer manages the user interface and user experience (UI/UX), ensuring a smooth, visually engaging, and responsive interaction between the player and the game.

- Application Logic Layer – Responsible for handling the game's core functionalities, including quiz progression, scoring systems, player state tracking, and overall mission flow management.
- Data Access Layer – Connects the application to Firebase, facilitating cloud-based data storage, real-time synchronization, and secure user authentication.

Testing and Evaluation

The application will undergo thorough testing and evaluation to ensure it delivers both functional stability and meaningful educational outcomes. Two key testing approaches will be implemented:

- **Functional Testing** – This testing verifies that all system features perform as expected, including quiz delivery, scoring algorithms, NPC interactions, mission progression, and leaderboard updates.

- **Usability Testing** – Conducted with a sample group of Senior High School (SHS) students, this phase focuses on collecting feedback related to user experience, interface intuitiveness, engagement level, and perceived educational value.

To assess the application's impact on civic knowledge, a pre- and post-use questionnaire approach will be employed. This method evaluates the learning gains of users and is grounded in established practices from gamified education research—particularly drawing from frameworks presented by Wang and Tahir (2020)—to ensure academic rigor and evaluation reliability.

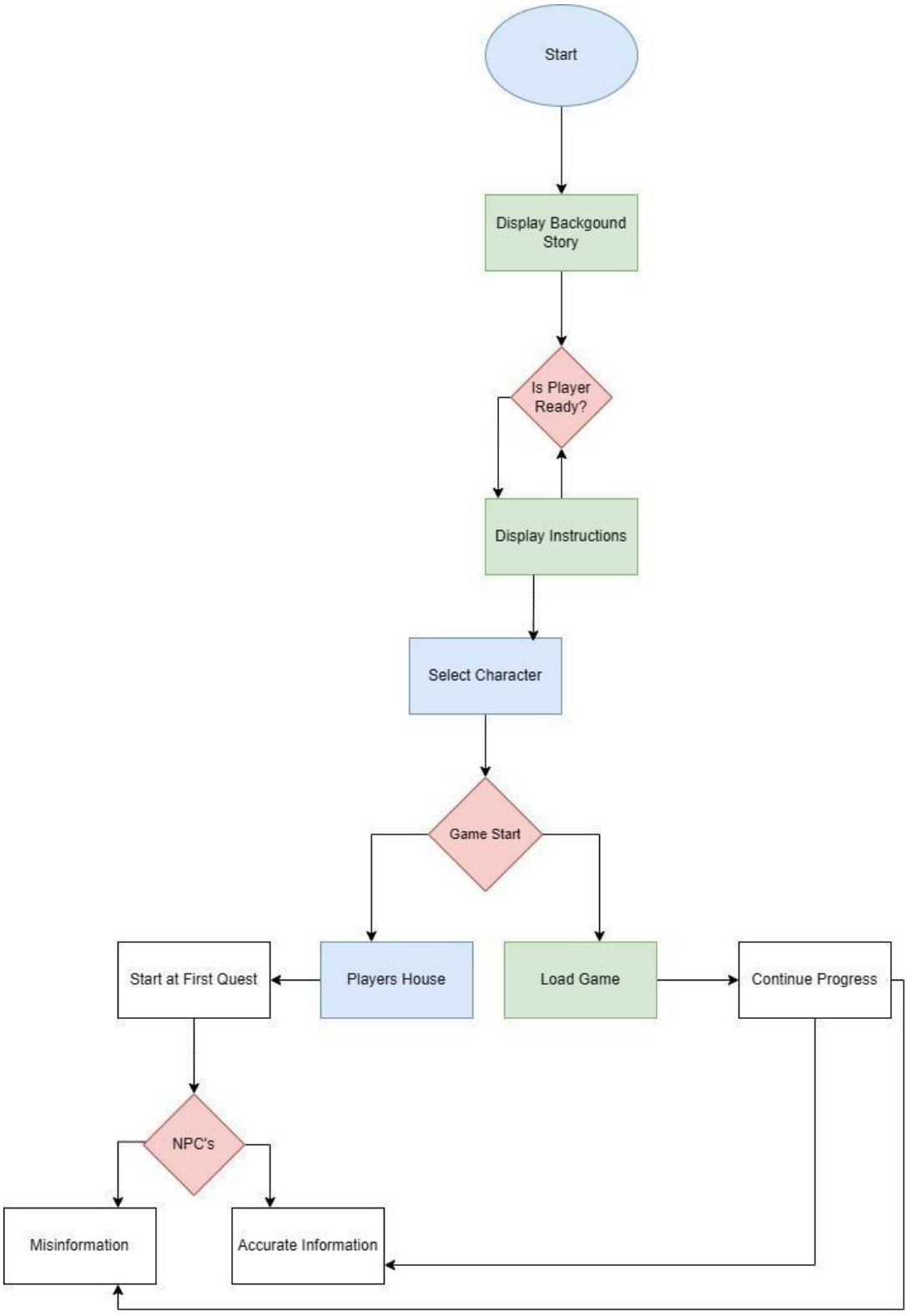


Figure 1. Game Flowchart

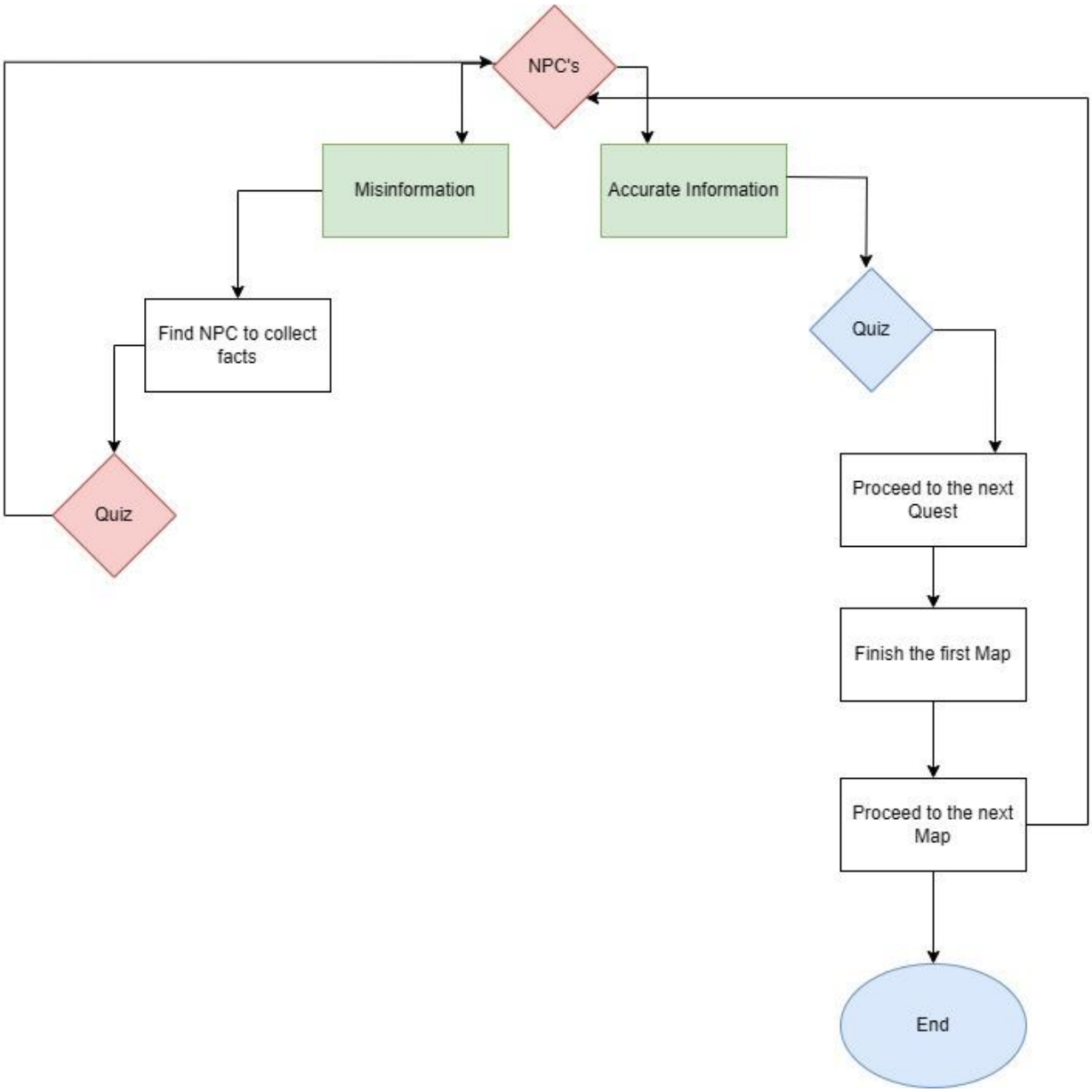
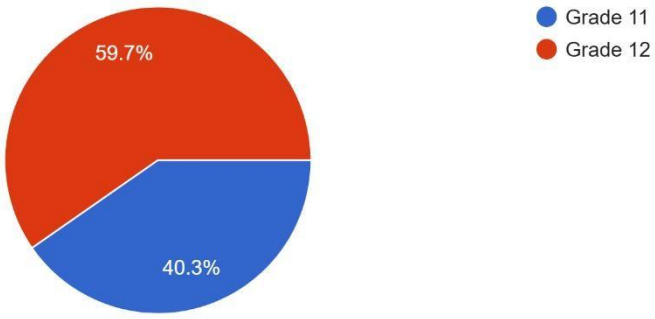


