



IMPACT OF DICE-TORY BOARD GAME IN UPLIFTING MAKABAYAN SKILLS OF GRADE 8 STUDENTS IN TEACHING ARALING PANLIPUNAN: AN INNOVATIVE TOOL

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ABSTRACT

Innovation could help improve the quality of education by providing teachers and students more times in teaching and learning process. A current face-to-face learning modality is being challenged in enhancing their mathematical skills, historical skills, spelling skills and interactive skills due to lack of intervention and remediation materials in school. This study was conducted to determine the impact and effective strategies of DICE-tory BOARD GAME in uplifting MAKABAYAN (**MA**tematika, **KA**saysayan, **BA**ybayin, Talaka**YAN**) skills of the learners. With the use of purposive sampling technique, the researcher of the study used a total of two hundred sixty (260) Grade 8 students of Looc National High School. It was found out that the said game-based learning strategy has high impact and highly effective in teaching Araling Panlipunan subject. With the use of Pearson product moment coefficient correlation, it was found out that there is a significant relationship between the impact of DICE-tory Board Game and effective strategies in uplifting MAKABAYAN Skills of the learners. Thus, the DICE-tory BOARD GAME was implemented to strengthen the said skills of the learners in crafting Lesson Exemplars in Araling Panlipunan.

Keywords: *innovative tool, MAKABAYAN skills, board game, Araling Panlipunan*

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I.CONTEXT AND RATIONALE

Education is sometimes perceived as a sector which is resistant to change, while at the same time it faces a crisis of productivity and efficiency. Innovation could help improve the quality of education, as well as provide more “bang for the buck” in times of budget pressures and rising demand. This controversy should not deter us from looking to the facts. And the facts clearly demonstrate that education systems are running up against very serious problems which, if left untouched, could result in serious risks not only for education itself but also for future economic growth, social progress and well-being.

In line with this, with the new curriculum in the K to 12 Basic Education to succeed, the schools need to step up in implementing their practices to a higher level of success. Hence, for the past years, policies were implemented by the Department of Education (DepEd) to effect implementation of schools’ innovative practices (DepEd Order No. 55 s. 2011). Talking to education ministers one quickly gets the impression that education systems in general are very reluctant to innovate, and that there is strong resistance to change among teachers.

Looc NHS Grade 8 Students in a current face-to-face learning modality are being challenged in enhancing their mathematical skills, historical skills, spelling skills and interactive skills due to lack of intervention and remediation materials during Modular Distance Learning Modality. Also, their encouragement in learning AP has been afflicted due to the scarcity of resources to be used in teaching the subject.

With this, the researcher embarks to use DICE-tory Board Game as an innovative tool in uplifting MAKABAYAN (**MA**tematika, **KA**saysayan, **BA**ybayin, Talaka**YAN**) Skills in Araling Panlipunan subject. It helps to

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improve the mathematical skills applying the Four Fundamental Operations, historical skills with studying local historical events, spelling skills by means of spelling-out the words correctly and communication skills through oral participation.

II. ACTION RESEARCH QUESTIONS

This study was conducted to determine the impact and effective strategies of DICE-tory BOARD GAME in uplifting MAKABAYAN (**MA**tematika, **KA**saysayan, **BA**ybayin, Talaka**YAN**) skills of Grade 8 Students in Araling Panlipunan.

Specifically, it sought answers to the following questions:

1. What are the impacts of DICE-tory Board Game in uplifting MAKABAYAN Skills of Grade 8 Students in Araling Panlipunan in terms of:
 - 1.1. mathematical skills;
 - 1.2. historical skills;
 - 1.3. spelling skills; and
 - 1.4. interactive skills?
2. What effective strategies can be employed using DICE-tory Board Game in uplifting MAKABAYAN Skills of Grade 8 Students in Araling Panlipunan in terms of:
 - 2.1. four fundamental operations;
 - 2.2. local historical events;

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- 2.3. spelling tests; and
- 2.4. oral participation?
3. Is there any significant relationship between the effectiveness of the DICE-tory Board Game and strategies employed in uplifting MAKABAYAN Skills of Grade 8 Students?
4. What are the effects of DICE-tory Board Game towards MAKABAYAN Skills among Grade 8 Students?
5. What innovative strategy can be employed using DICE-tory Board Game in crafting Lesson Exemplars in Araling Panlipunan?

III. RESEARCH METHODOLOGY

A. RESEARCH DESIGN

The researcher used descriptive method of study and incorporated quantitative measure and qualitative analysis of text where data was put into rigorous and formal structure to analyze and determine the impact and effective strategies of DICE-tory Board Game as Innovative Material in Uplifting MAKABAYAN (**MA**tematika, **KA**saysayan, **BA**ybayin, Talaka**YAN**) Skills of Grade 8 Students in Araling Panlipunan.

B. LOCALE OF THE STUDY

This study is focused on the effectiveness of DICE-tory Board Game as Innovative Material in Uplifting MAKABAYAN (**MA**tematika, **KA**saysayan, **BA**ybayin, Talaka**YAN**) Skills of Grade 8 Students in Araling Panlipunan.

The researcher of the study used a total of two hundred sixty (260)

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Grade 8 students of Looc National High School.

On the other hand, the study was delimited to other grade levels of the school. Also, the result of the study was only based on the data provided through questionnaires.

C. SAMPLING

To select the sample size of the respondents for this study, the researcher used purposive sampling technique. With a total population of two hundred sixty (260) Grade 8 students, the researcher used eighty- six (86) Grade 8 students which broken down into forty-three(43) G8-Faith and forty-three (43) G8-Courtesy students.

D. RESEARCH INSTRUMENT

In order to gather the necessary data and information, so as to answer the problem posted in this study, the researcher will be utilized the survey questionnaire as the main data gathering instrument adapted from Butcher (2016) in which the researcher made some modifications form the questionnaire.

The questionnaire for the respondents was especially designed to suit the particular purpose of the study.

E. DATA COLLECTION

In order to gather the necessary data and information, so as to answer the problem posted in this study, the researcher will be utilized the survey questionnaire as the main data gathering instrument.

For the questionnaire, Part I is composed of the items eliciting the assessment on the use of DICE-tory Board Game as an Innovative Tool in

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Uplifting MAKABAYAN (**MA**tematika, **KA**saysayan, **BA**ybayin, Talaka**YAN**) Skills of Grade 8 Students in Araling Panlipunan such as mathematical skills, historical skills, spelling skills and interactive skills with the use of Likert scale: (4) High Impact, (3) Moderately Impact, (2) Less Impact, (1) No Impact. Moreover, this part also includes an item eliciting the assessment on the on the strategies to be employed in using DICE-tory Board Game in uplifting MAKABAYAN (**MA**tematika, **KA**saysayan, **BA**ybayin, Talaka**YAN**) Skills of Grade 8 Students in Araling Panlipunan such as Four fundamental operations, local historical events, spelling tests and oral participation with the use of Likert scale of (4) Highly Effectiive, (3) Effective, (2) Less effective and (1) Not Effective.

Upon the approval, the researcher will distribute the questionnaires to the respondents. The questionnaires will be retrieved immediately and the data gathered were tallied, organized, tabulated, analyzed and interpreted using the appropriate statistical techniques. The retrieved questionnaires were one hundred percent (100%) of the total respondents.

F. STATISTICAL TREATMENT OF DATA

The retrieved survey questionnaires will be tallied; frequency counts will be done, and statistically treated to ensure valid and reliable analysis. The researcher will be applied the Paleontological Statistical Package for Education and Data Analysis (PAST) version 3.16.

This study will be utilized the following statistical treatments:

1. **Frequency counts.** These will be used to determine the number of responses of the student-respondents.

2. **Weighted Mean and Standard Deviation.** These will be utilized to assess the impact and effective strategies on the use of DICE-tory Board

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Game as an Innovative Tool in Uplifting MAKABAYAN (**MA**tematika, **KA**saysayan, **BA**ybayin, Talaka**YAN**) Skills of Grade 8 Students in Araling Panlipunan.

3. **Pearson r** will apply to find out if there is any significant relationship between the impact and effective strategies on the use of DICE-tory Board Game as an Innovative Tool in Uplifting MAKABAYAN (**MA**tematika, **KA**saysayan, **BA**ybayin, Talaka**YAN**) Skills of Grade 8 Students in Araling Panlipunan.

IV. PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA

This portion presents the important findings, statistical analyses, and interpretation of the results.

Table 1
Impact of DICE-tory Board Game in Terms of
Mathematical Skills of the Learners in AP
(MAtematika)

Items	Weighted Mean	Qualitative Description	SD
1. Apply the principle of four fundamental operations in Mathematics.	3.96	High Impact	0.25
2. Improve my problem solving ability in Math	3.59	High Impact	0.49
3. Practice mental health in performing calculations in my head.	3.59	High Impact	0.49
4. Maintain a curiosity about math and its application.	3.48	High Impact	0.50
5. Solve simple mathematical equations.	3.50	High Impact	0.51
Grand Weighted Mean	3.62	High Impact	0.45

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Table 1 presents the impact of DICE-tory Board Game in Terms of Mathematical Skills of the Learners in AP (**MA**tematika). Item 1 “Apply the principle of four fundamental operations in Mathematics” ranks first which got a highest weighted mean of 3.96 (SD=0.25) and verbally interpreted as ‘High Impact’ while Item 4 “Maintain a curiosity about math and its application” ranks last with a lowest weighted mean of 3.48 (SD=0.50) and verbally interpreted as ‘High Impact’.

