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**EXPLORING FILIPINO KINDERGARTEN'S PERSPECTIVES ON
DISASTERS: A DESCRIPTIVE CASE STUDY**

**A THESIS
Presented to
the Faculty of College of Graduate Studies and
Teacher Education Research
Philippine Normal University
Manila**

**In Partial Fulfilment
of the Requirements for the Degree
MASTER OF ARTS IN EDUCATION
with Specialization in Early Childhood Education**

LIZA C. LEGASPINO

April 2021

Dedication

To my Nanay Apa and Lola Sol – whose love and sacrifice kept me ablaze to reach my dreams.

To my mommy Angie – who has been very supportive of my endeavors.

To my daddy Jun – who has been very proud of the little or big things I do.

Sending my love up in the Heavens to you.

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Most of all, I give back all the glory and honor to you, Almighty God. I am nothing without You.

L.C.L.

ABSTRACT

Name : Liza C. Legaspino
Title : Exploring Filipino Kindergarten's Perspectives on Disasters:
A Descriptive Cases Study
Key Concepts : Kindergarten, children's perspectives, disasters
Degree : Master of Arts in Education
Specialization : Early Childhood Education
Adviser : Dr. Leonora "Cleo" P. Varela

Disasters continue to have adverse effects around the globe leaving many lives susceptible to hazards and fatalities most especially children. The Philippines, known to be one of the most disaster-prone countries in the world, experiences earthquakes, typhoons, and flooding yearly. For the reason of the country's vulnerability to disasters, it is expected that both adults and children can demonstrate preparedness to such disasters. Hence, in order to improve the disaster preparedness of Kindergarten pupils, we must begin looking at their perspectives before conceptualizing Kindergarten lessons about disasters. This study focused on Filipino Kindergarten's perspectives on disasters. This study sought to (1) describe children's perspectives on disasters, (2) determine significant concepts that can be used for School Disaster Risk Reduction Management specifically for Kindergarten, and (3) develop an exemplary lesson for Kindergarten on disasters.

The cases were Kindergarten pupils from different public schools residing in Metro Manila. There were nine (9) cases, three Kindergartens per specific type of disaster

experienced, whether earthquake, flooding, or typhoon. Based on the findings of the study, children have perspectives to which their capacity to express their knowledge, feelings, plans, actions on disasters are manifested. Children also have the competence to think of other's welfare in the event of disasters and are interested to learn more about disasters as they have suggested ways in which they can enjoy learning about DRR.

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APPROVAL SHEET

This thesis entitled “**EXPLORING FILIPINO KINDERGARTEN’S PERSPECTIVES ON DISASTERS: A DESCRIPTIVE CASE STUDY**” prepared and submitted by **LIZA C. LEGASPI** in partial fulfillment of the requirements for the degree of **Master of Arts in Education with Specialization in Early Childhood Education**, is hereby recommended for approval and acceptance.



LEONORA P. VARELA, Ph.D.
Adviser

Approved in partial fulfillment of the requirements for the degree **Master of Arts in Education** by the Oral Examination Committee.



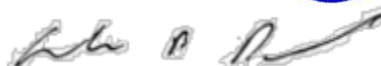
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CHAPTER I

The Problem and Literature Review

Background of the Study

Disasters worldwide from a 10-year time frame have a continuous escalation that affects many lives – including the safety and welfare of communities around the globe; giving its meaning as the grave operational disruption of a community brought by any hazardous event that causes effects and fatalities (United Nations International Strategy for Disaster Reduction, 2009). It brought susceptible events to over 1.5 billion people all over the world who have been affected by disasters. According to the United Nations International Strategy for Disaster Reduction (UNISDR, 2009), disasters are results of natural hazards. In 2018, 60 million people were afflicted and 315 natural disaster events were recorded in the Emergency Events Database. It is a progression of dangerous events whether phenomenon or human activity that may result in injury, death, health, property, social, economic or environmental related consequences (Kafle, 2017). In the wide array of disaster groups, the top 5 types in the world in the year 2018 are as follows: 1) flood, 2) storm, 3) drought, 4) volcanic activity, and 5) earthquake (Centre for Research on Epidemiology of Disasters, 2019). Georeferencing, the capturing of a digital image to grasp the geological information of a location, shows that people living in disaster-affected areas are mostly in poor nations. It has an average of 130 per million recorded deaths comparable to 18 million of high-income countries (CRED, 2019).

