



REPUBLIC OF THE PHILIPPINES
DEPARTMENT OF EDUCATION
REGION X
Division of Misamis Oriental
CAGAYAN DE ORO CITY



June 19, 2013

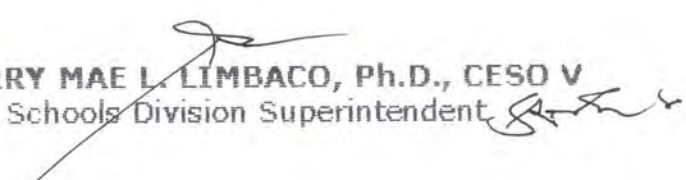
Division Memorandum
No. 11 s. 2013

**REVISED IMPLEMENTING GUIDELINES ON THE IMPLEMENTATION
OF CITIZENSHIP ADVANCEMENT TRAINING (CAT) IN BOTH
PUBLIC AND PRIVATE SECONDARY SCHOOLS**

To: **All Secondary School Administrators
All Secondary School in Charge**

1. In order to ensure effective implementation of the Citizenship Advancement Training (CAT) Program in both public and private secondary schools, the Principals and School in Charge are strongly advised to monitor its implementation and ensure that the guidelines are strictly complied with.
2. The following are enclosed to provide guidance to the implementers:

Enclosure 1 - Revised Implementing Guidelines of the Citizenship Advancement Training for both Public and Private Secondary Schools
Enclosure 2 - Roles of the Stakeholders
Enclosure 3 - Program Competencies
Enclosure 4 - Sample Lesson Plan on Earthquake and Earthquake Hazards
3. All Schools are advised to submit the names, designations and contact numbers of their respective CAT Coordinators to this office, Attention: Mr. Johnny D. Redondo Education Program Supervisor - I MAPEH for the purpose of facilitating the implementation of the program. Deadline of submission will be on July 12, 2013.
4. The quarterly reports on the implementation of the Citizenship Advancement Training (CAT) should be submitted every end of the quarter with proper documentation.
5. Immediate dissemination of this Memorandum is desired.


CHERRY MAE L. LIMBACO, Ph.D., CESO V
Schools Division Superintendent



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**REVISED IMPLEMENTING GUIDELINES
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FOR BOTH PUBLIC AND PRIVATE SECONDARY SCHOOLS**

Citizenship Advancement Training (CAT) is a restructuring of the Citizens Army Training, and is a component of Makabayan, separate from MAPEH in the Fourth Year. It aims to enhance the students' social responsibility and commitment to the development of their communities and develop their ability to uphold law and order as they assume active participation in community activities and in assisting the members of the community specially in times of emergency.

The components of the CAT program are:

Military Orientation provides learning opportunities for the students to gain knowledge, skills and understanding of the rights and duties of citizenship and military orientation with focus on leadership, followership, and personal discipline.

Community Service refers to any activity that helps achieve the general welfare and the betterment of life of the members of the community, or enhancement of its facilities especially those devoted to improving health, education, safety, recreation and morale of the citizenry.

Public Safety and Law Enforcement Service encompasses all programs and activities which are contributory to the maintenance of peace and order and public safety and observance of and compliance with laws.

Course Requirement

- The Program is a requirement for graduation for all Fourth Year high school students in both public and private secondary schools.
- The minimum requirement for the Course shall be completion of any or a combination of its three program components, for a period of thirty-five (35) hours in a school year. The school shall determine the program component that shall be offered in consultation with the teacher-facilitators, PTCA and representatives of the Student Body Organization. Classes maybe conducted during Saturdays upon the approval of the School Head and PTCA.
- A "Passed" rating shall be a requirement for eligibility in the selection of honor students.

Rating System

CAT shall be a separate component of MAKABAYAN along with Araling Panlipunan (AP), Edukasyon sa Pagpapahaiaga (EP), Technology and Livelihood Education (TLE), and Music, Arts, PE and Health (MAPEH).