Overall, the impact of DICE-tory Board Game in Terms of Mathematical Skills of the Learners in AP (**MA**tematika) received a grand weighted mean of 3.62 (SD=0.45) and verbally interpreted as ‘High Impact’. This reveals that most of the respondents know how to apply the principle of four fundamental operations in Mathematics because of the playing the DICE-tory Board Game but they have to maintain their curiosity about applications in Math.

The results bear similarity with the study of Ghul (2019) wherein he asserted that students must learn mathematics to establish mathematical knowledge and comprehend by means of applying the basic four fundamental operations through a game. It is one of the basic steps for the students to engage themselves in doing mathematical calculations to improve their numeracy skills.

Table 2
Impact of DICE-tory Board Game in Terms of
Historical Skills of the Learners in AP
(KAsaysayan)

Items	WeightedMean	Qualitative Description	SD
1. Start reading a wide variety of historical events.	3.95	High Impact	0.25
2. Keep updated with current historical	3.19	High Impact	0.64

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research and discoveries.				
3. Deepen my understanding about history.	3.45	High Impact	0.56	
4. Aware with historical events.	3.31	High Impact	0.46	
5. Memorize some historical events.	3.52	High Impact	0.50	
Grand Weighted Mean	3.48	High Impact	0.48	

Table 2 explains the impact of DICE-tory Board Game in terms of Historical Skills of the Learners in AP (**KA**saysayan). Item 1 “Start reading a wide variety of historical events” ranks first with a highest weighted mean of 3.95 (SD=0.25) and verbally interpreted as ‘High Impact’ while Item 2 “Keep updated with current historical research and discoveries” ranks last which received lowest weighted mean of 3.19 (SD=0.64) and verbally interpreted as ‘High Impact’.

As a whole, the impact of DICE-tory Board Game in terms of Historical Skills of the Learners in AP (**KA**saysayan) gathered a grand weighted mean of 3.48 (SD=0.48) and verbally interpreted as ‘High Impact’. This indicates that most of the respondents started reading historical facts and events with eagerness and attention because they will recall it in playing DICE-tory Board Game thus they need to become updated with current historical researches and discoveries.

With the aforementioned results, it was associated with the study of Siexas and Morton (2016), historical skill can be a creative process by historian and interpret sources from the past and generate historical narratives and understanding of change and continuation of a historical process from a multifunctional perspective.

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Table 3
Impact of DICE-tory Board Game in Terms of
Spelling Skills of the Learners in AP
(BAybayin)

Items	Weighted Mean	Qualitative Description	SD
1. Spell the words correctly.	3.47	High Impact	0.55
2. Understand patterns by making spelling intuitive.	3.01	High Impact	0.62
3. Break words into syllables to spell and remember	3.11	High Impact	0.66
4. Create memory aids for tricky words.	3.96	High Impact	0.25
5. Apply rules in spelling.	3.47	High Impact	0.55
Grand Weighted Mean	3.40	High Impact	0.53

Table 3 demonstrates the impact of DICE-tory Board Game in Terms of Spelling Skills of the Learners in AP (BAybayin). Item 4 “Create memory aids for tricky words” ranks first with weighted mean of 3.96 (SD-0.25) and verbally interpreted as ‘High Impact’ while Item 2 “Understand patterns by making spelling intuitive” received a lowest weighted mean of 3.01 (SD=0.62) and verbally interpreted as ‘High Impact’.

This summarizes that the impact of DICE-tory Board Game in terms of Spelling Skills of the Learners in AP (BAybayin) garnered a grand weighted mean of 3.40 (SD=0.53) and verbally interpreted as ‘High Impact’. This indicates that most of the respondents can easily spelled-out the terminologies in AP by using memory aids applying the use of DICE-tory Board Game but they hard to find and understand the patterns in spelling.

With the results stated, it bears similarity with study Simmons (2015) that spelling skills should be more than just rote memorization. Students often get confused by all of the spelling rules and words are not meaningful to them.

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Table 4
Impact of DICE-tory Board Game in Terms of
Interactive Skills of the Learners in AP
(TalakaYAN)

Items	Weighted Mean	Qualitative Description	SD
1. Answer the questions correctly.	3.85	High Impact	0.39
2. Express my thoughts clearly and concisely.	3.18	High Impact	0.59
3. Clearly articulate my answers and ideas.	3.45	High Impact	0.56
4. Understand the lesson properly.	3.14	High Impact	0.60
5. Pay attention in answering the questions.	3.47	High Impact	0.55
Grand Weighted Mean	3.42	High Impact	0.54

Table 4 explains the impact of DICE-tory Board Game in Terms of Interactive Skills of the Learners in AP (TalakaYAN). Item 1 “Answer the questions correctly” ranks first with a highest weighted mean of 3.85 (SD=0.39) and verbally interpreted as ‘High Impact’ while Item 2 “Express my thoughts clearly and concisely” ranks last which received lowest weighted mean of 3.18 (SD=0.59) and verbally interpreted as ‘High Impact’.

Generally, the impact of DICE-tory Board Game in terms of Interactive Skills of the Learners in AP (TalakaYAN) got a grand weighted mean of 3.42 (SD=0.54) and verbally interpreted as ‘High Impact’. This shows that the respondents can answer the questions correctly because of playing DICE-tory Board Game by means of reviewing the lesson however they find it difficult to express their thoughts and ideas clearly thus it is in need to improve.

According to Saldaña (2021) using innovative tool it helps to improve

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their questioning techniques and thus increase their students' motivation, participation, and higher-level thinking skills. Teachers are urged to re-examine their views on educational practices and develop a teaching plan which accentuates opportunities for student involvement, and allows students some autonomy in the planning and process of learning.

Table 5
Effective Strategies Employed Using DICE-tory Board Game in
Employing the Four Fundamental Operations in AP

Items	Weighted Mean	Qualitative Description	SD
1. Calculate “four fundamental operations” quickly.	3.88	Highly Effective	0.37
2. Develop math techniques in performing four fundamental operations.	3.50	Highly Effective	0.53
3. Introduce the concepts of four fundamental operation with negative numbers	3.58	Highly Effective	0.51
4. Employ the order of operations (PEMDAS/BODMAS)	3.46	Highly Effective	0.49
5. Connect the fundamental operations to real-world situations.	3.50	Highly Effective	0.50
Grand Weighted Mean	3.58	Highly Effective	0.48

Table 5 illustrates the effective strategies employed using DICE-tory Board Game in employing the Four Fundamental Operations in AP. Item 1 “Calculate “four fundamental operations” quickly” ranks first with a weighted mean of 3. 88 (SD=0.37) and verbally interpreted as ‘Highly Effective’ while Item 4 “Employ the order of operations (PEMDAS/BODMAS)” ranks last with a weighted mean of 3.46 (SD=0.49) and verbally interpreted as ‘Highly Effective’.

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In general, the effective strategies employed using DICE-tory Board Game in applying Four Fundamental Operations in AP garnered a grand weighted mean of 3.58 (SD=0.48) and verbally interpreted as 'Highly Effective'. It denotes that most of the learner-respondents know how to compute four fundamental operations in Mathematics while playing DICE-tory Board Game while they need to apply PEMDAS/BODMAS in order to calculate the given operations. According to Carbonneau (2013), the use of manipulatives could be a productive way of involving students in a pleasurable and stimulating mathematics learning experience by means of a game. The utilization of math manipulatives aided students in becoming more invested in the learning process. Students can exercise their imagination and creativity when posing problems since they can select manipulatives that interest them and with the use of their mental math strategy they can easily cope up in learning the fundamental operations in Math.

Table 6
Effective Strategies Employed Using DICE-tory Board Game in
Employing the Local Historical Events in AP

Items	Weighted Mean	Qualitative Description	SD
1. Introduce the fundamental concepts of local history.	3.42	Highly Effective	0.62
2. Familiarize with the local archives and historical societies.	3.80	Highly Effective	0.51
3. Interview some local residents about history.	3.37	Highly Effective	0.62
4. Compare the local history with broader national or global events.	3.31	Highly Effective	0.46

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5. Investigate specific aspects of local history on time.	3.19	Highly Effective	0.64
Grand Weighted Mean	3.42	Highly Effective	0.57

Table 6 pertains to the effective strategies employed using DICE-tory Board Game in employing the local historical events in AP. Item 2 “Familiarize with the local archives and historical societies” ranks first with a weighted mean of 3.80 (SD=0.51) and verbally interpreted as ‘Highly Effective’ while Item 5 “Investigate specific aspects of local history on time” ranks last with a weighted mean of 3.19 (SD=0.64) and verbally interpreted as ‘Highly Effective’.

Overall, the effective strategies employed using DICE-tory Board Game in applying local historical events in AP gathered a grand weighted mean of 3.42 (SD=0.57) and verbally interpreted as ‘Highly Effective’. This indicates that the learner-respondents are familiar with the local archives and historical societies however they do not have time in investigating specific aspects of local history.

The result showed similarity with the study of Ahmad (2015) that attracting students’ interest and stimulating historical thinking has been found out that it is associated with teachers and students creativities to make the learning of history meaningful. The effective use of game-based instruction can improve the students’ academic achievement and goals of history education.