In a particular part of the globe, Asia, encountered the most number of events related to disaster in the year 2018 (CRED, 2019) due to the shifting geography of disaster risks and fragile environments that is uniquely found in this continent (United Nations et al., 2019). Southeast Asia is rich in culture, history, nature, and diversity and at present, most of its countries are developing with considerable growth rate. Mainland Southeast Asia consist of Cambodia, Lao PDR, Myanmar, Thailand, Vietnam and peninsular Malaysia, and Insular Southeast Asia includes Brunei, east Malaysia, Timor-Leste, Indonesia, the Philippines, and Singapore. Climate change and natural hazards present in these countries make the population and livelihood sternly affected by disasters (The World Bank, 2010). Asia's biggest cities are vulnerable to the consequences of climate change due to the location on the coast and within major bodies of waters and coastlines (Southeast Asian Ministers of Education Organization Regional Center for Educational Innovation and Technology (SEAMEO InnoTech), 2014). Disasters will continue to be an obstacle to sustainable development due to the frequency increase of climate change and intensity of extreme weather events (Centre for Research on Epidemiology of Disasters, 2017).

Since 1950, the urban population of the world has progressed from 751 million to 4.2 billion in 2018. Asia is home to 54 % of the world's urban population although it is less urbanized from other regions. Development in urban population is directed to the over-all people and increase of percentage residing in the urban areas. This is seen as 2.5 billion additional urban population is projected by 2050 (UN, 2018). With the movement of urbanization of molding Southeast Asian countries, more than half of its people are living

in the urban areas making some of the Southeast Asian countries the biggest and quickest thriving cities in the world (ASEAN UP, 2017).

Coined by the United Nations Department of Economic and Social Affairs (2014), the term megacity refers to over 10 million people living in a city. The effect of climate change on megacities of developing countries will be all-round and intense because of its quick growth rate and weak adjustment (Azan Hossain, 2015). Most locations of the biggest cities in Asia are on the coast with large bodies of water which can expose them to the intensity of climate change (Southeast Asian Ministers of Education Organization Regional Center for Educational Innovation and Technology (SEAMEO InnoTech), 2014). Developments that are not properly planned can bring danger and increase susceptibility when disasters strike (Fawcett, 2012). In the review of disaster events of 2018, there were 315 climate-related and geophysical events recorded in the EM-DAT (International Disaster Database) with 11, 804 deaths, and over 68 million people affected across the world. The top five countries in the category of total affected human impact by natural disasters in the year 2018 were mostly from Asia. Four out of five countries are the following, namely, India (rank 1), Philippines (rank 2), Afghanistan (rank 3), and China (rank 5) (United Nations et al., 2019).

One of the most disaster-prone countries in the world, the Philippines, remains to be exposed to climate-related effects namely droughts, floods, landslides, and typhoons (Agbon et al., 2017; World Bank, 2013). On the 8th of November 2013, the strongest typhoon to hit the country was typhoon Yolanda (Haiyan). PAGASA (Philippines Atmospheric, Geophysical and Astronomical Services Administration) gave the highest

warning category of “storm signal no. 4” that poured at 185 kilometers per hour with massive rains and intense blows of wind for at least 12 hours. In sum, about 16 million people were affected (Salazar, 2015), thus, becoming one of the strongest cyclones in the world based on wind strength (Southeast Asian Ministers of Education Organization Regional Center for Educational Innovation and Technology (SEAMEO InnoTech), 2014). Another recorded event in the year 2019, a magnitude of 6.1 earthquake jolted Luzon on the 22nd of April (CNN Philippines, 2019), with its epicenter in Zambales – affecting cities in Central Luzon, Calabarzon, and Metro Manila (Philippine Institute of Volcanology and Seismology - Department of Science and Technology (PHIVOLCS-DOST, 2019).