Figure 2. NPC Interactions Flowchart

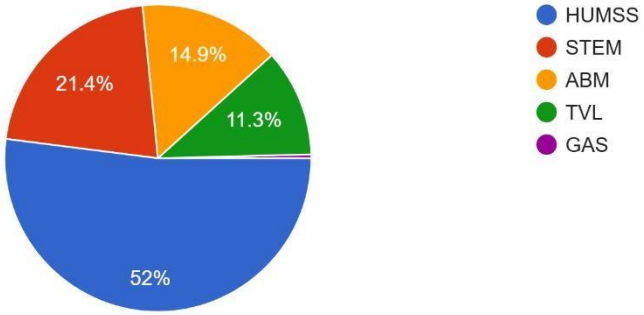
1. Grade Level:

248 responses



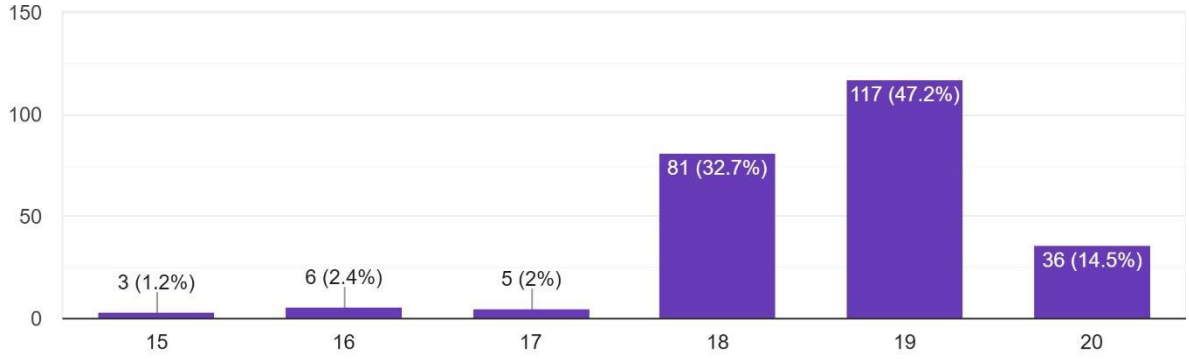
2. Strand:

248 responses



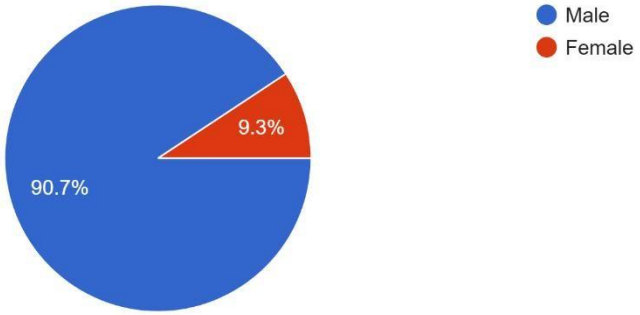
3. Age:

248 responses



4. Gender

248 responses

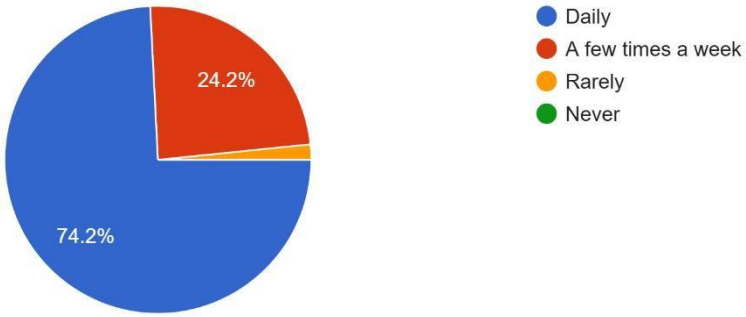


5. What is the name of the institution where you currently study?

231 responses

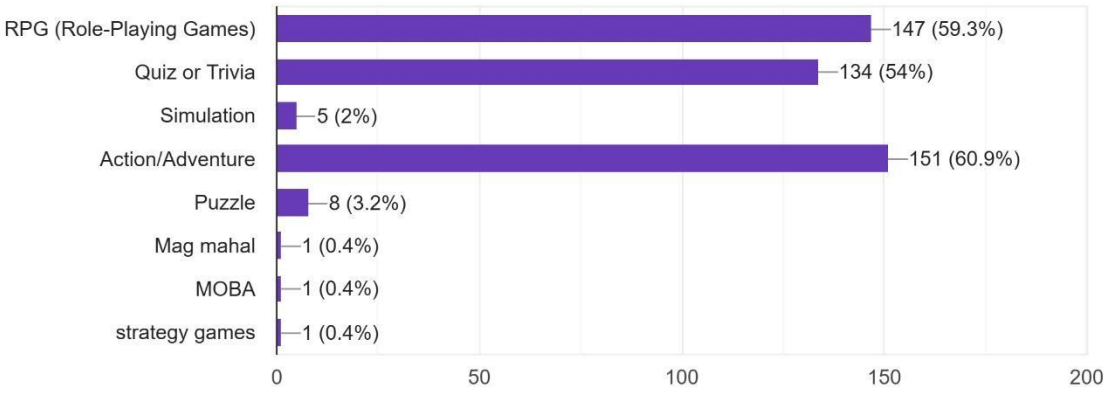
6. How often do you play mobile games?

248 responses



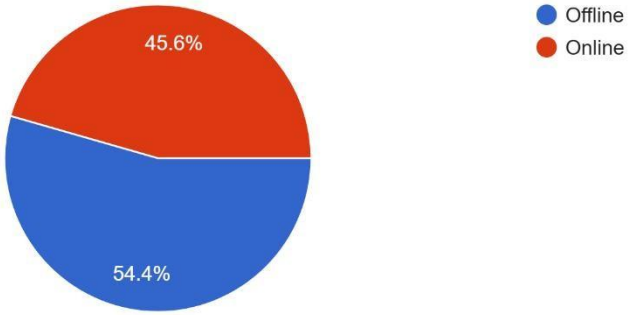
7. What types of mobile games do you enjoy the most? (Check all that apply)

248 responses



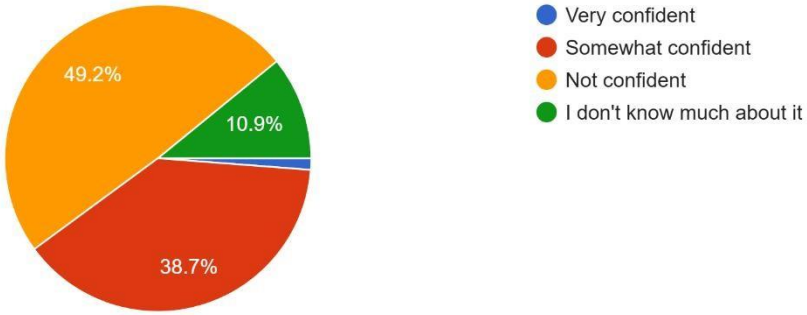
Do you prefer offline or online games?