It shall be rated on a **Pass-Fail** basis. The computation of the student's grade shall be reflected in the class record of the teacher using the following criteria as basis for passing or failing:

Periodical Test	25%
Quizzes	10%
Participation/Performance	40%
Output/Project	25%

	100%

There shall only be one mark or rating for CAT within the school year.

Medium of Instruction

English may be used as the medium of instruction during classes.

Uniform and Traiping

- School uniforms or P.E. uniforms shall be used and no other uniforms like fatigue and combat shoes shall be required.
- Cadet Officers Candidate Course (COCC) or Cadet Officers Training Course (COTC) and bivouacs are strictly prohibited.
- Tactical inspections, presentation of sponsors, CAT graduation rites, and similar activities are likewise strictly prohibited.

Certification of course completion

The teacher-facilitator shall issue a certification to the student within two weeks upon completion of the program requirements.

Teaching Load

The teaching load of the teacher-facilitators in the program shall follow the provisions in item No. 7 of DepEd Order No. 43, s. 2002, entitled "The 2002 Basic Education Curriculum" dated August 29, 2002. One class hour is equivalent to one teaching load.

Exemption from the Program

- Aliens and members of families of diplomatic corps shall be exempted from CAT.
- The following previous issuances granting exemption to Scouts and Girl Scouts from taking CAT shall still be observed:
 - DECS Order No. 106, s. 1998 Revised Rules on the Exemption of Scouts from CAT
 - DECS Order No. 30, s. 1999 Revised Rules on the Exemption of Girl Scouts from CAT

Coordinatorship of the program

- A Regional Supervisor, preferably the MAPEH supervisor, shall be designated as Regional Coordinator who shall monitor the activities of CAT at the regional level.
- A Division Supervisor, preferably the MAPEH supervisor, shall likewise be designated as Division Coordinator. He/she shall monitor the implementation of CAT at the division level and submits periodic reports to the Regional Coordinator.
- Any Makabayan head teacher, preferably the MAPEH head teacher, may be designated as School Coordinator, otherwise the Principal shall assume the responsibility. He/she shall supervise the teacher-facilitators in the implementation of CAT and shall submit periodic reports to the Division Coordinator on the activities conducted in the course of implementing the program.

Role of the Stakeholders

- *Barangay Chairman*

1. Facilitate the conduct of community service activities of the students at the barangay level
 - 1.1 Designate Purok Leaders who will coordinate the activities in their respective areas and will ensure students' safety and security
 - 1.2 Facilitate the provision of medical assistance through the barangay health center in case of emergency
2. Plan with the teacher-facilitators and school head the activities to be undertaken by the students in the community, the time frame required, the arrangements to be made and the people in the community who will be involved
3. Assist in monitoring the implementation of the program at the barangay level and provide feedback to the school head and teacher-facilitators.

- *School Head*

1. Designate the CAT teacher-facilitators
2. Assist the teacher-facilitators in the implementation of the Citizenship Advancement Training (CAT)
3. Coordinate with the barangay chairman the community activities of the students
4. Plan with the teacher-facilitators and the barangay chairman the activities to be undertaken by the students in the community, the time frame required, the arrangements to be made and the people in the community who may be involved in the said program
5. Monitor and evaluate the implementation of the program

- *Teacher-Facilitators*

1. Implement the program in coordination with the school head and in collaboration with the Barangay Chairman
2. Supervise the community service activities in coordination with the Barangay Chairman and the purok leader
3. Plan the activities to be undertaken by the students in consultation with other CAT teacher-facilitators of the school and present this to the school head and Barangay Chairman
4. Implement the teaching-learning activities

PROGRAM COMPETENCIES
(Citizenship Advancement Training)

At the end of the program, the student shall have developed the following competencies:

