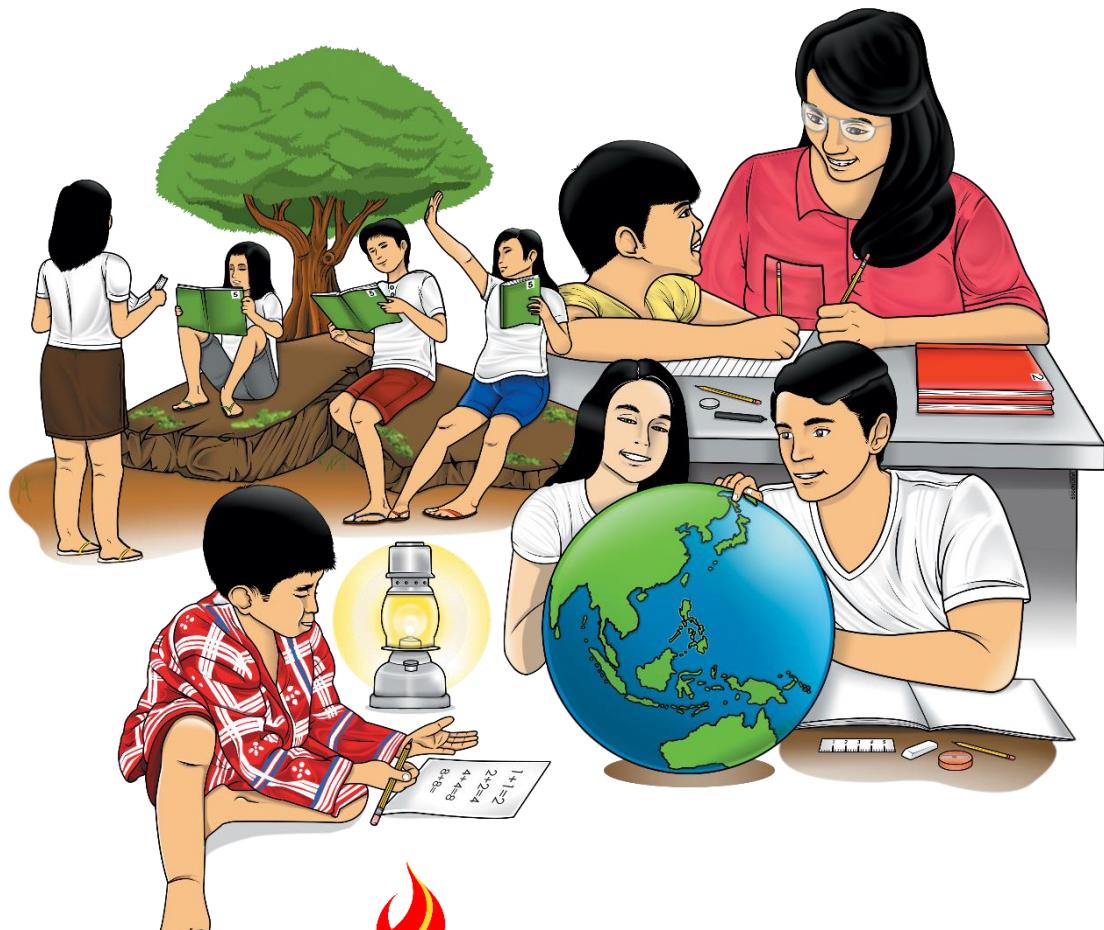


Disaster Readiness and Risk Reduction

Quarter 1 – Module 4: Disasters from Different Perspectives



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Disaster Readiness and Risk Reduction
Alternative Delivery Mode
Quarter 1 – Module 4: Disasters from Different Perspectives
First Edition, 2020

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Development Team of the Module

Writers:	Rodgem A. Barairo Josefina M. Fabra
Editors:	Ma. Fe Lorelei E. Amon Anne Marielle R. Del Mundo Vanessa R. Ambas
Reviewers:	Richard Brian L. Tutor
Illustrator:	Leumel M. Cadapan Ronan DC Vergara
Layout Artist:	Leumel M. Cadapan Maria Elinor F. Hemedes
Management Team:	Wilfredo E. Cabral Job S. Zape Jr. Eugenio S. Adrao Elaine T. Balaogan Rosemarie D. Torres Ernesto D. Lindo Dolorosa S. De Castro Cristeta M. Arcos