248 responses



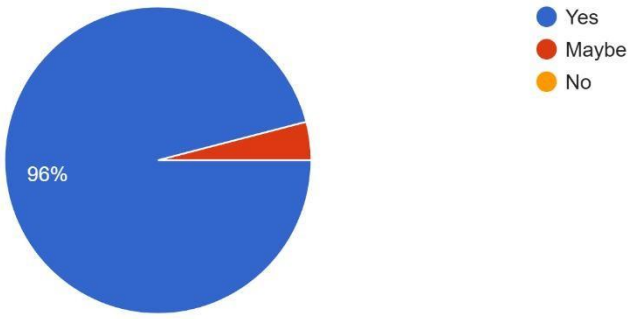
9. How confident are you in your knowledge of Philippine civic duties (e.g., voting, governance)?

248 responses



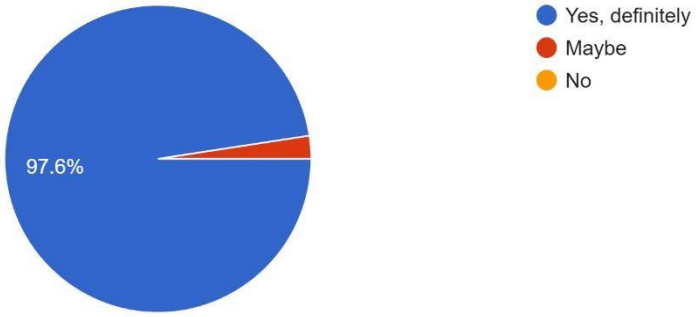
10. Do you think games can help in learning about real-life topics like citizenship and democracy?

248 responses



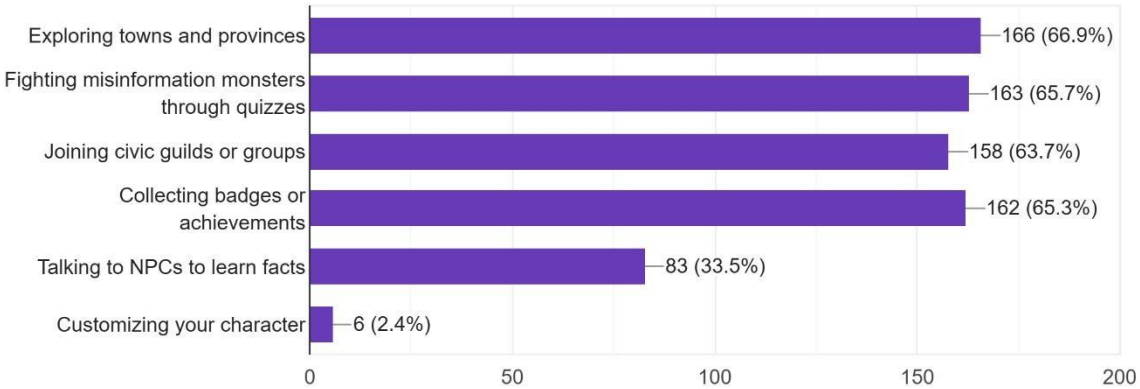
11. Would you be interested in playing a 2D RPG mobile game that teaches about civic duties and voting through exploration and quests?

248 responses



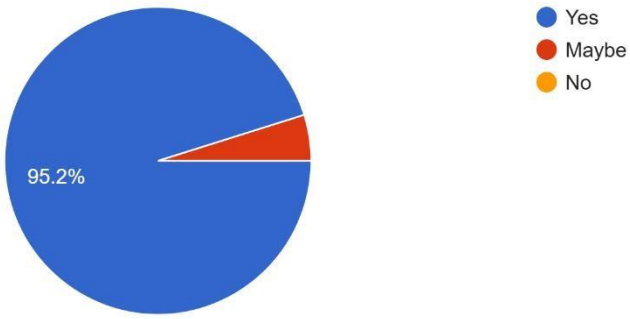
12. Which of the following features would you find enjoyable? (Check all that apply)

