

# Learner Profile 1

<b>Background</b>	<p><b>Age:</b> 13 -19 years old</p> <p><b>Gender:</b> Male &amp; Female</p> <p><b>Location:</b> Urban and rural</p> <p><b>Language:</b> Filipino, English, other dialects</p> <p><b>Level of Education:</b> Junior and Senior High School</p> <p><b>Summary Profile:</b></p> <ul style="list-style-type: none"> <li>• Goes to private or public school</li> <li>• Has access to many common ICTs (ie. computer, mobile devices, internet connection, printer, projector, microphone and speaker, etc.)</li> <li>• Participates in school's disaster preparedness activities, announced or not</li> <li>• Has experienced an actual disaster while in the school</li> </ul>
<b>Prior Experience: Disaster Preparedness</b>	<p><b>Prior Knowledge:</b></p> <p><b>A. Typhoon</b></p> <ol style="list-style-type: none"> <li>Should go to higher ground/place</li> <li>Store food and medicine</li> <li>Charge mobile devices to check for updates</li> <li>Unplug electronic devices</li> <li>Do not walk/swim in floodwater</li> </ol> <p><b>B. Earthquake</b></p> <ol style="list-style-type: none"> <li>Duck-cover-hold</li> <li>Stay away from things that may fall</li> <li>Do not panic</li> <li>Go to an open field or area</li> </ol>
<b>Prior Experience: Mobile Applications</b>	<p><b>Prior Knowledge:</b> Most learners have Android devices that is used for communication. Some of the mobile applications found in their phones are for social networking like Facebook, Twitter, Instagram, and gaming like Mobile Legends, Clash of Clans and Rules of Survival.</p> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Can install and delete applications</li> <li>• Can type fast</li> <li>• Familiar with game mechanics and controls</li> </ul>

<b>Prior Experience: Virtual Reality</b>	<b>Prior Knowledge:</b> Most learners, especially those who live in the city, know what VR is and how it used. <ul style="list-style-type: none"> <li>• Knows that VR is an app that lets you experience something like how it is in reality</li> <li>• Has used VR before by watching/playing horror games through mobile devices</li> <li>• Claims that VR was a fun and exciting experience</li> </ul>
<b>Learning Objectives</b> What are the desired competencies for completing the program?	Be able to: <ul style="list-style-type: none"> <li>• Differentiate the different disasters among each other</li> <li>• Recognize the impending signs of hazards in a disaster scenario</li> <li>• Apply the appropriate interventions before, during, and after a disaster</li> <li>• Make personal choices when experiencing disasters</li> </ul>
<b>Learning Motivations</b> What will make the program most relevant to the needs of the learner?	<ul style="list-style-type: none"> <li>• Life-like environment</li> <li>• Disaster elements (ie. raindrops, sound of thunder, lightning, ground shaking, etc.)</li> <li>• Game elements (ie. time, health/life bar)</li> <li>• Interactive components (ie. buttons, objects)</li> <li>• Disaster preparedness measures</li> <li>• Different disaster scenarios and outcomes</li> </ul>
<b>Learning Strategies</b> How will they best learn through the program?	<ul style="list-style-type: none"> <li>• Visual and auditory cues</li> <li>• Experiential learning / learning by doing</li> <li>• Problem solving</li> <li>• Self-reflection and group sharing</li> </ul>
<b>Success Factors</b> What factors might affect learner success or failure in the program?	<ul style="list-style-type: none"> <li>• Lightheadedness</li> <li>• Motion discomfort</li> <li>• Weariness</li> <li>• Traumatic experiences</li> <li>• True to life scenario or environment</li> </ul>

## Learner Profile 2

<b>Background</b>	<p><b>Age:</b> 10 - 12 years old</p> <p><b>Gender:</b> Male &amp; Female</p> <p><b>Location:</b> Urban and rural</p> <p><b>Language:</b> Filipino, English, other dialects</p> <p><b>Level of Education:</b> Grades 4 - 6</p> <p><b>Summary Profile:</b></p> <ul style="list-style-type: none"> <li>• Goes to private or public school</li> <li>• Has access to many common ICTs (ie. computer, mobile devices, internet connection, printer, projector, microphone and speaker, etc.)</li> <li>• Participates in school's disaster preparedness activities, announced or not</li> <li>• Has experienced an actual disaster while in the school</li> </ul>
<b>Prior Experience: Disaster Preparedness</b>	<p><b>Prior Knowledge:</b></p> <p><b>C. Typhoon</b></p> <ol style="list-style-type: none"> <li>Should go to higher ground/place</li> <li>Store food and medicine</li> <li>Unplug electronic devices</li> <li>Do not walk/swim in floodwater</li> </ol> <p><b>D. Earthquake</b></p> <ol style="list-style-type: none"> <li>Duck-cover-hold</li> <li>Do not cry or panic</li> <li>Go to an open field or area</li> </ol>
<b>Prior Experience: Mobile Applications</b>	<p><b>Prior Knowledge:</b> Most learners only have access to or have used a mobile device through their parents or older sibling/s. Some of the applications they know are Facebook, Instagram, Youtube, and gaming apps like Roblox, Clash of Clans, and Virus vs. Virus</p> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Can lock and unlock a phone</li> <li>• Familiar with game mechanics and controls</li> </ul>
<b>Prior Experience: Virtual Reality</b>	<p><b>Prior Knowledge:</b> Only a few learners, especially those who live in the city, know what VR is and how it used.</p>

	<ul style="list-style-type: none"> <li>• Knows that VR is an app that lets you experience something like how it is in reality</li> <li>• Has used VR before by watching/playing horror games through mobile devices</li> <li>• Claims that VR was a fun and exciting experience</li> </ul>
<b>Learning Objectives</b> What are the desired competencies for completing the program?	Be able to: <ul style="list-style-type: none"> <li>• Differentiate the different disasters among each other</li> <li>• Recognize the impending signs of hazards in a disaster scenario</li> <li>• Apply the appropriate interventions before, during, and after a disaster</li> <li>• Make personal choices when experiencing disasters</li> </ul>
<b>Learning Motivations</b> What will make the program most relevant to the needs of the learner?	<ul style="list-style-type: none"> <li>• Life-like environment</li> <li>• Disaster elements (ie. raindrops, sound of thunder, lightning, ground shaking, etc.)</li> <li>• Game elements (ie. time, health/life bar)</li> <li>• Interactive components (ie. buttons, objects)</li> <li>• Disaster preparedness measures</li> <li>• Different disaster scenarios and outcomes</li> </ul>
<b>Learning Strategies</b> How will they best learn through the program?	<ul style="list-style-type: none"> <li>• Visual and auditory cues</li> <li>• Experiential learning / learning by doing</li> <li>• Problem solving</li> <li>• Self-reflection and group sharing</li> </ul>
<b>Success Factors</b> What factors might affect learner success or failure in the program?	<ul style="list-style-type: none"> <li>• Lightheadedness</li> <li>• Motion discomfort</li> <li>• Weariness</li> <li>• Traumatic experiences</li> <li>• True to life scenario or environment</li> </ul>