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Department of Education – Region IV-A CALABARZON

Office Address: Gate 2, Karangalan Village 1900, Cainta, Rizal
Telefax: 02-8682-5773/8684-4914/8647-7487
E-mail Address: region4a@deped.gov.ph / ict.calabarzon@deped.gov.ph

Senior High School

Disaster Readiness and Risk Reduction

Quarter 1 – Module 4: Disasters from Different Perspectives

Introductory Message

For the facilitator:

Welcome to the Disaster Readiness and Risk Reduction for Grade 11 Alternative Delivery Mode (ADM) Module on Disasters from Different Perspectives!

This module was collaboratively designed, developed, and reviewed by educators both from public and private institutions to assist you, the teacher or facilitator in helping the learners meet the standards set by the K to 12 Curriculum while overcoming their personal, social, and economic constraints in schooling.

This learning resource hopes to engage the learners into guided and independent learning activities at their own pace and time. Furthermore, this also aims to help learners acquire the needed 21st century skills while taking into consideration their needs and circumstances.

In addition to the material in the main text, you will also see this box in the body of the module:



Notes to the Teacher

This contains helpful tips or strategies that will help you in guiding the learners.

As a facilitator, you are expected to orient the learners on how to use this module. You also need to keep track of the learners' progress while allowing them to manage their own learning. Furthermore, you are expected to encourage and assist the learners as they do the tasks included in the module.

For the learner:

Welcome to the Disaster Readiness and Risk Reduction for 11 Alternative Delivery Mode (ADM) Module on Disasters from Different Perspectives!

The hand is one of the most symbolized parts of the human body. It is often used to depict skill, action and purpose. Through our hands we may learn, create, and accomplish. Hence, the hand in this learning resource signifies that you as a learner is capable and empowered to successfully achieve the relevant competencies and skills at your own pace and time. Your academic success lies in your own hands!

This module was designed to provide you with fun and meaningful opportunities for guided and independent learning at your own pace and time. You will be enabled to process the contents of the learning resource while being an active learner.

This module has the following parts and corresponding icons:



What I Need to Know

This will give you an idea of the skills or competencies you are expected to learn in the module.



What I Know

This part includes an activity that aims to check what you already know about the lesson to take. If you get all the answers correct (100%), you may decide to skip this module.



What's In

This is a brief drill or review to help you link the current lesson with the previous one.



What's New

In this portion, the new lesson will be introduced to you in various ways such as a story, a song, a poem, a problem opener, an activity or a situation.



What is It

This section provides a brief discussion of the lesson. This aims to help you discover and understand new concepts and skills.



What's More

This comprises activities for independent practice to solidify your understanding and skills of the topic. You may check the answers to the exercises using the Answer Key at the end of the module.



What I Have Learned

This includes questions or blank sentence/paragraph to be filled in to process what you learned from the lesson.



What I Can Do

This section provides an activity which will help you transfer your new knowledge or skill into real life situations or concerns.



Assessment

This is a task, which aims to evaluate your level of mastery in achieving the learning competency.



Additional Activities

In this portion, another activity will be given to you to enrich your knowledge or skill of the lesson learned. This also tends retention of learned concepts.



Answer Key

This contains answers to all activities in the module.

At the end of this module, you will also find:

References

This is a list of all sources used in developing this module.

The following are some reminders in using this module:

1. Use the module with care. Do not put unnecessary mark/s on any part of the module. Use a separate sheet of paper in answering the exercises.
2. Don't forget to answer *What I Know* before moving on to the other activities included in the module.
3. Read the instruction carefully before doing each task.
4. Observe honesty and integrity in doing the tasks and checking your answers.
5. Finish the task at hand before proceeding to the next.
6. Return this module to your teacher/facilitator once you are through with it.

If you encounter any difficulty in answering the tasks in this module, do not hesitate to consult your teacher or facilitator. Always bear in mind that you are not alone.

We hope that through this material, you will experience meaningful learning and gain deep understanding of the relevant competencies. You can do it!