Subsequently, Metro Manila as one of the megacities in Asia has an upsurge in urbanization and population that leaves it exposed to natural disasters (Shaw et al., 2010; Southeast Asian Ministers of Education Organization Regional Center for Educational Innovation and Technology (SEAMEO InnoTech), 2014). The people in this megalopolis comprises a large number of slum households which are susceptible to flood due to geographic structures and several occasions of heavy rains (Alcayna-Stevens, 2015).

According to SEAMEO Innotech (2014), disasters may happen at anytime and anywhere that puts children, adults, or families of any age and gender in the community at high risk. Over 100 million children ages 0 – 17 years old in Southeast Asia are being vulnerably afflicted by disasters yearly (Southeast Asian Ministers of Education Organization Regional Center for Educational Innovation and Technology (SEAMEO InnoTech), 2014). Vulnerability refers to the unavoidable resistance to hazards that forms from exposure to disasters (Lawler & United Nations International Children’s Emergency

Fund (UNICEF), 2011). Children are anticipated as defenseless in contrast to adults (Norozi & Moen, 2016). With this image, they are seen as vulnerable because they are easily affected compared with adults, considering the diverse needs and different attention in the aftermath of exposure to disasters (Heintze et al., 2018). On the publication of UNICEF's Annual 2018 Report, there is an increase of number of children residing in the urban areas hence, stretches also the likelihoods that these children are more susceptible to risks (UNICEF, 2019). In the study conducted by Kousky (2016), children in nature are fragile, more than ever after a disaster for the reason that they have different needs in which essential care, nutrition and attention must be met. The vulnerability seen in children is associated with the general perception that children are either helpless or capable young individuals (Kousky, 2016). The worsening conditions on climate change and disaster risk reduction overlooks the role of children and youth concerning disaster readiness (Seballos & Tanner, 2011). Also, challenges on children's safety may be evident when excluding them in disaster planning (Harwood et al., 2014).

It is through with different studies that a child's capacity to be involved in contributing and participating in activities for disaster preparedness is emerging. A child is identified with rights and has the ability to express opinions in the choices that involve his or her life (Mutch, 2013). Seeing children as passive victims forgoes the idea that children have perspectives that can be useful to show their capabilities (Lansdown, 2011). On the report by The United Nations Office for Disaster Risk Reduction and Plan International (2012), the perspectives of children from seven Asian countries who are prone to disasters were recorded. These 11 – 18 years old children from Bangladesh,

Cambodia, Indonesia, Philippines, Nepal, Thailand, and Vietnam gave their shared views on their actual experience of disasters. The children were able to identify specific initiatives to improve or address their concerns on DRR which is tailored to their country's prominent type of disaster. Through opportunities that give them a chance to express themselves shows the developing image of children's capacity to form their own ideas which can contribute to the decision-making processes (Kousky, 2016). A study conducted by Harwood et al. (2014), showed that young children are aware of how extreme events affect their lives and how they were able to become respondent citizens in exposure to disasters. Another study conducted in New Zealand where children shared their strong emotional experiences about the two major earthquakes that they experienced, indicates their ability to recall disastrous events and were able to elicit perspectives in their own adversities; telling the importance of people around them and pieces of advice they can give to those who might experience the same circumstances (Mutch, 2013). This shows that children have an understanding of some essential actions that can lessen impacts on disasters (UNISDR & Plan, 2012).

The Philippines, pursuant to Republic Act 10121 known as Philippine Disaster Risk Reduction and Management Act of 2010, includes policies and strategies to implement during, before, and after disasters. The act contains the prevention of risks to avoid hazards that may be detrimental to any community. Section 14 of R.A. 10121 mandates the integration of disaster risk reduction management in the secondary and tertiary level of private and public schools. Specifically, Filipino children are supported by Republic Act 10821 that declares the fundamental rights of children before, during, and after disasters.