Table 7
Effective Strategies Employed Using DICE-tory Board Game in Employing the Spelling Tests in AP

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Items	Weighted Mean	Qualitative Description	SD
1. Unlock difficulty in various terminologies.	3.37	Highly Effective	0.64
2. Utilization of dictionary to define terms.	3.40	Highly Effective	0.58
3. Spell the words loudly and in correct manner.	3.83	Highly Effective	0.50
4. Assess the learner's skill through spelling quiz bee.	3.25	Highly Effective	0.83
5. Define the vocabulary words related to topic.	3.18	Highly Effective	0.60
Grand Weighted Mean	3.41	Highly Effective	0.63

Table 7 pertains to the effective strategies employed using DICE-tory Board Game in employing spelling tests in AP. Item 1 “Spell the words loudly and in correct manner” ranks first with a weighted mean of 3.83 (SD=0.50) and verbally interpreted as ‘Highly Effective’ while Item 5 “Define the vocabulary words related to topic” ranks last with a weighted mean of 3.18 (SD=0.60) and verbally interpreted as ‘Highly Effective’.

Overall, the effective strategies employed using DICE-tory Board Game in employing spelling tests in AP gathered a grand weighted mean of 3.41 (SD=0.63) and verbally interpreted as ‘Highly Effective’. This entails that using DICE-tory Board Game, most of the respondents can spell out the words correctly and loudly however, they need to know and express the definition of the terminologies to be familiar with.

The result bear similarity with the study of Masino (2014) that children with spelling problems made better progress when they were actively involved in a self- selected learning strategy than when similar routines were imposed by teachers by spelling out the words loudly. Also, selecting words form student’s writing demonstrates to students that the words they need to learn

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are words they use in their writing.

Table 8
Effective Strategies Employed Using DICE-tory Board Game in
Employing the Oral Participation in AP

Items	Weighted Mean	Qualitative Description	SD
1. Give rewards to those who earn more points.	3.75	Highly Effective	0.46
2. Recognize learners who accomplish up to the FINISH.	3.51	Highly Effective	0.55
3. Build the concepts in improving answering the questions orally.	3.41	Highly Effective	0.54
4. Appreciate the efforts of the learners in oral recitation during class discussions.	3.45	Highly Effective	0.63
5. Give opportunities to speak others in oral participation	3.53	Highly Effective	1.29
Grand Weighted Mean	3.53	Highly Effective	0.69

Table 8 pertains to the effective strategies employed using DICE-tory Board Game in employing oral participation in AP. Item 1 “Give rewards to those who earn more points” ranks first with a weighted mean of 3.75 (SD=0.46) and verbally interpreted as ‘Highly Effective’ while Item 3 “Build the concepts in improving answering the questions orally” ranks last with a weighted mean of 3.41 (SD=0.54) and verbally interpreted as ‘Highly Effective’.

Overall, the effective strategies employed using DICE-tory Board Game in employing the oral participation in AP received a grand weighted mean of 3.53 (SD=0.69) and verbally interpreted as ‘Highly Effective’. This means that the learner-respondents participate actively in class because they review and

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recap the past lessons in AP using DICE-tory Board Game however, they are not well-equipped in building the concepts to improve their answers to the questions and it must addressed into it.

The result showed similarity with the study Hillman (2016) that incorporating components of the good behavior game increased class participation with and without a preferred reward, relative to baseline. Students reported preferring the game with a reward relative to the game with no reward and not playing the game. Because class participation has been correlated with better course grades, incorporating features of the good behavior game may be a feasible approach for improving students' education.

Table 9
Pearson r Results of the Impact of DICE-tory Board Game
and Effective Strategies Employed in Uplifting MAKABAYAN Skills
of Grade 8 Students

Variables	Mean	N	degrees of freedom	r-value		Interpre- tation
				Computed	Tabular	
Impact of DICE-tory Board Game	3.48	260	258	0.2785	0.2309	Significa- nt
*Strategies Employed Using DICE- Story Board Game	3.49					

*significant at $p < 0.05$

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The Table above presents the Pearson product moment coefficient correlation between the impact of DICE-tory Board Game and effective strategies employed in uplifting MAKABAYAN Skills of Grade 8 Students in AP.

The results are supported by the computed r-value of 0.2785 which is higher than the tabular value of 0.2309. The null hypothesis, therefore, is rejected at $p < 0.05$ level of significance. This means that there is a significant relationship between the impact of DICE-tory Board Game and effective strategies employed in uplifting MAKABAYAN Skills of Grade 8 Students in Araling Panlipunan. This indicates that utilizing effective strategies in teaching AP can have a great impact to the skills of the learners especially MAKABAYAN.

This bears similarity with the study of Sanchez, (2016) stresses that teachers should allocate more time to explaining the lesson, providing more examples, incorporating more teaching and learning

materials such as posters and pictures, and offering classes after school as effective strategies in improving numeracy, spelling, historical and communication skills which bears relationship to impact to the learning process of the students. Thus, learners can best learn by providing game-based activities such as board games or card games.

Qualitative Analysis on the Effects of Using DICE-tory Board Game in Uplifting MAKABAYAN Skills of Grade 8 Students

“Sa paggamit po ng DICE-tory Board Game, mas napadali po saken ang pagrereview sa pinag-aralan namin sa AP gayundin nakakasagot na ako sa klase pag tinanong ni Sir at mas napabilis nang konti ang aking pagsosolve sa Math”

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The text above shows the effects of using DICE-tory Board Game in uplifting MAKABAYAN Skills among learner-respondents. As stated, “*mas napadali*” means they review their lessons with comprehension in AP easily. They grasp the information being discussed in the said subject so that they can participate in class orally. Moreover, in terms of their mathematical ability, “*mas napabilis*”, means that they can solve Mathematical equations using Four Fundamental Operation mentally.

According to Magtolis (2023), the ways of improving numeracy skills teachers are responsible for the academic success of their students. Therefore, they must continuously acquire the necessary skills to enhance their performance and assist learners in achieving academic success, particularly in the field of mathematics. That’s why the learners become participative in dealing with the subject as well as in solving mathematical equations.

“Mas mabilis kong naintindihan ang spelling ng mga salita sa AP para mas maitama ko ang aking sagot dahil sa paglalaro ng DICE-tory Board Game” –

The text above shows the effects of using DICE-tory Board Game in uplifting MAKABAYAN Skills among learner-respondents. In terms of spelling, “*Mas mabilis kong naintindihan*” means that most of the respondents easily understood and memorize the spelling of the words in AP. They can easily utter and write it correctly.

According to Simmons (2017), when students are given the opportunity to evaluate their own spelling skills and they are more likely to become active in learning to spell through game. They will fully understand the spelling of

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the words.

The text above pertains to the effects of using DICE-tory Board Game in uplifting MAKABAYAN Skills among learner-respondents. With regard to the historical skills, “*Naging pamilyar*” it means that they become well-equipped and familiar with the different historical events of the Philippines and the World. This also explains that the respondents become knowledgeable in various local historical events like heroes, bodies of water, landforms and any events as part of the history of the Philippines and the world.

According to Baffour (2014), historical Skills can be manifested by the possession or deployment of different strategies, capacities and competencies like the selection and treatment of historical sources or historical perspective.

Crafted Lesson Exemplars in Araling Panlipunan 8 with the Integration of DICE-tory Board Game as Innovative Tool

PAKSA 1: Heograpiya at mga Sinaunang Kabihasnan sa Daigdig

(Katangiang pisikal ng Daigdig)

I. LAYUNIN	Sa araling ito, ang mga mag-aaral ay inaasahang: 1. Naiisa-isa ang estruktura ng daigdig; 2. Natutukoy ang mga mahahalagang guhit sa globo/mapa; 3. Napahalagahan ang mahahalagang gamit ng globo o mapa.
A. Pamantayang Pangnilalaman	Naipamamalas ang pag-unawa sa interaksyon ng tao sa kaniyang kapaligiran na nagbigay-daan sa pag-usbong ng mga sinaunang kabihasnan na nagkaloob ng mga

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ISSN: 2704-3010

Volume VII, Issue I

August 2025

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	pamanang humubog sa pamumuhay ng kasalukuyang henerasyon.
B. Pamantayan sa Pagganap	Ang mga mag-aaral ay nakabubuo ng panukalang proyektong nagsusulong sa pangangalaga at presentasyon ng mga pamana ng mga sinaunang kabihasnan sa daigdig para sa kasalukuyan at sa susunod na henerasyon
C. Pinakamahalagang Kasanayan sa Pagkatuto (MELC)	Nasusuri ang katangiang pisikal ng daigdig. Week 1 (MELC) Q1 (AP8HSK-Id-4)
D. Pagpapaganang Kasanayan (Enabling Competency)	
E. Pagpapayamang Kasanayan	
II. NILALAMAN	Heograpiya at mga Sinaunang Kabihasnan sa Daigdig Paksa: Katangiang pisikal ng Daigdig
III. KAGAMITANG PANTURO	
A. Mga Sanggunian 1. Mga Pahina sa Gabay ng Guro	• MECL AP G8 Q1 (Page 1) • PIVOT 4A Budget of Work for AP 8 (Page 182) • PIVOT 4A LEARNERS MATERIAL (Page 11)
2. Mga Pahina sa Kagamitang Pangmag-aaral	• Kasaysayan ng Daigdig (15-20)
3. Mga Pahina sa Teksbuk	• Araling Panlipunan 8 Unang Markahan pahina 6-16