A. MILITARY ORIENTATION

<i>Learning Competencies</i>	<i>Content Outline</i>
1. Demonstrate appreciation and understanding of the various aspects of the national service program	A. Military Orientation
1.1 Discuss the legal basis and conceptual framework of the program	1. Course Introduction
1.2 Discuss the objectives of program	1.1 Legal basis
	1.2 Conceptual framework of the National Service Program
	1.3 Objectives of the program
2. Demonstrate desirable attitudes and characteristics of a good Filipino citizen at all times	2. Good Citizenship
2.1 Discuss the meaning and importance of good citizenship	2.1 Respect and reverence
2.2 Relate how good citizenship contributes to the progress of a country	2.2 Punctuality and promptness
2.3 Show respect and reverence to elders, persons in authority, and other people in the society	2.3 Obedience
2.4 Practice punctuality and promptness at all times	2.4 Cooperation
2.5 Advocate obedience and cooperation in the school and in the community	2.5 Patriotism and loyalty
2.6 Discuss ways by which a citizen should manifest patriotism and loyalty to his/her country	2.5.1 Respect for the Philippine National Flag and National Anthem
2.7 Explain how courage and bravery characterize a true Filipino soldier and citizen	2.6 Courage and bravery
	2.7 Honesty and integrity
	3. Duties and Obligations of a Citizen (as required by the Constitution)
	4. Basic Military Concepts
	4.1 Military history
	4.2 Military organization
	4.3 Military service
	4.4 Courtesy and discipline
	4.4.1 Salute
	4.5 Elementary map reading
	4.6 Leadership

<p>3. Perform the duties and obligations of a citizen as required by the Constitution and the national defense policy</p> <p>4. Demonstrate understanding and appreciation of the various aspects of military in the country</p> <p>4.1 Relate the historical development of military in the country</p> <p>4.2 Discuss the military organization and its structure and primary functions</p> <p>4.3 Identify the specific services being rendered by the military in the country</p> <p>4.4 Discuss how courtesy and discipline are being applied in both civilian and military</p> <p>4.5 Observe courtesy and discipline before persons/agents in authority, elders, and other people in the community</p> <p>4.6 Explain the basic concept of elementary map reading</p> <p>4.7 Apply the skills in map reading when necessary</p> <p>5. Demonstrate knowledge and skills involving military drills and ceremonies</p> <p>5.1 Discuss the purpose or importance of military drills and ceremonies</p> <p>5.2 Define the basic terminologies in drills and ceremonies</p> <p>5.3 Follow the general rules in performing military drills</p> <p>5.4 Differentiate the parts of command (preparatory command and command of execution)</p> <p>5.5 Execute proper command during military drills</p>	<p>4.7 Drills</p> <p>4.7.1 Introduction and purpose</p> <p>4.7.2 Definition of terms</p> <p>4.7.3 General rules for drill</p> <p>4.7.4 Commands</p> <p>4.8 School of the Soldier without Arms</p> <p>4.8.1 Position of attention</p> <p>4.8.2 Facings</p> <p>4.8.3 Eye right or left</p> <p>4.8.4 Steps and Marchings</p> <p>4.9 Drills (<i>Squad and Platoon only</i>)</p>
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<p>6. Demonstrate proper execution of positions, facings, steps and marchings without arms (rifle)</p> <p>6.1 Explain the proper ways of executing position of attention, facings, steps and marchings without arms</p> <p>6.2 Assess the correctness of executing position of attention, facings, steps and marchings without arms</p> <p>7. Demonstrate proper application of the skills (position of attention, facings, steps and marchings without arms) in squad and platoon drills</p> <p>7.1 Discuss the elements that make up a squad and a platoon</p> <p>7.2 Execute the basic skills necessary for squad and platoon drills</p>	
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B. COMMUNITY SERVICE

<i>Learning Competencies</i>	<i>Content Outline</i>
<p>1. Demonstrate appreciation and understanding of the various aspects of community and community organization</p> <p>1.1 Identify the factors that make up a community and the activities that bind the people in the community</p> <p>1.2 Describe the physical environment of one's community</p> <p>1.3 Relate the physical environment to the lifeways of the people</p> <p>1.4 Present a narrative history of the community</p> <p>1.5 Explain the population of the community in terms of some demographic characteristics and how these characteristics may affect the community</p> <p>1.6 Analyze the possible causes and</p>	<p>A. Knowing the Community</p> <p>1. Physical environment</p> <p>2. History</p> <p>3. Demography</p> <p>4. Community organization</p> <p>5. Problems and concerns</p> <p>6. Development plans</p> <p>7. Current programs and projects</p> <p>8. Student's role</p> <p>8.1 Initiating changes in the community</p> <p>8.2 Conceptualizing community projects</p>

