Department of Education
National Capital Region
SCHOOLS DIVISION OFFICE
MARIKINA CITY

Disaster Readiness and Risk Reduction

First Quarter-Module 4
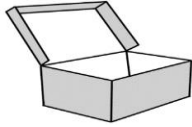## Disaster from Different Perspectives

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What I Need to Know

This module was designed and written with you in mind. It is here to help you understand the concept on disaster 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. The lessons are arranged to follow the standard sequence of the course.

The module includes only one lesson namely:
Lesson 1 – Disaster from Different Perspectives

After going through this module, you are expected to **analyze the disaster from the different perspectives (physical, psychological, socio-cultural, economic, political, and biological) (DRR11/12-Ia-b-6).**

Specifically, you should be able to
1. identify the impact of disaster on different perspectives; and
2. describe the impact of disaster on physical, psychological, socio-cultural, economic, political, and biological aspects of life.

What I Know

Read each statement carefully. Then, encircle the letter of the correct answer.

1. Which of the following describes the effect of disaster in its environmental perspective?
   A. It is the most visible and quantifiable effects of a disaster.
   B. It can cause serious mental health consequences for the victims.
   C. It mostly affects humans, fauna (animals), and flora (plants) in the environment.
   D. It may influence the access, understanding, and reaction to early warnings of disaster like flood that causes the community to not respond to the official warning.

2. Which of the following describes the effect of disaster in its sociocultural perspective like the social status in the society?
   A. It is the most visible and quantifiable effects of a disaster.
   B. It can cause serious mental health consequences for the victims.
   C. It mostly affects humans, fauna (animals), and flora (plants) in the environment.
   D. It may influence the access, understanding, and reaction to early warnings of disaster like flood that causes the community to not respond to the official warning.

3. All of the following describes the effect of disaster in its physical perspective, **EXCEPT** one. Which one is it?
   A. It can damage the properties like houses.
   B. It can destroy buildings and infrastructures.
   C. It is the most visible and quantifiable effects of a disaster.
   D. It can cause anxiety to the functioning of the economic system.

4. All are other psychological effects of disaster, **EXCEPT** one. Which one is it?
   A. Physical effects
   B. Cognitive effects
   C. Emotional effects
   D. None of the above

5. Which of the following statements about political perspective of disaster is **INCORRECT**?
   A. Good governance will lead to a weak response to a disaster.
   B. Political will of the leader is often seen as a key factor in resilience.
   C. The leader must have the commitment for his job to reduce or lessen disaster risks that can arise from natural hazards and climatic risk.
   D. Political commitments are often mentioned as essential for governments and people in the community, to lessen the potential human suffering in disasters ranging from disease, hunger, and poverty to climate vulnerability.

6. All of the following analogies are correct, **EXCEPT** one. Which one is it?
   A. Cognitive psychological effect: memory impairment
   B. Physical psychological effect: cardiovascular strain
   C. Emotional psychological effect: becoming optimistic
   D. Interpersonal psychological effect: feeling abandoned

7. Which of the following statements about the effect of disaster in the economic status of the affected country is **INCORRECT**?
   A. It will increase the gross income of the country.
   B. It causes anxiety to the functioning of the economic system.

C. It has significant negative effects on assets and production factors of the country.

D. It can affect the output, employment, and consumption of community in the country.

8. All of the following shows greatly affect more on animals and plants in the environment because of disaster, **EXCEPT** one. Which one is it?
   A. Taal Eruption in Batangas
   B. Amazon Forest Fire in Brazil
   C. COVID-19 pandemic all over the word
   D. Both A and B

9. All of the following are examples of the sociocultural perspective of disaster, **EXCEPT** one. Which one is it?
   A. Religion
   B. Political will
   C. Social status
   D. Perception of society

10. Which of the following can be affected by disaster?
    A. Physical perspective
    B. Psychological perspective
    C. Environmental perspective
    D. All of the above

11. Which of the following is **NOT** a cognitive psychological effect of disaster?
    A. Self-blame
    B. Nightmare
    C. Memory impairment
    D. Becoming optimistic