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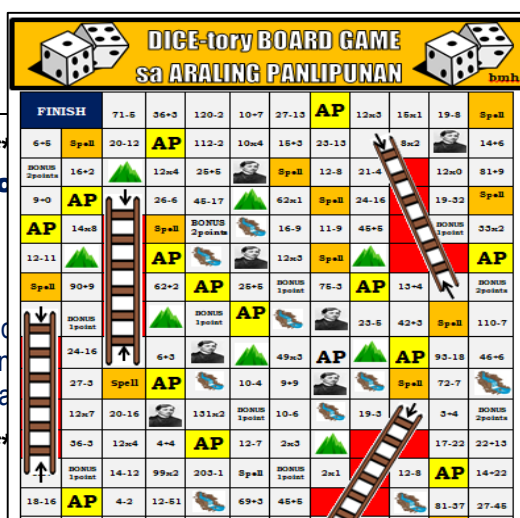
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4. Karagdagan Kagamitan mula sa Portal ng Learning Resource	• DepEd Learning Resource Material
B. Listahan ng mga Kagamitan Panturo para sa mga Gawain sa Pagpapaunlad at Pakikipagpalihan	• Activity Sheet • DICE-tory Board Game na ginawa ng guro
IV. PAMAMARAAN	
A. Panimula (Introduction)	MGA MAHAHALAGANG PAALALA!!! 1. Panatilihing malinis ang kapaligiran. 2. Sumagot lamang kapag ikaw ay tinatawag at laging irespeto ang sagot ng iyong kamag-aaral. 3. Lubos na pakikiisa ay inaasahan na anumang indibidwal at pangkatang mga gawain. Balitaan muna Tayo: (Gawin ito sa loob ng limang minuto) Gawain 1: Balikan Natin: Panuto: Gamit ang DICE-tory Board Game, tukuyin ang konseptong inilalarawan sa ibaba na nagging bahagi ng talakayan, sagutin din ang mga numero, baybayin ang mga salita ng tamang sagot at sagutin ang tanong tungkol sa mga kasaysayan ng bansa. Lalaruin ito ng magkapareha at bibigyan lang 10 minuto upang matapos ito.

Bilang bahagi ng Balik-Aral, gumamit ang guro ng DICE-tory Board Game upang malaman ang lebel ng pagkatuto ng mga mag-aaral tungkol sa nakaraang aralin na Heograpiya ng Daigdig. Naisakatuparan ng guro ang layunin na makapagbahagi ang mga mag-aaral ng kanilang natutunan na makilahok o makibahagi sa talakayan. Gayundin, sa pamamagitan ng ganitong laro mas madaling natandaan ng mga mag-aaral ang aralin at nahasa din ang kanilang mataas na pagkatuto sa Matematika gamit ang "Four Fundamental Operations". Natutunan din ng mga mag-aaral ang tamang baybay ng mga salitang bahagi ng aralin. May pakikita din

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 Hero, Albert Bula



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 Calaguas,
 ndoza



	MGA TANONG NA BAHAGI NG TALAKAYAN Ito ay tumutukoy sa siyentipikong pag-aaral ng katangiang pisikal ng daigdig. 1. Ano ang tawag sa paglipat ng tao mula sa kinagisnang lugar patungo sa ibang lugar, kabilang din dito ang paglipat ng mga bagay at likas na pangyayari tulad ng hangin at ulan. 2. Ang tema ng heograpiya na tumutukoy sa mga katangiang natatangi sa isang pook 3. Ano naman ang tumutukoy sa kinaroonan ng mga lugar sa daigdig. 4. Ano ang tawag sa kaugnayan ng tao sa pisikal na katangiang taglay ng kaniyang kinaroonan <i>(Maaring magdagdag ng iba pag tanong ang mga mag-aaral bilang balik-aral ng kanilang aralin)</i>
B. Pagpapaunlad (Development)	Basahin ang teksto tungkol sa “ Ang Katangiang Pisikal ng Daigdig” mula pahina 15- 20 ng may pang-unawa pagkatapos ay sagutan ng maayos ang susunod na mga

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	gawain. (Kasaysayan ng Daigdig. “Ang Katangiang Pisikal ng Pilipinas”. Pp. 15-20.)				
C. Pakikipagpalihan (Engagement)	Gawain 2: Talahanayan, Punan Mo. Panuto: Punan ng impormasyon ang sumusunod na data retrieval chart. Sa unang kolum ng isa isahin ang estruktura ng daigdig. Samantalang sa pangalawang kolum ilagay ang katangian ng estruktura ng daigdig. Gawin ito sa sagutang papel sa loob ng limang minuto. <table><tr><th>ESTRUKTURA NG DAIGDIG</th><th>KATANGIAN</th></tr><tr><td>1.</td><td></td></tr></table> Gawain 3: GEO-line Panuto: Gumuhit ng bilog na sumisimbolo sa mundo upang maipakita ang iyong kasagutan. Huwag kalimutang lagyan ng label ang bawat guhit na iyong ilalagay upang mailahad ng malinaw at maayos ang iyong kasagutan. Gawin ito sa isang malinis na papel sa loob ng limang minuto	ESTRUKTURA NG DAIGDIG	KATANGIAN	1.	
ESTRUKTURA NG DAIGDIG	KATANGIAN				
1.					
D. Paglalapat (Assimilation)	Gawain 3: Tanong ko Sagutin Mo. Bakit mahalagang matutunan ang pagtukoy ng mga lugar sa daigdig gamit ang latitude at longhitud?				
E. Pagninilay	Panuto: Punan ang patlang Naunawaan ko na Nabatid ko na				

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Kasunduan	Panuto: Sagutin ang sumusunod na mga katanungan 1. Basahin at unawain ang mahahalagang datos ng mga kontinente ng daigdig mula pahina 21-ng 24 sa Modyul ng mag-aaral. 2. Ano ang klima? 3. Bakit nagkakaiba-iba ang klima sa iba, t ibang panig ng daigdig? 4. Ano ang mga katangi-tanging paglalarawan sa bawat Kontinente

PAKSA 2: Natatanging Kultura ng mga Rehiyon, Bansa at Mamamayan sa Daigdig (Pangkat Etnolingguwistiko)

I. LAYUNIN	Ang mga mag-aaral ay inaasahang: 1. Nakikilala ang ilan sa mga pangkat-etniko sa Pilipinas; 2. Naipapaliwanag ang saysay ng pangkat-etnolingguwistiko bilang bahagi ng pag-aaral ng heograpiyang pantao; 3. Napapahalagahan ang pinagmulan sa pamamagitan ng isang sanaysay.
A. Pamantayan g Pangnilalaman	Naipamamalas ang pag-unawa sa interaksyon ng tao sa kaniyang kapaligiran na nagbigay-daan sa pagusbong ng mga sinaunang kabihasnan na nagkaloob ng mga pamanang humubog sa pamumuhay ng kasalukuyang henerasyon.
B. Pamantayan sa Pagganap	Nakabubuo ng panukalang proyektong nagsusulong sa pangangalaga at preserbasyon ng mga pamana ng mga sinaunang kabihasnan sa daigdig para sa kasalukuyan at sa susunod na henerasyon.

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C. Pinakamahalagang Kasanayan sa Pagkatuto (MELC)	Napahahalagahan ang natatanging kultura ng mga rehiyon, bansa at mamamayan sa daigdig (lahi, pangkat- etnolingguwistiko, at relihiyon sa daigdig).
D. Pagpapagana ng Kasanayan (Enabling Competency)	
E. Pagpapayamang Kasanayan	Pangangalga at preserbasyon sa mga pamana ng sinaunang kabihasnan sa daigdig
II. NILALAMAN	Natatanging Kultura ng mga Rehiyon, Bansa at Mamamayan sa Daigdig Paksa: Pangkat Etnolingguwistiko
III. KAGAMITANG PANTURO	
A. Mga Sanggunian	
1. Mga Pahina sa Gabay ng Guro	• MECL AP G8 Q1 (Page 51) • PIVOT 4A Budget of Work for AP 8 (Page 182) • Regional Order 10 s. 2020 (Page 215) • AP Curriculum Guide (Page 167)
2. Mga Pahina sa Kagamitan ng Pangmag-aaral	• Kasaysayan ng Daigdig (Page 31-32)
3. Mga Pahina sa Teksbuk	• Kasaysayan ng Daigdig (Page 31-32)
4. Karagdagang Kagamitan mula sa Portal ng	• https://lrmds.deped.gov.ph/detail/1419

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Learning Resource	
B. Listahan ng mga Kagamitan Panturo para sa mga Gawain sa Pagpapaunlad at Pakikipagpalihan	• Slide Deck Presentation with Audio-Visual Materials • Activity Sheets • DICE-tory Board Game
IV. PAMAMARAAN	
A. Panimula (Introduction)	MGA MAHAHALAGANG PAALALA!!! 1. Maupo nang maayos at making sa talakayan. 2. Sumonod sa mga panuto para sa mga gagawing aktibidad. 3. Magtaas lamang ng kamay kung may mga paglilinaw o karagdagang detalye na nais ibahagi. 4. Laging magsalita nang may paggalang kung magtatanong o magbabahagi sa klase. BALITAAN TAYO Gawin ito sa loob ng limang minuto. BALIK-ARAL Panuto: Sagutan ang sumusunod na tanong. 1. Ano ang dalawang uri o kategorya ng wika? 2. Ano ang mga katangian at kahalagahan ng wika?
B. Pagpapaunlad (Development)	PAGSASAGAWA NG MALAYANG TALAKAYAN SA NILALAMAN NG PAKSA PANGKAT ETNOLINGGUWISTIKO Sa pag-aaral ng heograpiyang pantao, mahalaga din maunaawan ang kinabibilangang pangkat etnolingguwistiko. Sinasabing may malaking

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kaugnayan ang wika at kulturang pinagmulan. Kung kaya, mahalaga ding maunawaan ang pagkakaiba-iba o pagkakatulad ng pangkat na pinagmulan base sa kanyang pisikal na katangian, at sa paraan ng kanyang pakikipagtalastasan. Ang pangkat etnolingguwistiko ay mga pangkat na nabuo sa batay sa pagkakatulad at pagkakaiba ng mga tao sa isang bansa ayon sa kultura. May dalawang basehan para sa pangkat etnolingguwistiko, ang etnisidad at wika.