Children are the most attainable group for educating about disaster preparedness in order to have a more sustainable environment (Pellier et al., 2014). In cognizance, the Department of Education (DepEd), as member of the National Disaster Risk Reduction Management Council (NDRRMC) is responsible in basic education of DRRM within the following thematic areas: Prevention and Mitigation; Preparedness; Response; and Recovery and Rehabilitation (DEPED, 2015). However, there is still a need to promote learning on DRRM in both formal and non-formal education with the strong support for partnerships in DRR practices and policies. There is still a long procedure to ensure the integration of disaster risk reduction education that can completely immerse through knowledge about disasters, hazards, risks, and safety procedures and preparedness of children (UNICEF & UNISDR, 2011).

This research aims to explore Filipino kindergarten's understanding of disasters as currently, there is a dearth in literature and studies taking into consideration their perspective. Further, in the Philippine context, there is no available study yet that has been conducted in the area of DRR in the Kindergarten level. The policy of the Philippine government constitutes that the Kindergarten education is fundamental in the growth and development of every Filipino child (RA 10157 Kindergarten Education Act, 2012). Stipulated in the Republic Act 10157 (2012), also known as the Kindergarten Education Act, the state must address the needs of learners through developmentally appropriate education. One of the domains in the Kindergarten Curriculum (2016), the Physical Health & Motor Development (*Kalusugang Pisikal at Pagpapaunlad sa Kakayahang Motor*), envisions that through the physical, health, and safety activities given to Kindergarten

children, their large and small muscles will be developed as well as their acquisition of health and basic safety knowledge from disasters will be addressed. Coming from the children's own perspective, the study seeks to add developmentally appropriate lessons that may be helpful in the Kindergarten Curriculum about Disaster Risk Reduction.

Literature Review

Disasters in the Philippines

The Philippines geographical location outlines that exposure to hazards are inevitable (Center for Excellence in Disaster Management & Humanitarian Assistance [CFE-DMHA], 2018). The study conducted by the Program on Resilient Communities shows that 42% of Filipino homes have been partially destroyed and 9.29 million Filipinos were afflicted by disasters over the past five years (Bollettino et al., 2018). The global report released by the Index For Risk Management, an open-source risk assessment for humanitarian crises and disasters valued the Philippines with the score of 8.8/ 10 under the category of Hazard & Exposure (Index For Risk Management (INFORM), 2019) making it one of the most disaster prone countries in the world (Bollettino et al., 2018; Global Facility for Disaster Reduction and Recovery, 2019). The Economic and Social Commission for Asia and the Pacific (ESCAP), a regional focal point of the United Nations published the Asia-Pacific Disaster Report 2019 that presented a 'riskcape' that identifies to what extent a disaster is in a particular spectrum (United Nations et al., 2019). In the report conducted by ESCAP (2019), the Philippines' intensive risks include earthquakes,

tsunamis, and tropical cyclones. With the abovementioned reports and updates, the Philippines' geographic location makes it one of the highest vulnerable countries in Southeast Asia (CFE-DMHA, 2018).

Earthquakes in the Philippines

The Pacific Ring of Fire is geographically composed of locations that have high volcanic and seismic activities making the world's massive earthquakes occur along this area (Masum & Ali Akbar, 2019; Pailoplee & Boonchaluy, 2016). The Philippines, third in the most disaster risk-prone countries, is one of the areas that belong to the Pacific Ring of Fire (CFE-DMHA, 2018) and there are at least 65 scientifically active volcanoes positioned in its islands (Pailoplee & Boonchaluy, 2016). The immediate reason that causes the earthquakes in the country is the Philippine trench that is found in the Philippine sea in the North Pacific Ocean (Rusdy et al., 2017). The tectonic situation experienced makes it prone to tremblors and it is recorded yearly that around 900 earthquakes happen in the country (Bollettino et al., 2018).