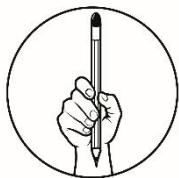
What I Need to Know

This module was designed and written with you in mind. It is here to help you master the Disasters from Different Perspectives. The scope of this module permits it to be used in many different learning situations. The language used recognizes the diverse vocabulary level of students and the lessons are arranged to follow the standard sequence of the course. But the order in which you read them can be changed to correspond with the textbook that you are now using.

The Module is intended to equip you with knowledge and skills in analyzing disaster from the different perspectives (physical, psychological, socio-cultural, economic, political, and biological).

After going through this module, you are expected to:

1. identify the different perspectives on disasters.
2. explain different disaster perspectives.
3. formulate helpful methods to face different disasters.
4. manifest readiness to face possible disasters.



What I Know

Choose the letter of the best answer. Write the chosen letter on a separate sheet of paper.

1. What do you call to an incident or natural disaster that causes the general public to suffer significant damage?
 - a. demonstration
 - b. disaster
 - c. pollution
 - d. war
2. Which among the following is **NOT** an example of psychological effect of a disaster?
 - a. anxiety
 - b. bereavement
 - c. depression

- d. hunger
3. Which perspective of a disaster that shows how the government assesses, manages, and mitigates the effects of a disaster?
- a. biological
 - b. economic
 - c. socio-cultural
 - d. political
4. Which perspective of a disaster that stresses on the significance of culture in developing a disaster resilient personality among the inhabitants in a certain community?
- a. biological
 - b. economic
 - c. socio-cultural
 - d. political
5. What do you call to the spread of disease across a country or around the world?
- a. academic
 - b. epidemic
 - c. pandemic
 - d. prolific
6. Which of the following is NOT an example of the physical effects of a disaster?
- a. injuries
 - b. physical disability
 - c. sanitation
 - d. unemployment
7. How can a set of prevailing community traits help people fight the effects of a disaster?
- a. It gives them a sense of hope.
 - b. It gives them a sense of pride.
 - c. It gives them a sense of identification.
 - d. It gives them a sense of cooperation.
8. Which among the following is NOT a disaster?
- a. COVID-19 Pandemic
 - b. Taal Volcano eruption
 - c. typhoon crossing the Pacific Ocean
 - d. flashflood in Tacloban and their neighboring towns
9. How can great damage from a disaster be prevented?
- a. It can be prevented through sufficient funding.
 - b. It can be prevented through rigid information campaign.
 - c. It can be prevented through strong implementation of rules.

- d. It can be prevented through accurate assessment and preparations.
10. What do you call to the incidence of communicable disease in a community at a given time?
- a. academic
 - b. epidemic
 - c. pandemic
 - d. prolific
11. Which among the perspectives of disaster is normally left untreated?
- a. economic perspective
 - b. physical perspective
 - c. psychological perspective
 - d. socio-cultural perspective
12. Which of the following is the best description of a disaster?
- a. illogical
 - b. irretrievable
 - c. unchangeable
 - d. unpredictable
13. What happens when there is a supplementary politics to deal with the effects of a disaster?
- a. There will be unity in diversity.
 - b. There will be equal allocation of help.
 - c. There will be effective measures to reduce damages.
 - d. There will be effective delivery of humanitarian assistance.
14. How can you best help the country's fight against COVID19?
- a. I can volunteer as a frontliner.
 - b. I can practice health protocols.
 - c. I can donate cash and/or goods to the needy.
 - d. I can wave cash assistance or goods from the government.
15. How can you best prepare yourself for a disaster?
- a. Know what to do and who to trust.
 - b. Be vigilant and have disaster plan.
 - c. Prepare for the worst-case scenario.
 - d. Believe government disaster measures.

**Lesson
1**

Disasters from Different Perspectives

Disasters come in different forms and intensity. Nobody knows when it will strike and how will it happen. Therefore, everybody must know how to determine possible disasters and anticipate possible damages in order to prepare oneself from the potential harms that it may cause to people and the community.



What's In

Direction: Think about the scenario below. Write YES if it is a disaster; NO if not a disaster. Write your answer on a separate sheet.