Ang etnisidad ay pagkakabilang sa isang pangkat kung saan nakikilala ang mga kasapi sa pagkakaroon ng magkakatulad na wika, paniniwala, kaugalian, tradisyon, at pinagmulang angkan. Samantalang ang wika naman ay pangunahing pagkakakilanlan ng mga pangkat etnolingguwistiko.

Sa ibaba ay ang talaan ng mga wikang pinakamadalas gamitin ayon sa <https://www.ethnologue.com/guides/largest-families>. Suriin ang nilalaman nito.

Wika	Pamilya ng Wikang kinabibilangan	Nauugnay sa ibang Wika	Bilang ng mga Taong Gumagamit
Mandarin Chinese	Sino-Tibetan	Tibetan, Burmese	1.1 billion
English	Indo-European		983 million
Hindustani	Indo-European	Nepali, Punjabi	544 million
Spanish	Indo-European	Portuguese, Italian	527 million
Arabic	Afro-Arabic		422 million
Malay	Austronesia	Javanese, Tagalog	281 million

Sabanal, Mike (Sir Mike's Class) "AP 8 WEEK 2 : WIKA AT LAHI (MELC-BASED)", Youtube, September 26, 2020, <https://www.youtube.com/watch?v=Ry53qpF0zd0>

Sa gawaing ito, gumamit ang guro ng DICE-tory Board Game upang malaman ang lebel ng pagkatuto ng mga mag-aaral tungkol sa tinalakay na Pangkat Etnolingguwistiko, dahil ditto natutunan na makilahok o makibahagi sa talakayan ang mga mag-aaral at mabilis nilang matandaan ang tinalakay na paksa. At sa pamamagitan ng ganitong laro nahasa din ang kanilang mataas na pagkatuto sa Matematika gamit ang "Four Fundamental Operations". Natutunan din ng mga mag-aaral ang tamang baybay ng mga salitang bahagi ng aralin na mahirap ang spelling. May

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GAWAIN 2 – LARO Tayo ng DICE-tory Board Game

Panuto: Gamit ang DICE-tory Board Game, sagutin ang mga tanong ayon sa datos sa chart batay sa tinalakay. Gawin ito ng magkapareha sa loob ng 10 minuto.

DICE-tory BOARD GAME Sa ARALING PANLIPUNAN															
FINISH	71-8	36-3	120-2	10-7	27-13	AP	12m3	18m1	19-8	Sp+8					
6-6	Sp+8	20-12	AP	112-2	10m4	15-3	23-13	8m3		14-6					
SOBRES Duplicata	16-2		12m4	25-5		Sp+8	12-8	21-4		12m0	81-9				
9-0	AP		26-6	48-17		62m1	Sp+8	24-16		19-32	Sp+8				
AP	14m8		Sp+8	SOBRES Duplicata		16-9	11-9	45-5		SOBRES Duplicata	23-2				
12-11			AP			12m3	Sp+8			AP					
Sp+8	90-9		62-2	AP		25-5		75-3	AP	13-4					
SOBRES Duplicata										23-5	42-3	Sp+8	110-7		
24-16			6-3			49-3	AP			AP			93-18	46-6	
27-3			AP			10-4	9-9			Sp+8			73-7		
12m7	20-16		131m3			10-6		19-3		3-4			SOBRES Duplicata		
36-3	12m4	4-4	AP			12-7	2m3				17-22	23-13			
			14-13	99m2	203-1	Sp+8	SOBRES Duplicata	2m1		13-8		AP	14-23		
18-16	AP	4-2	12-61			69-3	45-5				81-37	27-46			
6-3	8-4	24-20	12-10	80-8	12-11	81-9				71-8	71-21	Sp+8	28-41		
41-2		6-3	79m2	12-8	AP	80-8	12-11	8m3	12-8	START					

Mga Tanong

1. Ano ang pamilyang wika ang pinakagamitin ng mga tao?
2. Ano ang pagkakatatulad ng mga wikang English, Hindustani, at Spanish?
3. Maaari ba nating sabihing may tuwirang ugnayan ang wikang sinasalita sa pangkat o lahing pinagmulan ng mga taong nagsasalita nito?

(Maaring magdagdag ng iba pang tanong ang mga mag-aaral bilang balik-aral ng kanilang aralin)

C. Pakikipagpag-alihan (Engagement)

GAWAIN 3 – ETNI-IKAW NA NGA (LOOP-A-WORD)

Panuto: Hanapin at isulat ang limang pankat etnolingguwistiko na matatagpuan sa Pilipinas. Isulat din kung saang lugar nagsasalita o nananahan ang mga ito. Gawin ito sa iyong sagutang papel sa loob ng limang minuto.

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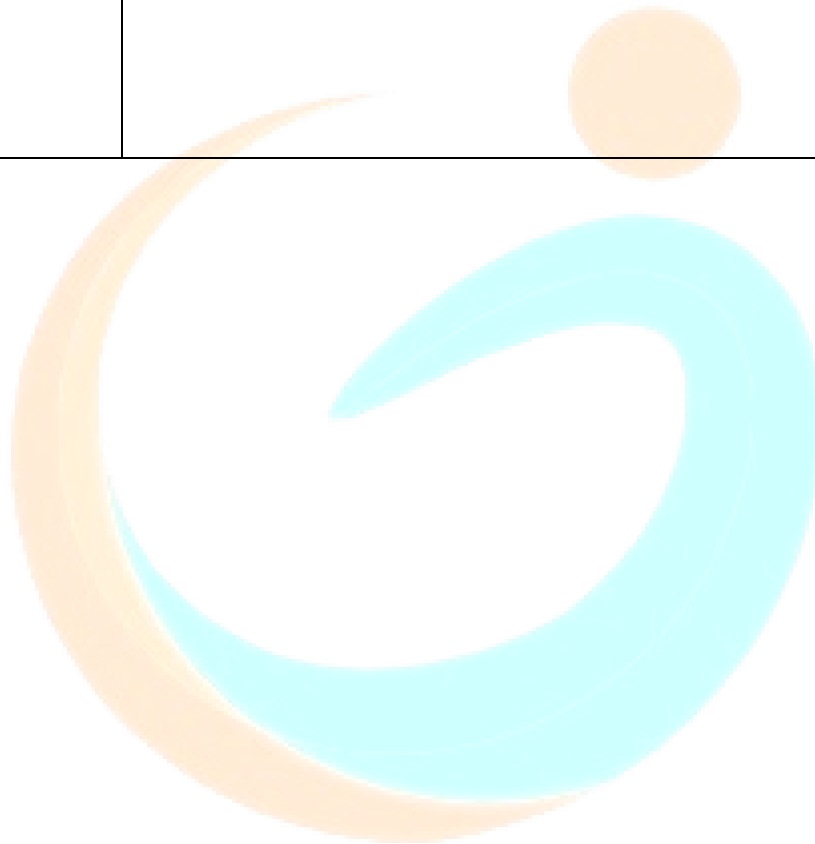


		S	U	B	A	N	O	N	X	S	U
		Z	G	I	R	G	N	I	D	A	R
		H	I	A	C	L	I	B	M	K	I
		C	L	F	E	I	P	A	V	X	C
		F	O	J	B	T	V	N	Q	W	A
		U	C	W	U	I	A	A	T	A	P
		T	A	G	A	L	O	G	T	R	I
		I	N	O	N	O	M	N	B	A	Z
		U	O	X	O	N	Z	C	S	Y	N
		Y	R	K	U	G	L	Y	H	I	O
		V	F	H	Z	G	O	M	G	F	N
		M	B	O	H	O	L	A	N	O	A
		Etноligguwistikong Nahanap					Lugar kung saan nananahan/sinasallita				



GAWAIN 4 – PAGSULAT NG SANAYSAY

Panuto: Gumawa ng isang sanaysay kung papaano maipapakita ang pagpapahalaga sa kinabibilangang pangkat-etnolingguwistiko. Gawin ito sa isang malinis na papel sa loob ng limang minuto.



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D. Paglalapat (Assimilation)	PAMANTAYAN NG PAGMAMARKA SA OUTPUT					
	ASPETO	5	4	3	2	1
	Nilalaman	Ang mensah e ay mabisan g mabisana naipakit a.	Mabisan g naipakita ang mensahe.	Ang mensah e ay may katamta -mang bisa na naipakit a	Di gaanong naipakita ang mensah e.	Walang mensa-heng naipakit a.
	Kaugnayan sa tema o paksa	Malaking malaki ang kaugnayan sa paksa ng sanaysay	Malaki ang kaugnayan ng paksa ng sanaysay	Sapat ang kaugnayan ng paksa ng sanaysay	Kaunting ang kaugnayan ng sanaysay	Walang kaugnayan sa paksa ang sanaysay
E. Pagninilay	Kalinisan	Malinis na malinis ang paqkaka-buo.	Malinis ang pagkakabuo.	May katamta -mang linis ang nabuong output	Di gaanong malinis ang paqkaka-buo.	Ang output ay hindi malinis.
	Panuto: Punan ang mga patlang. Naunawaan ko na ang mga wika sa daigdig ay Nabatid ko sa araling ito na					

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Kasunduan	Panuto: Sagutin ang mga tanong: 1. Ano ang pinakamalaking ambag ng wika sa pag-unlad ng Heograpiyang Pantao? 2. Magtala ng limang kilalang relihiyon sa buong mundo.
------------------	---