12. Which of the following is **NOT** a physical psychological effect of disaster?
    A. Fatigue
    B. Exhaustion
    C. Cardiovascular strain
    D. Develop high immune system

13. The community may measure the increase in water levels using local references such as tree trunks. For this reason, the community cannot respond to the official warning. What is being affected by the disaster in the situation presented?
    A. Political Perspective
    B. Physical Perspective
    C. Psychological Perspective
    D. Sociocultural Perspective

14. Which of the following can be affected by disaster?
    A. Politics
    B. Economy
    C. Sociocultural
    D. All of the above

15. Which of the following is the effect of disaster in the economy of the country?
    A. Bankruptcy
    B. High income
    C. Low gross capital income
    D. Both A and C

Disaster from Different Perspectives

Disaster is one phenomenon that you do not want to experience by your family, or anyone of us because of its destructive effects on one's life. Will you be able to identify examples of disaster in different perspectives? If not, enjoy reading this module.

What's In

In module 2, you have learned about the disaster risk that can add the degree or scope of disaster in an area or on one's life, as well as the effects of disaster in module 3. Before you proceed to the lesson of this module, take time to read the following information related to disaster from different perspectives.

As stated in CHED, The Teaching Guide for Senior High School DISASTER READINESS AND RISK REDUCTION (2016), and M and E studies, disaster risk factors are variables that either aggravate or mitigate the effects of hazards, affecting the degree or scope of a disaster. The following are some of the disaster risk factors that can add to the degree or scope of disaster in an area or on one's life.

1) According to the presentation in Coursehero, **physical factors** pertain to infrastructure, like the availability of fire exits, or the sturdiness of the building, or availability of objects that can harm you or help you. It also includes an area which lies near the coastlines, fault lines, unstable hills, etc. It makes the area more vulnerable to disasters as compared to an area that is distant from the location of disaster-prone area.

2) As stated in the presentation in Coursehero, **psychological factors** include state of mental capacity and health (e.g., people with special needs), perception of self (e.g., self-assessment of capability to respond to disasters, (Quizlet nd)).

3) (Quizlet nd), **socio-cultural factors** include religion, social status, traditions, and perception of society.

4) **Economic factors** include assets and liabilities, income, and economic class. It also includes the availability of natural resources in the area such as farmland, livestock, irrigation, capital and adequacy of economic fall back mechanisms.

5) **Political factors** include government structure and diplomatic issues.

6) **Biological or environmental factors** include flora and fauna in environment, and health, and diseases.

? What's New

Disaster from different perspectives

To understand more about this lesson, accomplish the activity below called "New Fallen Phrase".

Activity 1. New Fallen Phrase

Find the hidden phrases by using the letters directly below each of the blank squares. Each letter is used once.

Decoded Phrases:

1.   7.

2.   8.

3.   9.
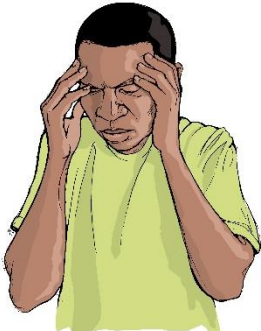
4.   10.

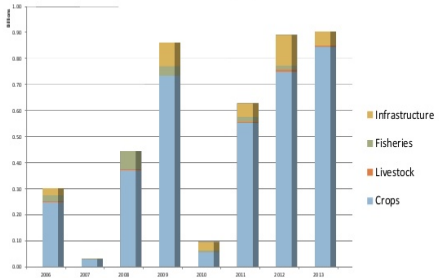5.   11.

6.   12.

What Is It

Disaster from different perspectives:

Phrases that you revealed a while ago in the previous activity are related to this lesson since they are all examples of disaster risk factors that can affect the scope of disaster on one's life. You already have background knowledge when we talk about the different perspectives of disaster. It includes physical, psychological, socio-cultural, economic, political, and biological perspectives of disaster. This part of the module will have a more rigid explanation of the impact or effects of disaster in different perspectives. For now, read additional information below about this topic before accomplishing your next activity.