<p>solutions to the environmental problems of the community</p> <p>1.7 Discuss the importance of community development plans and programs/projects</p> <p>1.8 Analyze which community programs are being implemented well and not being implemented well</p> <p>1.9 Identify ways by which one can serve the community with the assistance of the LGU</p>	
<p>2. Express one's commitment to serve the community</p> <p>2.1 Show concern in addressing the environmental problems</p> <p>2.1.1 Explain why health and sanitation should be a community undertaking</p> <p>2.1.2 Assist the people in the community in protecting themselves from the outbreak of diseases</p> <p>2.1.3 Practice health and sanitation in one's daily life</p> <p>2.1.4 Propose projects/programs about beautification and waste management</p> <p>2.1.5 Cite ways by which the people can help the local government in the proper disposal of garbage</p> <p>2.1.6 Commit one's self to a garbage-free environment</p> <p>2.2 Demonstrate active participation in addressing social and civic concerns</p> <p>2.2.1 Campaign vigorously in the community against drug abuse and pornography</p>	<p>B. Serving the Community</p> <p>I. Addressing environmental concerns</p> <p>1.1 Health and sanitation</p> <p>1.2 Beautification</p> <p>1.3 Waste management and others</p> <p>2. Participation in Social and Civic Concerns</p> <p>2.1 Drug education</p> <p>2.2 Assistance to victims of child abuse</p> <p>2.3 Campaign against pornography</p> <p>2.4 Safeguarding the electoral and political processes</p> <p>2.5 Others</p>

<p>2.2.2 Make informed decision about using prohibited drugs</p> <p>2.2.3 Assist victims of child abuse and exploitation through information dissemination</p> <p>2.2.4 Promote respect for children's rights</p> <p>2.2.5 Analyze why some children are forced to work at their age</p> <p>2.2.6 Assess the extent of child labor in the community</p> <p>2.2.7 Express support for the rights of children not to be used as cheap labor</p> <p>2.2.8 Assist the community leaders in safeguarding the electoral and political processes at the local and national levels</p> <p>2.2.9 Extend support to changes in the community when necessary</p>	
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C. PUBLIC SAFETY

<i>Learning Competencies</i>	<i>Content Outline</i>
<p>1. Demonstrate commitment to the enforcement of community or barangay and municipal ordinances</p> <p>1.1 Discuss the importance of ordinances to the people in the community</p> <p>1.2 Explain some important ordinances in the community</p> <p>1.3 Analyze which ordinances in the community are being enforced successfully and which are being violated most often</p> <p>1.4 Design a plan of action to assist the barangay council in enforcing those ordinances that are violated most often</p>	<p>1. Community Ordinances</p> <p>2. Crime Prevention</p> <p>2.1 Campaign against crime</p> <p>3. Disaster preparedness and assistance</p> <p>3.1 Fire safety and fire prevention</p> <p>3.2 Earthquake</p> <p>3.3 Tsunami</p> <p>3.4 Typhoon and flood</p> <p>3.5 Disaster preparedness program</p> <p>3.6 Disaster relief</p> <p>4. Review and application of first aid</p> <p>4.1 Examination of victims</p> <p>4.2 Bandaging and dressing</p>