- 1. A landslide in a mountain resort.
- 2. A typhoon traversing a remote and uninhabited island.
- 3. A volcano erupting 15 km away from a city.
- 4. A mudslide towards a hill foot community.
- 5. A strong earthquake in the city proper of Calamba.



Notes to the Teacher

This Module is self-paced but you have to address areas where the learner had difficulties in answering through face-to-face discussion or other means of instruction to ensure that the learner has obtained the competency/ies he/she needs to master.



What's New

Direction: Read the poem below then list down what you feel after interpreting the poem.

Disasters

(JMF)



"Vulcano Etna 5" by jmreymond (left) and "tsunami" by cursist373 (center) are licensed under CC BY-NC-SA 2.0

Tragedies come in different forms
Tsunami, landslides, fires, and typhoons
Floods, earthquakes, droughts, and volcanic eruptions
Shipwreck, forest fire, epidemic, pandemic, and even explosions

Imminent hazards are associated with disasters
Threat in health, physical danger, and emotional concerns
Damage to properties, death, and other fears
That the victims see, hear and experience.

Countless times, we have watched disasters all around us;
We knew its effects; we understand the horror that it has;
We shed tears for others; we prayed for some; we might had helped a mass,
Trying moments like this, to be a man for others---really is a MUST!

Therefore, disasters must be foreseen and forecasted;
It must be anticipated for everyone to be prepared;
Its effect on human and society must be planned and considered;
To save lives and properties and preserve social order.

List down what you feel after interpreting the poem. Write your answers below.

1. _____
2. _____
3. _____
4. _____
5. _____



What is It

The Different Perspectives of Disaster

1. Physical perspective

Calamities are phenomena that cause great physical damage in a community infrastructure, its people and their properties, e.g. houses and environmental sources of living. These cited effects of a disaster can be easily measured and the most common.

Natural disasters generally affect the physical infrastructural facilities, agricultural productivity and even lead to loss of life and cause damage to property. Various factors influence the effects of a disaster on a country among them are the magnitude of the disaster, the geography of the area affected, and the recovery efforts directed towards reducing the immediate effects of a disaster.

"Effects of a natural Disasters on a Country Essay", Ivy Panda Free Study Hub, January 20, 2020, <https://ivypanda.com/essays/effects-of-a-natural-disaster-on-a-country/>

Effects of Physical Disasters

- Injuries
- Physical disabilities or illness
- Sanitation
- Damage in infrastructure

2. Psychological Perspective

Victims of disasters may suffer from Post Traumatic Stress Disorder (PTSD) and other serious mental health conditions, which are not being given much attention to by the authorities or even by the victims, themselves. (This may be sensitive statement)

Disasters are mostly unpredictable, which leave the victims in a state of shock. They tend to deny the loss and try to escape from reality. Being in a denial

state makes the victims more vulnerable to stress, anxiety, and other different maladaptive reactions. Death of a closed one also leaves the victim in a state of insecurity because the sense of love, attachment and belongingness are deprived.

Makwana, Nikunj Disaster and its impact on mental health: A narrative review, October 31, 2019

<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6857396/>

Psychological effects of a Disaster:

distress	hopelessness
intrusion/ avoidance	emotional effects
hatred/ revenge	cognitive Effects
dependence/ insecurities	physical Effects
grief/ withdrawn/ isolation	interpersonal effect
guilt feeling	helplessness
lack of trust	

3. Socio-cultural Perspective

Filipinos are generally known as “*matiisin*”, resourceful, helpful, optimistic, and prayerful. These characteristics are manifested in the country’s recent fight against COVID19. Due to the National Health Emergency, Enhanced Community Quarantine (ECQ) prevailed in the whole country. A lot of people temporarily lost their jobs, some people stranded in different regions, repatriated OFWs were held in different quarantine facilities in Metro Manila, and all people were restricted to go out of their homes for months. As a result, most Filipino families would rely on government’s help for them to get by. However, limited resources and aids from the government make people find possible ways to survive amid the pandemic.