The information below is based on the presentation of Tinceus in Quizlet entitled "Disaster from Different Perspectives"

Different Perspectives	Meaning	Illustrations
Physical Perspective	(Quizlet n.d) stated that "disaster is a phenomenon that can cause damage to physical elements such as buildings, infrastructures, including people and their properties, e.g. houses & environmental sources of living". It is also presented that the physical effects are the most visible and quantifiable effects of a disaster".	*Figure 1. Effect of Typhoon Haiyan in Tacloban* *Figure 2. Road of Nepal after Earthquake*

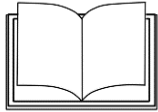|		
Psychological Perspectives	(Quizlet n.d) stated that "disasters can cause serious mental health consequences for the victims, which can take the form of Post-Traumatic Stress Disorder (PTSD) and a variety of other disorders and symptoms which have been less investigated". Other psychological effects: 1. Emotional effects (ex. shock, terror, grief, loss of pleasure derived from material activities, and difficulty of feeling love) 2. Cognitive effects (ex. impaired concentration, memory impairment, nightmares self-blame, disbelief, and decreased self-esteem confusion) 3. Physical effects (Ex. fatigue, exhaustion insomnia, cardiovascular strain, hyper arousal, reduced immune system, headaches, and startle response) 4. Interpersonal effects (ex. social withdrawal, alienation, impaired work performance, distrust, and feeling abandoned)	 *Figure 3. World War II (WWII) in London* *Figure 4. Shanghai's South Station after Brutal Japanese Bombing.* *Figure 5. Psychological Effects of Disaster*
Sociocultural Perspective	In the presentation of Quizlet, Sociocultural factors include religion, social status, traditions, perception by society, etc. (ICMOD 2019), stated in their presentation entitled **"Socio-cultural Engagement and Sensitivity in Disaster Risk Reduction"**, Sociocultural factors may influence the access, understanding, and reaction to early warnings. The river is	

	going to rise by one to two meters in the next 24 hours" released by a meteorological agency may have little meaning to a community in the local context. The community may measure the increase in water levels using local references such as tree trunks. For this reason, **the community cannot respond to the official warning.**	 *Figure 6. Impact of Typhoon* The community may measure the increase in water levels using local references such as tree trunks. For this reason, the community cannot respond to the official warning.
Economic Perspective	(Quizlet nd) stated that disaster causes an anxiety to the functioning of the economic system with significant negative assets, production factors, output, employment, and consumption.	 • Between 2006-2013 total losses in the AG sectorS were 4.1 billion USD; of these losses, 3.6 billion USD occurred in the crops sub-sector • In 2013, alone, total AG sectors losses were more than 900 million USD *Figure 7. Economic Impact*
Political Perspective	(Lassa 2020) in his article entitled "**Why political will is important to reduce risks of disaster**" stated that Political commitments are often mentioned as essential for governments and people in the community to lessen the potential human suffering in disasters ranging from disease, hunger, and poverty to climate vulnerability. Political will of the leader is often seen as a key factor in resilience. The leader must have political will or have the commitments in order to reduce or lessen disaster risks	

	that arise from natural hazards and climatic risk. Weak governance will lead a weak response to disaster.	
Environmental Perspective	(Quizlet 2020) stated that disasters are not random and do not occur by accident, they are the convergence of hazards and vulnerable conditions that really affects humans, fauna (animals), and flora (plants) in the environment.	*Figure 9. Impact of Typhoon Ondoy* *Figure 10.*