<p>1.5 Recommend to the barangay council priority ordinances</p> <p>2. Demonstrate active participation in the prevention of crime in their community</p> <p>2.1 Identify the major criminal offenses in the community</p> <p>2.2 Discuss the possible causes of the problem</p> <p>2.3 Analyze the most common offenses committed in the community</p> <p>2.4 Analyze which of these offenses are a great threat to the community</p> <p>2.5 Compare crime rate in the community over a certain period of time</p> <p>2.6 Recommend to the barangay how the problem of criminality can be addressed</p> <p>2.7 Initiate the implementation of the plan</p> <p>2.8 Assess the implementation of the plan</p> <p>3. Demonstrate readiness and desire to assist victims in times of emergency</p> <p>3.1 Analyze the major causes of fire</p> <p>3.2 Explain how fire can be prevented</p> <p>3.3 Convince their neighborhood or community to be fire safety conscious at all times</p> <p>3.4 Suggest ways of ensuring public safety in the event of fire, earthquake, typhoon or flood</p> <p>3.5 Discuss emergency measures during and after an earthquake</p> <p>3.6 List things to be prepared in the event of an evacuation</p> <p>3.7 Explain the usual signs of an oncoming tsunami</p> <p>3.8 Explain what needs to be done when such signs become manifest</p>	<p>4.3 Lifting and moving of victims</p>
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<ul style="list-style-type: none"> 3.9 Prepare a plan with the barangay about what the community must do in the event of fire, earthquake, tsunami, typhoon or flood 3.10 Propose to the barangay a disaster Preparedness program or plan 3.11 Assess the implementation of the Program or plan 3.12 Assist the community leaders in The disaster relief program <p>4. Demonstrate knowledge and skills in first aid during period of emergency</p> <ul style="list-style-type: none"> 4.1 Review the necessary knowledge and skills on first aid appropriate for the victim in any emergency situation 4.2 Perform proper procedures in giving first aid to victims of any emergency situation 4.3 Apply the proper use of bandage and dressing 4.4 Apply the appropriate technique in lifting and moving the victim from danger to a safe place 	
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History of Citizens Advancement Training (CAT)

- The CAT program was implemented through Department of Education and Culture Orders Nos. 12, 15 and 21, dated March 26, April 27 and June 1, 1973, respectively.
- In the Ministry of Education, Culture and Sports (MECS) Order No. 17 dated February 14, 1985, signed by then Minister Jaime C. Laya, the responsibility for the implementation of CAT in high schools was given to the MECS.
- The DECS issued Department Order No. 14 dated February 4, 1988, signed by Usec Tomas V. Santos, clarifying that the CAT Program is still a requirement in the secondary schools.
- In a Memorandum dated September 19, 1995, President Ramos through the Press Secretary informed the public of the plan of reducing the military orientation /role of the youth as promoted in the ROTC and CMT programs by giving them options such as law enforcement and public safety modules.

The President further instructed DECS and DILG to review their respective programs aligning to said plan and submit proposal for possible submission to Congress as an amendment to the National Service Act.

- In view of this, the Community Service and Public Safety Training (CS-PST) program was proposed as an alternative to CAT. The program has two components namely: Community Service and Public Safety Training which emphasizes on social responsibility to the community, respect for law and order and promotion of public safety. It was piloted in 6 schools nationwide representing Luzon, Visayas and Mindanao. Positive results were gathered from its pilot implementation.
- In May 13, 2003, a DepEd Order No. 35 s. 2004 was issued to implement the Citizenship Advancement Training, a restructuring of the Citizenship Army Training at the Secondary Level. It is in accordance with the Revised Implementing Rules and Regulations of the National Service Program issued by the Department of National Defense.
- To clarify issues pertaining to its implementation, DepEd Order No. 54, s. 2003 dated June 30, 2003 was again issued as basis for the operationalization of the program. Likewise, previous issuances

granting exemption to Scouts from taking CAT should still be observed.

- Reports showed that contrary to the guidelines issued by the Department, some schools still practice the old program like military drills and ceremonies and wearing of fatigue uniforms. To address this concern, DepED Order No. 52, s. 2004 signed in August 31, 2004 was issued to encourage all secondary schools both private and public to effectively implement the program.