248 responses



13. Would you feel overwhelmed if the game included too many political terms or serious topics early in the game?

248 responses



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APPENDICES

APPENDIX A. RESOURCE PERSONS

APPENDIX B. PERSONAL TECHNICAL VITAE

Curriculum Vitae of

GERALD B. BERNISCA

Zone 3, San Antonio, Minalabac, Camaraines Sur
raldbernisca@gmail.com
096540862437

EDUCATIONAL BACKGROUND

Level	Inclusive Dates	Name of school/ Institution
Tertiary	2022- Present	STI College-Naga
High School	2016-2022	Villamayor National High School
Elementary	2010-2016	San Antonio Elementary School

PROFESSIONAL OR VOLUNTEER EXPERIENCE

Inclusive Dates	Nature of Experience/ Job Title	Name and Address of Company or Organization
N/A	N/A	N/A

Listed in reverse chronological order (most recent first).

AFFILIATIONS

Inclusive Dates	Name of Organization	Position
N/A	N/A	N/A

Listed in reverse chronological order (most recent first).

SKILLS

SKILLS	Level of Competency	Date Acquired
N/A	N/A	N/A

TRAININGS, SEMINARS, OR WORKSHOPS ATTENDED

Inclusive Dates	Title of Training, Seminar, or Workshop
May 2024	DICT Cybersecurity Awareness, eGovPH Super App Orientation.
February 2024	VibeShift: Find Your Meaning
February 2024	SAP Business One (System Integration and Architecture)
September 2024	SAP Business One (Advanced System Integration and Architecture)

Listed in reverse chronological order (most recent first

Curriculum Vitae of

JOHN MICHAEL D. GRUZO

Zone 3, Mataoroc, Minalabac, Camaraines Sur
jmgruzo@gmail.com
0918366553

EDUCATIONAL BACKGROUND

Level	Inclusive Dates	Name of school/ Institution
Tertiary	2022- Present	STI College-Naga
High School	2015-2021	Ernesto Rondon High School
Elementary	2009-2015	Project 6 Elementary School

PROFESSIONAL OR VOLUNTEER EXPERIENCE

Inclusive Dates	Nature of Experience/ Job Title	Name and Address of Company or Organization
N/A	N/A	N/A

Listed in reverse chronological order (most recent first).

AFFILIATIONS

Inclusive Dates	Name of Organization	Position
N/A	N/A	N/A

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SKILLS

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September 2024	SAP Business One (Advanced System Integration and Architecture)

Listed in reverse chronological order (most recent first).

Curriculum Vitae of

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robertjamesmarco@gmail.com
09954661127

EDUCATIONAL BACKGROUND

Level	Inclusive Dates	Name of school/ Institution
Tertiary	2021- Present	STI College-Naga
High School	2013-2019	Camarines Sur National High School
Elementary	2009-2015	Mac Mariano Elementary School

PROFESSIONAL OR VOLUNTEER EXPERIENCE

Inclusive Dates	Nature of Experience/ Job Title	Name and Address of Company or Organization
N/A	N/A	N/A

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Inclusive Dates	Name of Organization	Position
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February 2024	SAP Business One (System Integration and Architecture)
September 2024	SAP Business One (Advanced System Integration and Architecture)

Listed in reverse chronological order (most recent first).

Curriculum Vitae of

CHRISTOPHER L. VALENZEULA JR.

Zone 5, San Antonio, Minalabac, Camaraines Sur
petroleumdecember@gmail.com
09755820785

EDUCATIONAL BACKGROUND

Level	Inclusive Dates	Name of school/ Institution
Tertiary	2022- Present	STI College-Naga
High School	2015-2021	Villamayor National High School
Elementary	2009-2015	Salingogon Elementary School

PROFESSIONAL OR VOLUNTEER EXPERIENCE

Inclusive Dates	Nature of Experience/ Job Title	Name and Address of Company or Organization
N/A	N/A	N/A

Listed in reverse chronological order (most recent first).

AFFILIATIONS

Inclusive Dates	Name of Organization	Position
N/A	N/A	N/A

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