These traits help a lot of Filipinos to survive the challenge of COVID19 in the country. To people who are used to natural calamities like typhoons, flash floods, and volcanic eruptions most citizen would find contentment with what they have at the moment. The culture of “*malalampasan din natin* ‘to..’” belief and “*bahala na and Diyos*” syndrome give hope to most Filipino in the midst of a disaster. Such perspective helps a lot especially those who belong to the marginalized sector to be hopeful and continue fighting against any challenge at hand. Their belief that a help from someone or from God would arrive at a time they most needed. It also helps most people survive a lot of oddities in life.

Socio-Cultural Effect of Disasters

- change in individual roles
- disruption of social relationships and personal connections

4. Economic Perspective

Disasters affect the economic condition of a community because they reduce local and international trade. It can also partially or totally paralyze a country’s transportation system, just like what happened in the COVID19 pandemic.

Implementation of a partial and total shut down of local business operations result to a lot of people losing means of living.

Economic Effects of Disasters

- loss of life
- unemployment
- loss of property
 - loss of household articles
- loss of crops
- loss of public infrastructure

5. Political Perspective

Natural disasters are commonly thought to be less politically argumentative than armed conflicts, yet a closer look shows that both the effects of a natural disaster and the resulting distribution of humanitarian aid are profoundly linked to politics.

Just as vulnerability to disasters is mediated by the political system of a country, disasters can have major consequences for political stability and political legitimacy (Hörrhager, July 2017). Since agencies of government have a significant role to play in directing disaster preparedness, prevention and recovery. Social systems establish vulnerability to natural disasters and governments are often considered to be responsible for the disaster effects.

Political Effects of a Disaster

- People who have trust in political institution will assess the government's risk assessments as credible and accept their hazard policies (Johnson 1999)
- Low level of trust in public institutions therefore means that citizens may ignore the recommendations and disregard the information provided by these institutions (McCaffey 2004).
- If individuals are confident that they will receive sufficient aid from the government when a disaster occurs, they might not be motivated to take measures on their own (King and Kang 2000).

6. Biological Perspective

The disturbing effects caused by a prevalent kind of disease or virus in an epidemic or pandemic level is known as biological disaster.

(a) Epidemic Level: Biological disaster affects large numbers of people within a given community or area. Ex: Dengue.

(b) Pandemic Level: Biological disaster affects a much large region, sometime spanning entire continents or the globe

ex. Swine Flu

Important topics: Biological Disasters -Causes and Way forward, IAS Planner Helping Civil Service Aspirants,

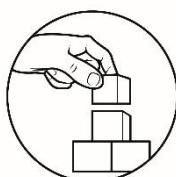
Biological disasters can wipe out an entire population at a short span of time.

Example of it is the COVID19 pandemic which infected millions in less than a month and left thousands of deaths in the same duration. Viral respiratory infections can lead to anything from a mild cough that lasts a few weeks or months to full-blown persistent wheezing or asthma (Martin, 2020). He added that when there is a severe respiratory infection, recovery can be prolonged with a general increase in shortness of breath— even after normal lung function returns. Since COVID19 is a respiratory disease, the public is advised by health authorities to do health precaution to prevent social contamination. Examples are: observing physical distancing, appropriate washing of the hands, wearing of mask at all times once outside of one's home, and boosting one's immune system.

COVID19 patients who have strong immune system can likely soon recover from the disease. Also, those who follow the health precaution strictly have less chance of being infected. As such, the effects of a biological disaster can be reduced.

Effects of Biological Disasters

- loss of lives
- public demobilization
- negative economic effect
- unemployment
- hunger



What's More

Watch or Read!

Direction: Watch a video from the Youtube, entitled Philippines' President Threatens to shoot dead corona virus lockdown troublemaker using the following link/URL: <https://www.youtube.com/watch?v=qERZgLv3MKg> or read the article below if you do not have internet access at home.

State of Public Health Emergency Declared in PH by Azer Parrocha

President Rodrigo Duterte has issued a proclamation formally declaring a state of public health emergency throughout the Philippines after the health department reported the first known local transmission of the new coronavirus disease (Covid-19).

Duterte signed Proclamation 922 on March 8 to “capacitate government agencies and LGUs (local government units) to immediately act to prevent loss of life, utilize appropriate resources to implement urgent and critical measures to contain or prevent the spread of Covid-19, mitigate its effects and impact to the community, and prevent serious disruption of the functioning of the government and the community.”