In this issuance, the school has the option to determine the program components of CAT to be offered namely; **Military Orientation, Community Service and Public Safety and Law Enforcement Service**. The minimum requirement of the program shall be a completion of any component or any combination of its three program components for a period of thirty-five (35) hours in a school year.

Student performance shall be rated on a **Passed-Failed** basis.

Day/Session:
Time/Duration:
Session Title: **Earthquake and Earthquake Hazards**

OBJECTIVES:

At the end of the session, the participants will be able to:

1. Explain the why earthquakes occur
2. Explain how earthquakes are generated
3. Differentiate magnitude vs intensity
4. Differentiate focus vs epicenter
5. Identify on the map the various earthquake generators in the Philippines
6. Enumerate and explain the various earthquake-related hazards
7. Explain the PHIVOLCS Earthquake Intensity Scale
8. Explain the what to do before, during and after an earthquake event

RESOURCES NEEDED:

Facilities, Equipment & Supplies	Materials and Handouts
<ul style="list-style-type: none">• LCD Projector• Laptop	<ul style="list-style-type: none">• PHIVOLCS Earthquake Hazards Flyer• PHIVOLCS What to do before, during and After an Earthquake Poster/Flyer• PHIVOLCS Earthquake Intensity Scale (PEIS) Poster/Flyer

PROCEDURE:

1. Welcome the participants
2. Introduce the Resource Person from PHIVOLCS
3. Let the Resource Person from PHIVOLCS deliver a lecture covering the following:
 - Goal of lecture
 - Definitions: Earthquake, Active Faults, etc
 - Nature of Earthquakes/ How earthquakes are generated (brief overview of Plate tectonics)
 - Kinds of Earthquakes
 - Locating an earthquake: Focus vs epicenter
 - Describing the strength of an earthquake: Magnitude vs intensity (introduce PEIS)
 - Some historical earthquakes in the Philippines
 - Earthquake distribution in the Philippines
 - Earthquake generators in the Philippines
 - Earthquake monitoring in the Philippines
 - Earthquake Hazards
 - i. Ground Shaking
 - ii. Ground Rupture
 - iii. Liquefaction
 - iv. Tsunami
 - v. Earthquake-induced landslides
 - vi. Others
 - Some earthquake mitigation measures
 - Tsunami Warning and Preparedness
 - What to do before, during and after an Earthquake
4. Thank the Resource Person for his/her inputs

DEFINITIONS

1. **Earthquake**- a weak to violent shaking of the ground produced by the sudden movement of rock materials below the earth's surface
2. **Fault**- refers to a fracture, fissure or a zone of weakness where movement or displacement has occurred or may occur again; a fault is said to be "**active fault**" if it has historical and contemporary seismicity, has evidence of fault slip based on displaced rocks or soil units of known age and displaced landforms; an **active fault** is defined as a fault which has moved within the last 10,000 years
3. **Volcanic Earthquakes**- earthquakes produced by movement of magma beneath volcanoes
4. **Tectonic earthquakes**- earthquakes produced by sudden movement along faults and plate boundaries
5. **Focus**- point within the earth which is the center of energy released during an earthquake
6. **Epicenter**- point on the surface of the earth directly above the focus
7. **Magnitude**- (energy) based on instrumentally derived information and correlates strength with the amount of total energy released at the earthquakes' point of origin (reported as Arabic numbers, e.g. 5.3, 7.8, etc); derived from seismograph data
8. **Intensity**- (shaking) perceived strength of an earthquake based on relative effect to people and structures; generally higher near the epicenter (reported as Roman Numerals e.g. I- Scarcely Perceptible to X- Completely Devastating); measured by (a) what people see and feel (b) severity and extent of damage to buildings or structures; (c) condition of ground failure and presence of other earthquake hazards associated during the event
9. **Seismograph**- the instrument that records an earthquake
10. **Seismometer**- sensor that detects ground motion
11. **Seismogram**- the record of earthquake retrieved from a seismograph
12. **Earthquake hazards**:
 - a. **Ground shaking**- disruptive up-down and sideways movement or motion experienced during an earthquake
 - b. **Ground rupture**- displacement on the ground due to movement of fault
 - c. **Liquefaction**- a process that transforms the behavior of a body of sediment from that of a solid to that of a liquid
 - d. **Tsunami**- giant sea waves resulting from the disturbance of ocean floor by an earthquake
 - e. **Earthquake-induced landslide**- failures in steep or hilly slopes