PAKSA 3: Mga Yugto sa Pag-unlad ng Kultura sa Panahong Prehistoriko (Panahon ng Metal)

I. LAYUNIN	Sa araling ito, ang mga mag-aaral ay inaasahang: 1. Nakagagawa ng isang timeline ukol sa pag-unlad ng Panahon ng Metal; 2. Nasusuri ang mga naging ambag ng Panahon ng Metal; 3. Napahahalagahan ang mga pag-unlad noong Panahon ng Metal.
A. Pamantayang Pangnilalaman	Ang mga mag-aaral ay naipapamalas ang unawa sa interaksyon ng tao sa kaniyang kapaligiran na nagbigay-daan sa pag-usbong ng mga sinaunang kabihasnan na nagkaloob ng mga pamanang humubog sa pamumuhay ng kasalukuyang henerasyon.
B. Pamantayan sa Pagganap	Ang mga mag-aaral ay nakakabuo ng panukalang proyekto nagsusulong sa pangangalaga at preserbasyon ng mga pamana ng mga sinaunang kabihasnan sa Daigdig para sa kasalukuyan at sa susunod na henerasyon.
C. Pinakamahalagang Kasanayan sa Pagkatuto (MELC)	Naipaliliwanag ang uri ng pamumuhay ng mga unang tao sa daigdig. AP8HSK-If-6
D. Pagpapaganang Kasanayan (Enabling Competency)	Wala

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E. Pagpapayamang Kasanayan	Naiuugnay ang heograpiya sa pagbuo at pag-unlad ng mga sinaunang kabihasnan sa daigdig
II. NILALAMAN	Mga Yugto sa Pag-unlad ng Kultura sa Panahong Prehistoriko Panahon ng Metal
III. KAGAMITANG PANTURO	
A. Mga Sanggunian 1. Mga Pahina sa Gabay ng Guro	• MECL AP G8 (Page 51) • PIVOT 4A Budget of Work for AP 8 (Page 182) • Regional Order 10 s. 2020 • AP Curriculum Guide (Page 167)
2. Mga Pahina sa Kagamitang Pangmag-aaral	
3. Mga Pahina sa Teksbuk	Kasaysayan ng Daigdig Module pahina 44
4. Karagdagan Kagamitan mula sa Portal ng Learning Resource	
B. Listahan ng mga Kagamitan Panturo para sa mga Gawain sa Pagpapaunlad at Pakikipagpalihan	• Laptop/ Personal • Module/Learning activity sheets • DICE-tory Board Game
IV. PAMAMARAAN	
A. Panimula (Introduction)	MGA MAHAHALAGANG PAALALA!!! • Panatilihing malinis ang kapaligiran. • Sumagot lamang kapag ikaw ay tinawag at laging irespeto ang sagot ng iyong kamag-aaral. • Lubos na pakikiisa ay inaasahan para

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sa anumang indibidwal o pangkatang
Gawain.

BALITAAN TAYO! (Gawin sa loob ng limang
minuto)

Gawain 1. LARAWANG SURI

Panuto: Tingnan at suriing mabuti ang
larawan.



Batay sa ipinakitang larawan, sagutin ang
mga sumusunod na tanong:

1. Ano-ano ang mga bagay na nasa larawan?
2. Ano ang pagkakatulad ng mga larawang
ipinakita?
3. Saan ito maaring gamitin?
4. Paano naging mahalaga sa pamumuhay ng
mga sinaunang tao ang pagkakatuklas ng
mga kagamitang ito

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B. Pagpapaunlad (Development)



Gawain 2. Timeline Chart:

Panuto: Punan ng tamang detalye ang timeline chart tungkol sa mga pangyayaring naganap noong panahon ng Metal.

Mga Gabay na Tanong:

1. Ano-ano ang mga pangyayaring naganap sa Panahon ng Metal?
2. Ano-ano ang mga natatanging mga kagamitan ang naiambag nila sa sangkatauhan?

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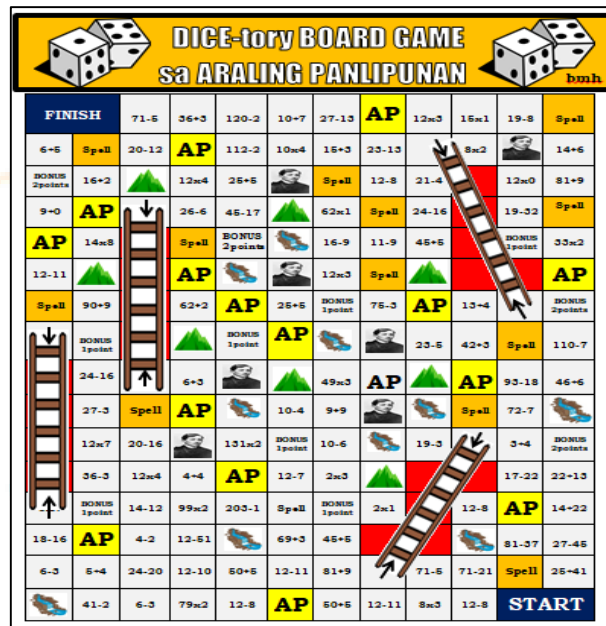
C. Pakikipagpalihan

(Engagement)

Dahil sa may kahirapan ang araling ito, gumamit ang guro ng DICE-tory Board Game upang malaman ang lebel ng pagkatuto ng mga mag-aaral tungkol sa Panahon ng Metal, dito ay natutunan na makilahok o makibahagi sa talakayan ang mga mag-aaral at mabilis nilang matandaan ang tinalakay na paksa. At sa pamamagitan ng ganitong laro nahasa din ang kanilang mataas na pagkatuto sa Matematika gamit ang "Four Fundamental Operations". Natutunan din ng mga mag-aaral ang tamang baybay ng mga salitang bahagi ng aralin na mahirap ang spelling. May pagkatataon din na sila mismo ay nagtatanong tungkol sa kasaysayan ng bansa tungkol sa bayani, pangyayari, anyong lupa

GAWAIN 4: I-DICE-tory BOARD GAME Natin

Panuto: Gamit ang DICE-tory Board Game, maglalaro ang mga mag-aaral upang balikan ang kanilang natutunan sa paksang tinalakay tungkol sa Panahon ng Metal.



MGA KATANUNGAN:

1. Anu-ano ang mga panahong sumasaklaw sa Panahon ng Metal?
2. Ano ang nagging pag-unlad sa Panahon ng Tanso, Panahon ng Bronse at Panahon ng Bakal?

(Maaring magdagdag ng iba pag tanong ang mga mag-aaral bilang balik-aral ng kanilang aralin)

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D. Paglalapat (Assimilation)	Iugnay mo! Panuto: Bigyan ng angkop na paliwanag ayon sa inilahad ng tanong sa ibaba. ☐ Sa paanong paraan mo mabibigyang pansin at mapahahalagahan ang mga pag-unlad na naganap sa panahon ng Metal?
E. Pagninilay	Panuto: Kumpletuhin ang mga sumusunod na pahayag. Naunawaan ko ang mga naging kontribusyon ng mga sinaunang tao sa panahon ng metal ay _____ Nabatid ko sa araling ito na _____
Kasunduan	Panuto; Sagutin ang mga sumusunod na mga tanong 1. Ano ang dahilan ng pag-unlad ng kultura ng mga sinaunang tao? 2. Sa paanong paraan umunlad ang kultura ng sinaunang tao?

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PAKSA 4: Impluwensya ng Heograpiya sa Pag-unlad ng mga Sinaunang Kabihasnan

I. LAYUNIN	Ang mga mag aaral ay inaasahang: 1. Nabibigyang kahulugan ang salitang kabihasnan. 2. Nasusuri ang pinagmulan batayan ng mga sinaunang kabihasnan sa daigdig 3. Napapahalagahan ang mga sinaunang ambag ng mga Pilipino na naging daan sa pag-usbong ng kabihasnan.
A. Pamantayang Pangnilalaman	Naipamamalas ng mga mag-aaral ang pag-unawa sa interaksyon ng tao sa kanyang kapaligiran na nagbigay- daan sa pag-usbong ng mga sinaunang kabihasnan na nagkaloob ng mga pamanang humubog sa pamumuhay ng kasalukuyang henerasyon
B. Pamantayan sa Pagganap	Ang mga mag-aaral ay nakabubuo ng panukalang proyektong nagsusulong sa pangangalaga at preserbasyon ng mga pamana ng mga sinaunang kabihasnan sa Daigdig para sa kasalukuyan at sa susunod na henerasyon
C. Pinakamahalagang Kasanayan sa Pagkatuto (MELC)	Naiuugnay ang heograpiya sa pagbuo at pag-unlad ng mga sinaunang kabihasnan sa daigdig (AP8HSK-Ig-6)
D. Pagpapaganang Kasanayan (Enabling Competency)	
E. Pagpapayamang Kasanayan	
II. NILALAMAN	Impluwensya ng Heograpiya sa Pag-unlad ng mga Sinaunang Kabihasnan
III. KAGAMITANG	

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PANTURO	
A. Mga Sanggunian	
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2. Mga Pahina sa Kagamitang Pangmag-aaral	Kasaysayan ng Daigdig (57-66)
3. Mga Pahina sa Teksbuk	
4. Karagdagan Kagamitan mula sa Portal ng Learning Resource	DepEd Learning Resource Material https://lrmds.deped.gov.ph/detail/16783
B. Listahan ng mga Kagamitan Panturo para sa mga Gawain sa Pagpapaunlad at Pakikipagpalihan	Activity Sheet DICE-tory Board Game
IV. PAMAMARAAN	
A. Panimula (Introduction)	Ang Napapanahong Pagpapaalala: Ipaalala ng guro sa mga bata ang mga panuntunan sa pang-araw-araw na gawain upang matuto.