Source:
(1) Trocaire. "Tacloban Typhoon Haiyan 2013-11-14.jpg." 2013. Accessed August 10, 2020.
   https://commons.wikimedia.org/wiki/File:Tacloban_Typhoon_Haiyan_2013-11-14.jpg?
(2) "Road in nepal after earthquake.jpeg." Accessed August 10, 2020.
   https://commons.wikimedia.org/wiki/File:Road_in_nepal_after_earthquake.jpeg?
(3) "WWII: London Blitz (HD-SN-99-02668 DOD/NARA)." 2007. Accessed August 10, 2020.
   https://www.flickr.com/photos/pingnews/1858202903.
(4) Wong, H. *This Terrified Baby Was Almost the Only Human Being Left Alive in Shanghai's South Station after Brutal Japanese Bombing.* August 28, 1937. *Wikimedia.Org.*
   https://commons.wikimedia.org/wiki/File:This_terrified_baby_was_almost_the_only_human_being_left_alive_in_Shanghai%27s_South_Station_after_brutal_Japanese_bombing_HD-SN-99-02790.jpg.
(5) CDC. *Images Showing Individual Symptoms of Ebola.* August 21, 2014. *Wikimedia Commons.*
   https://commons.wikimedia.org/wiki/File:Symptoms-headache.jpg.
(6.1) Raut, Sandeep. "Flood in Biratnagar 2019.jpg." 2019. Accessed August 10, 2020.
   https://commons.wikimedia.org/wiki/File:Flood_in_Biratnagar_2019.jpg.
(6.2) Eleveneighteen. "Flood in Vietnam.png." 2018. Accessed August 10, 2020.
   https://commons.wikimedia.org/wiki/File:Flood_in_Vietnam.png.
(7) FAO. "Mainstreaming Disaster Risk Reduction (DRR) into Sectoral Policies." SlideShare, August 1, 2016. https://www.slideshare.net/FAOoftheUN/mainstreaming-disaster-risk-reduction-drr-into-sectoral-policies.

What's More

Activity 2. Picture Analysis

Analyze the given pictures below. Identify the different perspectives on disaster present on the picture and explain your answer in each perspective. You can write more than one answer in each item.

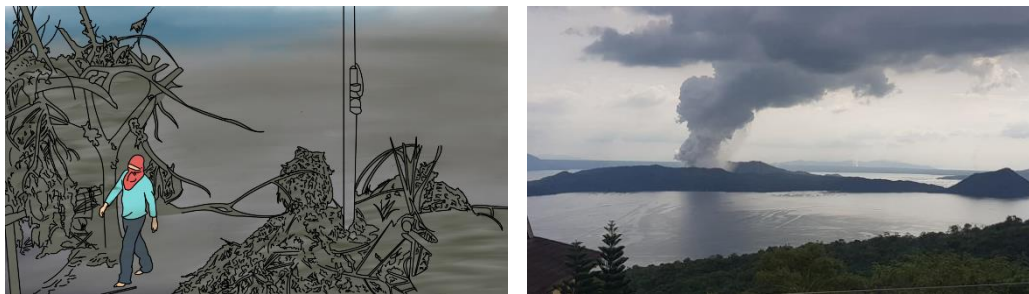1. **Tropical Storm Ondoy strikes Marikina City**

2. **Earthquake in Bohol**

Source: Joelaldor. "Inmaculada Concepcion Parish Church, Baclayon, Bohol (Before and After 2013 Bohol Earthquake).jpg2013." 2013. Accessed August 10, 2020. https://commons.wikimedia.org/wiki/File:Inmaculada_Concepcion_Parish_Church,_B aclayon,_Bohol_(Before_and_After_2013_Bohol_Earthquake).jpg.

3. Taal eruption in Batangas

Source: Exec8. *Phreatic Volcano Explosion of Taal Volcano, 12 January 2020.* January 12, 2020. *Wikimedia Commons.* https://commons.wikimedia.org/wiki/File:Taal_Volcano_-_12_January_2020.jpg.

SCORING RUBRIC:

NOTE: One (1) point will be given for each identified perspective in each number.

This rubric will be used in checking the explanation part of this activity.