The proclamation would also facilitate the implementation of mandatory reporting, intensify government response and measures, and enforce quarantine and disease control prevention measures.

Duterte recognizes that the outbreak of Covid-19 constitutes an emergency that threatens national security which requires a “whole-of-government” response aligned with the Department of Health's (DOH) four-door framework for Covid-19, and the efforts of all concerned government agencies and LGUs.

Under the proclamation, all government agencies and LGUs are tasked to give full assistance and cooperation and mobilize the necessary resources to undertake critical, urgent and appropriate response and measures in a timely manner to curtail and eliminate the Covid-19 threat.

Health Secretary Francisco Duque III may seek the help of the Philippine National Police (PNP) and other law enforcement agencies to provide assistance in addressing the Covid-19 threat, the proclamation read.

All citizens, residents, tourists, and establishment owners are urged to comply with these directives to prevent the transmission of Covid-19.

The state of public health emergency will remain in force and effect until lifted by Duterte.

Earlier, Presidential Spokesperson Salvador Panelo said Duterte will be releasing an executive order to strengthen public health response versus Covid-19. However, he clarified in a radio interview that instead of an executive order, Duterte will be issuing a proclamation.

There are 10 confirmed cases of Covid-19 in the country and 41 patients under investigation (PUI) who are currently admitted to hospitals.

Of these confirmed cases, the first known local transmission of the virus is an elderly man who frequented an Islamic prayer hall at the Greenhills Mall.

Some local governments and schools have called off classes to undergo disinfection protocols.

In a Laging Handa press briefing in Malacañang, Duque said he respected the decision of local governments but stressed that he does not see a need to call for a lockdown in Metro Manila.

As of March 8, 2020, there are a total of 105,586 cases of Covid-19 that has spread to 101 countries.

DOH has placed the country under Covid-19 Alert System to Code Red sublevel 1 to prepare national and local governments and the country's health care providers for possible increases in suspected and confirmed cases of the disease.

Prrocha, Azzer State of Public Health Emergency declared in PH, March 9, 2020, <https://www.pna.gov.ph/articles/1095955>

You did great!

Now, you had watched the video or read the article above. Let us answer the following questions.

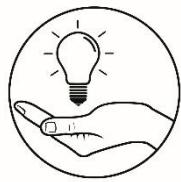
1. Based on the video/article, what perspective/s of disaster does it imply?

2. What do you think are the significant needs of the people in the video / article?

3. Do you agree with the perspective of the President in mitigating the effect/s of the disaster?

4. Suppose you have the authority to give suggestion/s to the President in reducing the impacts of the disaster in the video, what advice will you give him? Justify your answer.

5. What do you think is the role of the government in qualifying the effects of a disaster?



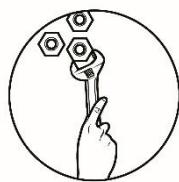
What I Have Learned

Direction: Study the case then answers the question below.

Tajima is an earthquake victim. She manages to save all his family members from the wraths of the disaster. Though she is mentally tough, all her resources are already gone.

If you were to rank the following needs of Tajima from the most important to the least important, how would you arrange the following needs? Justify your answer.

- FOOD
- COUNSELLING
- HOME
- MEDICINE
- WORK
- GOVERNMENT ASSISTANCE



What I Can Do

Direction: Below is a picture of a community devastated by Super Typhoon Yolanda. Analyze the picture then list down the harms it brought to the community and tell how people can cope up from it. Use a separate sheet of paper in answering this activity.



"Destroyed House" by RSCJ Photos is licensed under CC BY-ND 2.0.

Harms of Hazards	People's response to the hazard/s (How do people coped up to the harms that are shown in the picture?)



Assessment

Choose the letter of the best answer. Write the chosen letter on a separate sheet of paper.