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Balitaan muna Tayo:

Nakapanood ka ba ng balita sa inyong telebisyon o sa you tube o di kaya ay nakapakinig ng balita sa radio ng isyu sa kasalukuyan? Kung oo, baka nman maaari

Isulat ang iyong sagot sa iyong kwaderno.

- Maglahad ng napapanahong isyu na may kinalaman sa paksa. Isulat ito sa iyong kwaderno.
- Ano kaya ang mga maaaring maging implikasyon ng mga pangyayaring ito sa takbo ng kasaysayan sa mga darating na henerasyon?

Balikan Natin Ang Nakaraan!

Naaalala mo pa ba ang ating nakaraang aralin? Subukin natin ang talas ng iyong memorya kung gaano mo ito natandaan. Sumulat ng maikling talata na naglalaman ng batayan sa pagbuo ng sinaunang kabihasnan Mula sa nabuo mong talata, bakit mahalagang batayan ang kabihasnan sa kasalukuyang panahon?

Gawain 1: Uriin Mo, Ako!

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Gabay na Tanong:

1. Ano ang ipinakikita ng unang larawan?
ikalawang larawan?
2. Sa iyong palagay magkaugnay ba ang mga ito?
3. Paano nagkakaugnay ang mga larawan?

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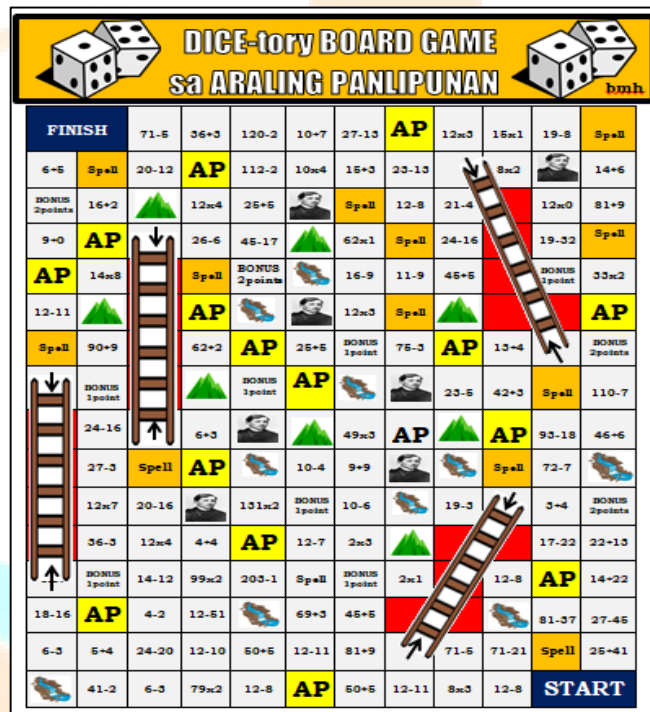
B. Pagpapaunlad

(Development)

Upang mas maengganyo ang mga mag-aaral sa pagbabasa tungkol sa aralin, nagkaroon ng integrasyon ng paglalaro ng DICE-tory BOARD Game kung saan magtatanungan ang magkapareha batay sa binasang teksto at aralin gayundin ang pagkatuto ng pagbabaybay ng mga salita na hinango sa aralin. At sa pamamagitan ng ganitong laro, kailangan nilang masagot ang numero gamit ang "Four Fundamental Operations". May pagkatataon din na sila mismo ay nagtatanong tungkol sa kasaysayan ng bansa tungkol sa bawani.

Gawain2: Halina't Magbasa at Maglaro ng DICE-tory BOARD GAME

Panuto: Basahin at unawaing mabuti ang teksto sa batayang Aklat (kasaysayan ng Daigdig) sa pahina 57-66. Pagkatapos ay sagutan ang inihandang gawain sa ibaba sa pamamagitan ng paglalaro ng DICE-tory Board Game.



MGA GABAY NA TANONG

1. Ano ang katangiang pisikal ng mga sinaunang kabihasnan na may pagkakatulad sa isa't isa?
2. Bakit nakaapekto ang mga anyong lupa at tubig ng isang lugar sa pagtataguyod ng kabihasnan?
3. Alin sa kalagayang heograpiikal ng

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	kabihasnan ang may malaking impluwensiya sa pamumuhay ng mga taong nanirahan dito? Ipaliwanag ang sagot. <i>(Maaring magdagdag ng iba pang tanong ang mga mag-aaral bilang balik-aral ng kanilang aralin at binasang teksto)</i>																																																		
C. Pakikipagpalihan (Engagement)	Panuto: Magtala ng limang (5) katangiang heograpikal na napili mo sa sinaunang kabihasnan. Ihambing ito sa iba pang sinaunang kabihasnan. Lagyan ng tsek kung taglay ng mga kabihasnan ang mga katangiang heograpikal ng kabihasnang iyong napili. <table><tr><th colspan="5">Geography Checklist</th></tr><tr><th>Kabihasnang Napili</th><th colspan="4">Ibang Kabihasnan</th></tr><tr><td></td><td></td><td></td><td></td><td></td></tr><tr><th>Katangiang Heograpikal</th><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr></table> Gabay na tanong: 1. Alin sa mga katangiang heograpikal ng mga sinaunang kabihasnan ng daigdig ang may malaking pagkakatatulad sa isa't isa? 2. Bakit kaya karaniwang may pagkakatatulad na katangiang heograpikal ang mga sinaunang kabihasnan.	Geography Checklist					Kabihasnang Napili	Ibang Kabihasnan									Katangiang Heograpikal																																		
Geography Checklist																																																			
Kabihasnang Napili	Ibang Kabihasnan																																																		
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D. Paglalapat (Assimilation)	Gawain 4: Impluwensya Mo! Tatandaan ko! Alin sa mga naging Impluwensya ng heograpiya sa sinauang kabihasan ang lubos mong pinaniniwalaan? Bakit? Gawain 5 : Natutunan Mo, Isabuhay Mo! Bilang isang mag-aaral, paano mo ipapakita ang pagpapahalaga sa mundong iyong tinitirhan?
E. Pagninilay	Magsusulat ang mga bata sa kanilang kwaderno, journal o portfolio ng kanilang nararamdaman o realisasyon sa paksang tinalakay. Ano ang natutunan at naramdaman mo sa araw na ito?
Kasunduan	1. Paghambingin ang naging impluwensiya ng heograpiya sa pag-unlad ng mga sinaunang kabihasnan Sanggunian Batayang Aklat. Kasaysayan ng Daigdig, pahina 67-68

The crafted Lesson Exemplars was analyzed on how to apply the innovative strategy like DICE-tory Board Game in very activity to be done in teaching Araling Panlipunan 8. These help to improve the MAKABAYAN Skills among learners of Looc National High School.

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V. SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

A. FINDINGS OF THE STUDY

1. The impact of DICE-tory Board Game in terms of MAKABAYAN (**MA**tematika, **KA**saysayan, **BA**ybayin, Talaka**YAN**) Skills of the Learners in Araling Panlipunan received a grand weighted mean of 3.48 (SD=0.50) and verbally interpreted as 'High Impact'. This indicated that the DICE-tory Game can be of great help as an innovative tool to enhance the mathematical skills, historical skills, spelling skills and interactive skills of the students who are studying Araling Panlipunan subject.
2. The effective strategies in using DICE-tory Board Game in terms of MAKABAYAN (**MA**tematika, **KA**saysayan, **BA**ybayin, Talaka**YAN**) Skills of the Learners in Araling Panlipunan got a grand weighted mean of 3.49 (SD=0.59) and verbally interpreted as 'Highly Effective'. The result revealed that the effective strategies in using DICE-tory Game have a great effect in enhancing the application of Four Fundamental Operation, Local Historical Events, Spelling Tests and Oral Participation of the students in Araling Panlipunan Class.
3. There is a significant relationship between the impact of DICE-tory Board Game and effective strategies employed in uplifting MAKABAYAN Skills of Grade 8 Students in Araling Panlipunan as supported by the computed r-value of 0.2785 which is higher than the tabular value of 0.2309 whereas the null hypothesis, therefore, is rejected at $p < 0.05$ level of significance. This showed that utilizing effective strategies in teaching AP can have a great impact to the skills of the learners

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especially MAKABAYAN.

4. Upon analyzing the response of the learner-respondents in terms of the effects of using DICE-tory Board Game in uplifting MAKABAYAN Skills, it was revealed that they grasp the information being discussed in the said subject so that they can participate in class orally and they can solve Mathematical equations using Four Fundamental Operation mentally. Moreover, most of the respondents easily understood and memorize the spelling of the words in AP. They can easily utter and write it correctly. Lastly, they become well-equipped and familiar with the different historical events of the Philippines and the World. And become knowledgeable in various local historical events like heroes, bodies of water, landforms and any events as part of the history of the Philippines and the world.
5. The crafted lesson exemplars were utilized innovative strategy using DICE-tory Board Game in AP Class.

B. CONCLUSIONS

1. The use of DICE-tory Board Game in terms of MAKABAYAN (**MA**tematika, **KA**saysayan, **BA**ybayin, Talaka**YAN**) Skills of the Learners in Araling Panlipunan HAS high impact in enhancing the mathematical skills, historical skills, spelling skills and interactive skills of the students in Araling Panlipunan subject.
2. The effective strategies in using DICE-tory Game have a great effect in enhancing the application of Four Fundamental Operation, Local Historical Events, Spelling Tests and Oral Participation of the students in Araling Panlipunan Class.