	Excellent (4 pts)	Good (3 pts)	Approaching standard (2 pts)	Needs Improvement (1pt)
Ideas and Content	What you are writing about is clear and well-expressed, including specific examples to demonstrate what you learned. Well done	What you are writing is clear. You answered the question. Some support may be lacking, or your sentences may be a bit awkward. Overall a decent job.	You put thought into this, but there is no real evidence of learning. More specific information is needed, or you need to follow the directions more closely.	There is no clear or specific explanation in answer to the question.
Use of terms	Your answer included all the terms from the lesson that applied to the question asked. All terms are fully defined and used in the proper context.	Your answer included several terms from the lesson, demonstrating adequate understanding of the material.	Only one term from the lesson is used in the answer. Try for a few more, next time.	No terms from the lesson are used.
Sentence fluency	Sentences are complete and they are read out loud. Your writing flows.	Sentence are complete and able to be understood.	Some sentences are complete and easy to understand. Others require some work.	Sentences are incomplete or too long. It makes reading them difficult.
Conventions	No punctuation or structural mistakes. No spelling errors. Your writing shows full awareness of the rules of English use.	Use of punctuation marks and capitals as well as spelling is mostly correct. Few errors exist in your answer.	Mistakes using end marks or capitals as well as spelling mistakes make writing hard to read.	Few end marks or capital letters. Answers contain numerous spelling or structural errors.

Source: Reazon System, Inc. 2020. Accessed August 9, 2020.
https://www.rcampus.com/rubricshowc.cfm?code=U66W43&sp=yes&

What I Have Learned

Activity 3

Fill in the blanks with the correct answer to check what you have learned in this lesson. Choose your answer on the words inside the box.

animals	psychological
serious mental consequence	difficulty feeling of love
interpersonal effects	buildings
physical perspective	hazard
social status	physical effect
most visible	chemical effect
political will	sociocultural
memory impairment	
infrastructure	

Disasters disrupt the functioning of the community or society and causes human, material, and economic or environmental losses that exceed the society's ability to cope using its own resources. It may affect us in different perspectives such as _____(1)_____ which were described as the _____(2)_____and quantifiable effects of as disaster which include damage to physical elements such as ____ (3)_____, _____(4)_____, including people and their properties such as houses. Another perspective is _____ (5) _____, which can cause a _____ (6) _____ for the victims. Other psychological effects include emotional effects such as ____(7)_____, cognitive effects such as ____(8)_____.____(9)_____,such as fatigue, exhaustion, insomnia, and cardiovascular strain, _____(10)_____ such as feeling abandoned. Another perspective includes, ____ (11) _____, which includes religion, _____ (12) _____ traditions, and perceptions by society. In ____ (13) _____ perspective, it causes anxiety to the functioning of the economic system while in political perspective, __ (14) ___are often mentioned as the key factors in resilience. And for the last, environmental perspective, affects humans, fauna also known as ____ (15) _____, and flora also known as plants in the environment.

What I Can Do

Activity 4

In the midst of COVID-19 all over the world, write down your own personal experiences with this pandemic. Analyze the relationship of your experiences with the different perspectives of disasters. Follow the format of the table below in accomplishing your activity. Write your experiences on the first column and determine if those experiences are related to any perspectives of disaster. Write **Observable** if you can notice that type of perspective in your experiences and the other one if not, in the third column. Write your explanation why your answer is **Observable** or **Unobservable** in the fourth column.

My Covid-19 Pandemic Experiences	Disaster in Different Perspective	Observable/ Unobservable	Explanation
	Physical		
	Psychological		
	Socio- cultural		
	Economic		
	Political		
	Environmental		

SCORING RUBRIC

NOTE: Two (2) points will be given for each identified Covid-19 Pandemic Experiences.

This rubric will be used in checking the explanation part of this activity.

	Excellent (4 pts)	Good (3 pts)	Approaching standard (2 pts)	Needs Improvement (1pt)
Ideas and Content	What you are writing about is clear and well-expressed, including specific examples to demonstrate what you learned. Well done	What you are writing is clear. You answered the question. Some support may be lacking, or your sentences may be a bit awkward. Overall a decent job.	You put thought into this, but there is no real evidence of learning. More specific information is needed, or you need to follow the directions more closely.	There is no clear or specific explanation in answer to the question.
Use of terms	Your answer included all the terms from the lesson that applied to the question asked. All terms are fully defined and used in the proper context.	Your answer included several terms from the lesson, demonstrating adequate understanding of the material.	Only one term from the lesson is used in the answer. Try for a few more, next time.	No terms from the lesson are used.
Sentence fluency	Sentences are complete and they are read out loud. Your writing flows.	Sentences are complete and able to be understood.	Some sentences are complete and easy to understand. Others require some work.	Sentences are incomplete or too long. It makes reading them difficult.
Conventions	No punctuation or structural mistakes. No spelling errors. Your writing shows full awareness of the rules of English use.	Use of punctuation marks and capitals as well as spelling is mostly correct. Few errors exist in your answer.	Mistakes using end marks or capitals as well as spelling mistakes make writing hard to read.	Few end marks or capital letters. Answers contain numerous spelling or structural errors.