Day/Session:
Time/Duration:
Session Title: **Earthquake Preparedness in School**

OBJECTIVES:

At the end of the session, the participants will gain the necessary knowledge to be able to:

1. Prepare a School Earthquake Evacuation Plan
2. Organize and lead an Earthquake Drill in their respective schools
3. Conduct an Earthquake Drill in their respective schools

RESOURCES NEEDED:

Facilities, Equipment & Supplies	Materials and Handouts
<ul style="list-style-type: none">• LCD Projector• Laptop	<ul style="list-style-type: none">• PHIVOLCS Primer on How to Conduct and Earthquake Drill in School

PROCEDURE

1. Welcome the participants
2. Introduce the Resource Person from PHIVOLCS
3. Let the Resource Speaker from PHIVOLCS deliver a lecture covering the following:

How to conduct an Earthquake Drill

- Objectives of an earthquake drill
- Difference of an earthquake drill from a fire drill
- Different stages of the conduct of an earthquake drill
 - a. Planning/ Organizing the Earthquake drill
 - b. Developing the School Earthquake Evacuation Plan
 - c. Orientation prior to the conduct of an earthquake drill
 - d. Actual conduct of an earthquake drill

Designing a School Evacuation Plan

- Detailed step by step procedure in designing a school evacuation plan specific for earthquakes
- Preparing a school campus map drawn to scale
- Preparing the school evacuation plan
- Special considerations for schools located along coastline

4. Thank the Resource Person for his/her inputs

SUGGESTED ACTIVITIES

- A. School Watching Exercise
- B. Designing a School Earthquake Evacuation Plan

FLOOD SAFETY RULES



BEFORE THE FLOOD:

- Find out how often your location is likely to be flooded.
- Know the flood warning system in your community and be sure your family knows it.
- Keep informed of daily weather condition.
- Designate an evacuation area for the family and livestock.
- Assign family members instructions and responsibilities according to an evacuation plan.
- Keep a stock of food which requires little cooking and refrigeration; electric power may be interrupted.
- Keep a transistorized radio and flashlight with spare batteries, emergency cooking equipment, candies, matches and first aid kit handy in case of emergency.
- Store supplies and other household effects above expected flood water level.
- Securely anchor weak dwellings and items.

WHEN WARNED OF FLOOD:

- Watch for rapidly rising flood waters.
- Listen to your radio for emergency instructions.
- If you find it necessary to evacuate, move to a safe area before access is cut off by flood waters.
- Store drinking water in containers, water service may be interrupted.
- Move household belongings to upper levels.
- Get livestock to higher ground.
- Turn off electricity at the main switch in the building before evacuating and also lock your house.

DURING THE FLOOD:

- Avoid areas subject to sudden flooding.
- Do not attempt to cross rivers or flowing streams where water is above the knee.
- Beware of water-covered roads and bridges.
- Avoid unnecessary exposure to the elements.
- Do not go swimming or boating in swollen rivers.

- Eat only well-cooked food. Protect leftovers against contamination.
- Drink clean or preferably boiled water ONLY.

AFTER THE FLOOD:

- Re-enter the dwellings with caution using flashlights, not lanterns or torches. There may be flammables inside.
- Be alert for fire hazards like broken electrical wires.
- Do not eat food and drink water until they have been checked for flood water contamination.
- Report broken utility lines (electricity, water, gas and telephone) to appropriate agencies/ authorities.
- Do not turn on the main switch or use appliances and other equipment until they have been checked by a competent electrician.
- Consult health authorities for immunization requirements.
- Do not go in disaster areas. Your presence might hamper rescue and other emergency operations.

Floods are aggravated by factors resulting from the carelessness and indifference of people usually before floods occur.