1. A Perspective that stressed on the significance of culture in developing a disaster resilient personality among the inhabitants in a certain community is called _____.
 - a. biological
 - b. socio-Cultural
 - c. physical
 - d. political
2. A situation such as an incident or natural disaster that causes significant damage to the public is _____.
 - a. demonstration
 - b. disaster
 - c. pollution
 - d. war
3. The following are examples of Physical effects of a disaster EXCEPT _____.
 - a. injuries
 - b. physical disability
 - c. sanitation
 - d. unemployment
4. A perspective of a disaster that shows how the government assess, manage, and mitigate the effects of a disaster is _____.
 - a. biological
 - b. economic
 - c. socio-cultural
 - d. political
5. The following are examples of psychological effect of a disaster EXCEPT _____.
 - a. anxiety
 - b. bereavement
 - c. depression
 - d. hunger

6. The spread of disease throughout a country or the whole world is called _____.
- academic
 - epidemic
 - pandemic
 - prolific
7. The best disaster preparation is _____.
- Knowing what to do and who to trust.
 - Being vigilant and have disaster plan.
 - Preparing for the worst-case scenario.
 - Believing government disaster measures.
8. A set of prevailing community traits help people in fighting the effects of a disaster because _____.
- It gives them a sense of hope.
 - It gives them a sense of pride.
 - It gives them a sense of identity.
 - It gives them a sense of cooperation.
9. The best description of a disaster is _____.
- It is illogical.
 - It is irretrievable.
 - It is unchangeable.
 - It is unpredictable .
10. The following are examples of disasters, EXCEPT _____.
- COVID19 pandemic
 - Taal Volcano eruption
 - typhoon crossing the Pacific Ocean
 - flashflood in Tacloban and its neighboring towns
11. An incidence of a communicable disease in a community at a particular time is known as _____.
- academic
 - epidemic
 - pandemic
 - prolific
12. The best help that you can do in the country's fight against COVID19 is _____.
- I can volunteer as a frontliner.
 - I can practice health protocols.
 - I can donate cash and/or goods to the needy.
 - I can wave cash assistance or goods from the government.

13. The perspective of disasters that is normally left untreated is the _____.

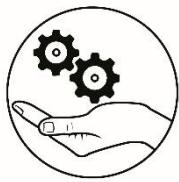
- a. economic perspective
- b. physical perspective
- c. psychological perspective
- d. socio-cultural perspective

14. Great damage from a disaster could be prevented through _____

- a. accurate assessment and preparations
- b. strong implementation of rules
- c. rigid information campaign
- d. sufficient funding

15. When there is supplementary politics in addressing the effects of a disaster there will be _____.

- a. unity in diversity
- b. equal allocation of help
- c. effective measures to reduce damages
- d. effective delivery of humanitarian assistance



Additional Activities

What do you think?

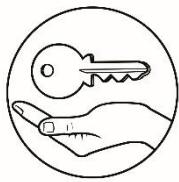
“Society, and most of all schools, have a great moral responsibility to establish a safe environment for students and their teachers. The greater the level of education, awareness, and self-organization, the greater its potential to avoid or mitigate the negative consequences of natural or man-made disasters”.

Direction: Identify possible disasters that could possibly affect your school and its immediate community. Create an artistic warning sign (poster) that may be helpful in preventing different disaster perspectives.

Write or Draw here

Suggested Rubric for the student's Poster

5	4	3	2	1
Substantial, specific and illustrative content demonstrating strong development of ideas	Sufficiently developed content with adequate explanation of	Limited content with inadequate explanation	Minimal content	Irrelevant content



Answer Key

What I Know		Assessment	
1. B	Yes	1. Yes	15.D
2. D	No	2. No	14.A
3. B	Yes	3. Yes	13.C
4. B	Yes	4. Yes	12.B
5. D	Yes	5. Yes	11.C
6. C			10.B
7. C			9. D
8. C			8. C
9. D			7. C
10. C			6. D
11. B			5. C
12. B			4. B
13. C			3. B
14. B			2. D
15. C			1. B

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For inquiries or feedback, please write or call:

Department of Education - Bureau of Learning Resources (DepEd-BLR)

Ground Floor, Bonifacio Bldg., DepEd Complex
Meralco Avenue, Pasig City, Philippines 1600

Telefax: (632) 8634-1072; 8634-1054; 8631-4985

Email Address: blr.lrqad@deped.gov.ph * blr.lrpd@deped.gov.ph