Source: Reazon System , Inc. 2020. Accessed August 9, 2020.
https://www.rcampus.com/rubricshowc.cfm?code=U66W43&sp=yes&

Posttest

Read each statement carefully. Then, encircle the letter of the correct answer.

1. Which of the following statements about the effect of disaster in the economic status of the affected country is **INCORRECT**?
   A. It will increase the gross income of the country.
   B. It causes anxiety to the functioning of the economic system.
   C. It has significant negative effects on assets and production factors of the country.
   D. It can affect the output, employment, and consumption of community in the country.

2. Which of the following can be affected by disaster?
   A. Physical perspective
   B. Psychological perspective
   C. Environmental perspective
   D. All of the above

3. All of the following analogies are correct, **EXCEPT** one. Which one is it?
   A. Cognitive psychological effect: memory impairment
   B. Physical psychological effect: cardiovascular strain
   C. Emotional psychological effect: becoming optimistic
   D. Interpersonal psychological effect: feeling abandoned

4. All of the following are examples of the socio- cultural perspective of disaster, **EXCEPT** one. Which one is it?
   A. Religion   C. Social status
   B. Political will   D. Perception by society

5. All of the following shows greatly effects more on animals and plants in the environment because of the disaster, **EXCEPT** one. Which one is it?
   A. Taal Eruption in Batangas
   B. Amazon Forest Fire in Brazil
   C. COVID-19 pandemic all over the word
   D. Both A and B

6. Which of the following describes the effect of disaster in its environmental perspective?
   A. A. It is the most visible and quantifiable effects of a disaster.
   B. It can cause serious mental health consequences for the victims.

C. It mostly affects humans, fauna (animals), and flora (plants) in the environment.

D. It may influence the access, understanding, and reaction to early warnings of disaster like flood that causes the community to not respond to the official warning.

7. All are other psychological effects of disaster, **EXCEPT** one. Which one is it?
   A. Physical effects
   B. Cognitive effects
   C. Emotional effects
   D. None of the above

8. Which of the following describes the effect of disaster in its socio- cultural perspective like the social status in the society?
   A. It is the most visible and quantifiable effects of a disaster   .
   B. It can cause serious mental health consequences for the victims.
   C. It mostly affects humans, fauna (animals), and flora (plants) in the environment.
   D. It may influence the access, understanding, and reaction to early warnings of disaster like flood that causes the community to not respond to the official warning.

9. All of the following describes the effects of disaster in its physical perspective, **EXCEPT** one. Which one is it?
   A. It can damage the properties like houses.
   B. It can destroy buildings and infrastructures.
   C. It is the most visible and quantifiable effects of a disaster.
   D. It can cause anxiety to the functioning of the economic system.

10. Which of the following statements about political perspective of disaster is **INCORRECT**?
   A. Good governance will lead a weak response to a disaster.
   B. Political will of the leader is often seen as a key factor in resilience.
   C. The leader must have the commitment for his job to reduce or lessen disaster risks that arise from natural hazards and climatic risk.
   D. Political commitments are often mentioned as essential for governments and people in the community, to lessen the potential human suffering in disasters ranging from disease, hunger, and poverty to climate vulnerability.