THINGS ONE CAN DO TO MITIGATE FLOODS:

- Regulate cutting of trees.
- Report illegal loggers and *kaingeros*.
- Report illegal construction of fishponds and other establishments in waterways.
- Do not throw garbage in *esteros* and rivers.
- Help clean the neighborhood.
- Support community activities intended to lessen the occurrence of floods.
- Avoid throwing anything like plastic wrappers anywhere which may clog or block the drainage system.

frequent floods. Foremost among such activities is the denudation of forest and watershed areas.

While floods take some time, usually from 12 to 24 hours or even longer, to develop after the occurrence of intense rainfall, there is a particular type which develops after no more than six hours and, frequently, after an even less time. These are what are known as "*flash floods*".

Flash floods develop in hilly and mountainous terrains where the slope of the river is rather steep. The rapid development of the flood is *due to the extremely short concentration time of the drainage catchments*. This means that precipitation falling on a point in the catchments farthest from the river takes only a short time to reach the river channel and become part of stream flow. Thus, the amount of stream flow rapidly increases and, consequently, the rise in water level. When the flow capacity of the stream is exceeded, the channel overflows and the result is a **flash flood**.

DEFINITIONS OF FLOODS

From a strict hydrological sense:

"Flood is defined as a rise, usually brief, in the water level in a stream to a peak from which the water level recedes at a slower rate.

International Glossary of Hydrology

From the foregoing technical definition, **flood** simply denotes a progressive abnormal increase in the elevation of the surface level of stream flow until it reaches a maximum height from which the level slowly drops to what is its normal level. The sequence described all takes place within a certain period of time. The definition merely describes a characteristic behavior. It does not include the element of "flooding" or inundation as implied by the popular notion of flood. The technical definition is rather inadequate. Thus, considering the intents and purposes of flood forecasting and warning, the definition seems rather restrictive in its connotation for the public. Thus, from an operational point of view, the following definition is given:

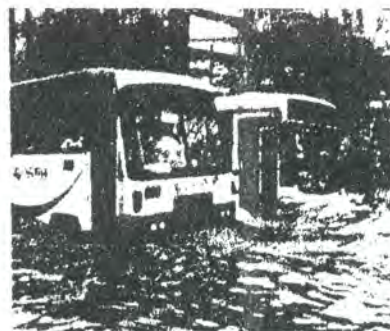
Flood is "an abnormal progressive rise in the water level of a stream that may result in the overflowing by the water of the normal confines of the stream with the subsequent inundation of areas which are not normally submerged".

Flood Forecasting Branch, PAGASA

The popular or layman's idea of flood is, in the strictest sense, the process of inundation or the coverage by water of areas not normally submerged. Inundation is due to water overflowing from streams and other bodies of water as well as by the accumulation of rainwater by drainage. This is reflected in the definition below:

"Flood is the rising of a body of water and its overflowing onto normally dry land."

<http://www.wordweonline.com/en/>



Day/Session: Day 2, Session 2
Time/Duration: 9:00 am – 10:00 am (1 hour)
Session Title: Be Aware of Floods and Stay Safe

OBJECTIVES:

At the end of the time allotted, the students shall be able to:

1. Define floods
2. Distinguish different types of floods
3. Describe the characteristics of floods,
4. Learn the causes and impacts of floods
5. Develop possible actions towards disaster damage reduction (responses before, during and after flooding events)

RESOURCES NEEDED:

Facilities, Equipment Needed	Materials & Handouts
<ul style="list-style-type: none">• LCD• Computer• DVD Player	<ul style="list-style-type: none">• Lecture notes• Video on floods• Manila papers/flash cards• White board, white board marker

ACTIVITIES

1. Video showing/ power point presentation (20 minutes)
2. Divide the participants into 5 groups (depends on the number of the participants)
3. Discuss which of the flood types may be possible in their communities
4. List down particulars on what they could do to prevent or protect them from flood disasters, in addition to what have been presented
5. Present and discuss group works