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- *****
3. There is a significant relationship between the impact of DICE-tory Board Game and effective strategies employed in uplifting MAKABAYAN Skills of Grade 8 Students in Araling Panlipunan
 4. The learner-respondents grasp the information being discussed in the said subject easily so that they can participate in class orally and they can solve Mathematical equations using Four Fundamental Operations mentally. Moreover, most of the respondents easily understood and memorize the spelling of the words in AP. They can easily utter and write it correctly. Lastly, they become well-equipped and familiar with the different historical events of the Philippines and the World and become knowledgeable in various local historical events like heroes, bodies of water, landforms and any events as part of the history of the Philippines and the world.
 5. The crafted Lesson Exemplars with innovative strategy using DICE-tory Board Game were utilized and manifested in AP Class.

C. RECOMMENDATIONS

1. The impact of the DICE-tory Board Game in uplifting the MAKABAYAN **MA**tematika, **KA**saysayan, **BA**ybayin, Talaka**YAN**) Skills must be practiced weekly to maintain the progress and achievements of the learners especially in studying Araling Panlipunan subject.
2. The effective strategies in using DICE-tory Board Game in uplifting the MAKABAYAN **MA**tematika, **KA**saysayan, **BA**ybayin, Talaka**YAN**) Skills must have a sustainability of application like in classroom instruction and must be indicated in crafting Lesson Exemplars.
3. The relationship of impact and effective strategies in using DICE-tory Board Game as an innovative tool should be aligned to the learning

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competencies of Araling Panlipunan.

4. The positive effects of the DICE-tory Board Game among learners in uplifting MAKABAYAN Skills should be maintained and standardized.
5. The Lesson Exemplars with innovative strategy using DICE-tory Board Game should be enhanced and improve every quarter.



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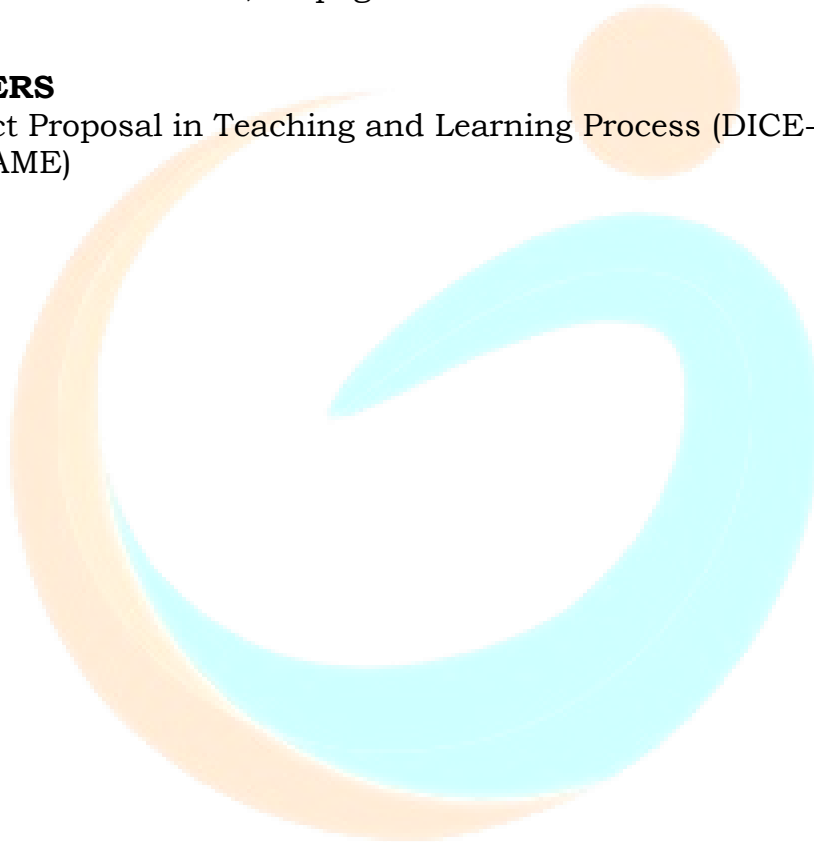
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C. OTHERS

Project Proposal in Teaching and Learning Process (DICE-tory BOARD GAME)



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APPENDIX A

Project Proposal in Teaching and Learning Process

(DICE-tory BOARD GAME)

 Republic of the Philippines Department of Education REGION IV-A CALABARZON SCHOOLS DIVISION OF BATANGAS	
APPENDIX A PROGRAM/PROJECT PROPOSAL	
Program Title	PROJECT DICE-tory BOARD GAME (An Innovative Tool in Teaching Araling Panlipunan)
Target KRA	KRA 1: Content Knowledge and Pedagogy KRA 2: Learning Environment and Diversity of Learners
Program Objective/s	To uplift the MAKABAYAN (MAtematika, KAsaysayan, BAYbayin, TalakaYAN) Skills of the learners in Araling Panlipunan.
Program Rationale	DICE-tory Board Game is an innovative tool to strengthen the MAKABAYAN (MAtematika, KAsaysayan, BAYbayin, TalakaYAN) Skills of the learners. It helps to improve the mathematical skills applying the Four Fundamental Operations, historical skills with studying local historical events, spelling skills by means of spelling-out the words correctly and communication skills through oral participation in teaching and learning Araling Panlipunan Subject. During and after the implementation, this highlights the following: 1. Effective applications of content knowledge within and across curriculum. 2. Effectiveness of teaching strategies that promotes learner achievement in literacy and numeracy. 3. Foster learning environments that promote fairness, respect and care to encourage learning.



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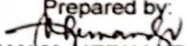
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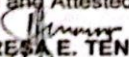
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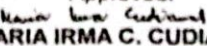
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 Republic of the Philippines Department of Education REGION IV-A CALABARZON SCHOOLS DIVISION OF BATANGAS	
Program Proponent	BRYAN M. HERNANDEZ Master Teacher I Araling Panlipunan
Target Participants	All Grade 8 Students of Looc National High School
Number of Batches and Proposed Implementation Date	Batch 1 and Batch 2 Every last day of the week and during Vacant Hours like Lunch Break
Proposed Venue	Grade 8 Classrooms
Total Proposed Budget	None
Proposed Continuing Professional Education credit units (if any)	None
Registration Fee (if any)	None

Prepared by:

BRYAN M. HERNANDEZ, PhD
Master Teacher I

Checked and Attested by:

MA. TERESA E. TENORIO
Head Teacher I

Approved:

MARIA IRMA C. CUDIAMAT
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APPENDIX B

Implemented DICE-tory Board Game in Class

 DICE-tory BOARD GAME sa ARLING PANLIPUNAN 											
FINISH	71-5	36+3	120-2	10+7	27-13	AP	12x3	15x1	19-8	Spell	
6+5	Spell	20-12	AP	112-2	10x4	15+3	23-13	8x2		14+6	
BONUS 2points	16+2		12x4	25+5		Spell	12-8	21-4	12x0	81+9	
9+0	AP		26-6	45-17		62x1	Spell	24-16	19-32	Spell	
AP	14x8		Spell	BONUS 2points		16-9	11-9	45+5	BONUS 1point	33x2	
12-11		AP		12x3	Spell				AP		
Spell	90+9	62+2	AP	25+5	BONUS 1point	75-3	AP	13+4	BONUS 2points		
	BONUS 1point		BONUS 1point	AP		23-5	42+3	Spell	110-7		
24-16		6+3			49x3	AP		AP	93-18	46+6	
27-3	Spell	AP		10-4	9+9			Spell	72-7		
12x7	20-16		131x2	BONUS 1point	10-6		19-3	3+4	BONUS 2points		
36-3	12x4	4+4	AP	12-7	2x3			17-22	22+13		
	BONUS 1point	14-12	99x2	203-1	Spell	BONUS 1point	2x1	12-8	AP	14+22	
18-16	AP	4-2	12-51		69+3	45+5			81-37	27-45	
6-3	5+4	24-20	12-10	50+5	12-11	81+9		71-5	71-21	Spell	25+41
	41-2	6-3	79x2	12-8	AP	50+5	12-11	8x3	12-8	START	

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PAANO LARUIN ANG DICE-tory BOARD GAME?

1

Sa paglalaro nito, kailangan ng isang (1) pares na may hawak na mga tanong tungkol sa Kasaysayan ng Pilipinas at mga paksang tinalakay sa AP.

2

Palikutin ang *dice* na magsisilbing gamit upang matukoy ang bilang ng paggalaw ng pamato ng bawat magkapareha.

3

Kung saan mapatapat ang pamato, ang magkapareha ay sasagutin ang mga numero gamit ang "Four Fundamental Operations" sa Matematika ng sampung (10) segundo lamang. At sa bawat tamang sagot, magkakaroon ng 1 puntos. Kapag, napatapat naman sa mga simbolo, gawin ang mga sumusunod:

AP

Sasagutin ang tanong tungkol sa paksang tinalakay sa Araling Panlipunan

Spell

Babaybayin ang mga salitang ibibigay ng kapareha



Sasagutin ang tanong tungkol sa anyong tubig ng Pilipinas



Sasagutin ang tanong tungkol sa anyong lupa ng Pilipinas



Sasagutin ang tanong tungkol sa mga bayani/taong kilala sa Kasaysayan ng Pilipinas



Walang paggalaw na magaganap, hihinto lamang



Ang paggalaw ay pababa ng hagdan



Ang paggalaw ay pataas ng hagdan

4

Kung sino ang unang makarating sa **FINISH LINE** ang syang hihirangang panalo

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