11. Which of the following is **NOT** the effect of disaster in the economy of the country?
   A. Bankruptcy
   B. High income
   C. Low gross capital income
   D. Both A and C

12. Which of the following can be affected by disaster?
    A. Political
    B. Economic
    C. Socio- cultural
    D. All of the above

13. Which of the following is **NOT** a physical psychological effect of disaster?
    A. Fatigue
    B. Exhaustion
    C. Cardiovascular strain
    D. Develop high immune system

14. The community may measure the increase in water levels using local references such as tree trunks. For this reason, the community cannot respond to the official warning. What is being affected by the disaster in the situation presented?
    A. Political Perspective
    B. Physical Perspective
    C. Psychological Perspective
    D. Socio-cultural Perspective

15. Which of the following is **NOT** a cognitive psychological effect of disaster?
    A. Self-blame
    B. Nightmares
    C. Memory impairment
    D. Becoming optimistic

Additional Activities

Create a mnemonic device to easily remember the different perspectives of disaster.

Mnemonic is a device such as a pattern of letters, ideas, or associations that assists in remembering something.

Example:

You wanted to easily remember the taxonomic level of classification of the organism which are Kingdom, Phylum, Class, Order, Family, Genus, and Species, you can create a mnemonic like **KaPaCOFGaSa.**
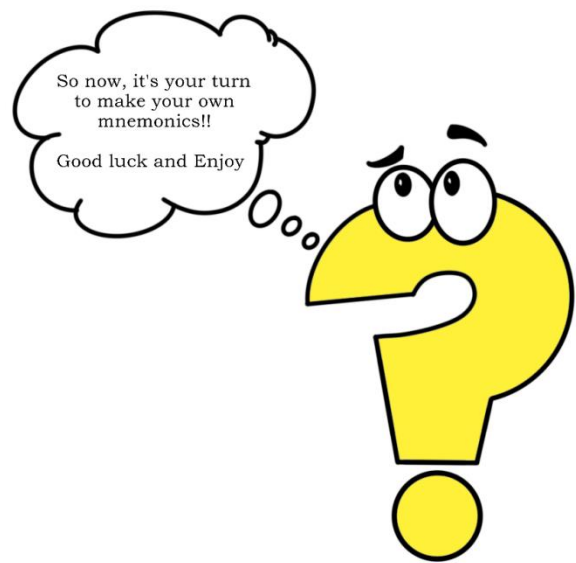
So now, it's your turn to make your own mnemonics!!

Good luck and Enjoy

K- Ka- Kingdom
P- Pa- Phylum
C-lass
O-rder
F-amily
G-Ga- Genus
S- Sa- Species

Scoring Rubric

	Good (3 pts)	Fair (2 pts)	Poor (1 pt.)
Creativity	Mnemonic device is excellent. Student put a great deal of thinking into it.	Mnemonic device is reasonable but is not easily understood.	Mnemonic device is lacking any form of creativity. No effort was made. Cannot understand the form used.
Organization	Excellent writing and letters are in the correct order.	Neat writing but the letters are not in the correct order.	Sloppy and does not flow. Cannot read what the mnemonic device says. Letters are not in correct order.
Spelling grammar	Little to no misspelled words in the mnemonic device. (1-3)	More than 4 misspelled words in the mnemonic device.	More than 6 misspelled words in the mnemonic device.

This rubric will be used in checking mnemonic device you created.

Source: "Mnemonic Device Rubric." Reazon Systems Inc. 2020. Accessed August 8, 2020. https://www.rcampus.com/rubricshowc.cfm?code=WX54A76&sp=yes&.

References

(1) (n.d.). Welcome to Discovery Education's Puzzlemaker! Create crossword puzzles, word searches, mazes, and other puzzles for your classroom today!. https://puzzlemaker.discoveryeducation.com/

(2) "Socio-Cultural Engagement and Sensitivity in Disaster Risk Reduction." 2009. ICMOD. ICIMOD Publications Unit. May 2009. file:///C:/Users/user/Downloads/attachment_615.pdf.

(3) Asian Development Bank. Accessed June 24, 2020. https://www.adb.org/sites/default/files/publication/408351/adbi-wp817.pdf.

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(5) Tinceus. n.d. "Disaster from Different Perspectives STUDY." Https://Quizlet.com/251964576/Disaster-from-Different-Perspectives-Flash-Cards/

City of Good Character
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