The most destructive earthquake that happened in the Philippines occurred in the year 1976 in the Mindanao with a magnitude of 8.1 with forty aftershocks (PHIVOLCS-DOST, n.d.). The said earthquake brought about a tsunami causing more injuries, deaths, and destruction of infrastructures (World Data Info, n.d.). Earthquakes are frequent in the Philippines but the magnitude varies from the smallest intensity to the gravest as recorded in the Earthquake information of PHIVOLCS. The last major earthquake in the Philippines

happened in Bual, 60 miles from Davao City with a magnitude of 6.6 last October 29, 2019 (Nace, 2019) while in Manila, where the capital city of the country is, was affected when the epicenter in Zambales jolted with a magnitude of 6.6 last April 22, 2019 (PHIVOLCS-DOST, 2019). Thus, there is almost one hundred percent (100%) probability that occurrences of earthquakes may happen in the Philippines in the next fifty years (Pailoplee & Boonchaluay, 2016).

Tropical Cyclones in the Philippines

DepEd's Disaster Risk Reduction Resource Manual (2008) defines cyclones as the strong spiral winds that creates a strong low-pressure area becoming a hazard with heavy rainfall. A strong and destructive tropical cyclone from the Western Pacific Ocean is called a typhoon (DepED, 2008). According to the Philippine Atmospheric, Geophysical, and Astronomical Services Administration (PAGASA), the country's season of tropical cyclones peak on the months of July to October, with an average of twenty (20) tropical cyclones crossing the country yearly (CFE-DMHA, 2018). These typhoons experienced in the country typically occur in Manila and its neighboring cities by 16 percent (The World Bank, 2010).

The climate change data in Philippines predicts the detrimental effects to Filipinos due to the temperature rise that increases during the rainfall in the island groups of Luzon and Visayas while it gives a decreasing rate in Mindanao (Bollettino et al., 2018). The typhoon Ketsana, locally known as Typhoon Ondoy was one of the most disastrous

events in the country (Rosengard & Jefferson, 2019) that greatly affected the urban areas with 394 injuries, 241 fatalities, and 65, 521 damaged infrastructures (Sato & Nakasu, 2011). As stated in the Philippines Case Study: Urban Disaster Response, this catastrophe interrupted the living and employment circumstances of the community that reached more than the equivalent of US \$ 1 billion (Rosengard & Jefferson, 2019).

On the other hand, the Typhoon Haiyan or referred to locally as Typhoon Yolanda is the most violent typhoon to date that struck the Philippines on the 8th of November 2013 (Salazar, 2015). It was considered as 2013's deadliest event, killing more than 6,000 people. The number of affected across the different regions in the country was estimated around 14 million having 4 million wiped-out in their homes (Rosengard & Jefferson, 2019). Due to the effect of the destructive event, some children developed trauma from being separated from their families whenever they experienced heavy rain and some were not able to go back to their schools because of infrastructure damages (Maloney & Save the Children, 2014).

Being one of the most prone to tropical cyclones due to climate change, scientists' forecast an extreme increase of typhoons in the Philippines and effects may worsen because of the rising population (Strobl, 2019).

Flooding in the Philippines

The inundation of water coming from a river, stream, ocean or other water course even reservoirs causing land areas to be enclosed with water is called flooding (DepED,

2008). The prolonged heavy rains that yearly occur in Philippines makes it as one of top ten landslide-risk countries (Kafle, 2017) and with the rise of urban development, an extreme monsoon rain can obstruct drainage canals in urban areas producing flooding hazards (CFE-DMHA, 2018).

The Typhoon Ondoy in 2009 flooded a total of 239 barangays --- about 80% of Metro Manila was affected which Marikina City was most severely distressed with flood waters reaching knee to neck high and even worse to rooftop deep. In 2013, the Typhoon Haiyan, locally known as Typhoon Yolanda swept more than 6,000 people where it was coined as the deadliest event of that year (Rosengard & Jefferson, 2019). The tropical storm Mario in 2014 caused inundation that most cities in Metro Manila opt to close schools, business, and offices (Nlandu Roger Ngatu et al., 2015).

In the study entitled, "Climate Risks and Adaptation in Asian Coastal Megacities" it is expected that with the high density of population, Manila and its neighboring cities such as Mandaluyong, Marikina, Pasig, San Juan, and Quezon City are the most probable to encounter and more vulnerable to flooding risks by the year 2050 (The World Bank, 2010).

Disaster Risk Reduction Management and the Role of Schools in the Philippines

The increase of data of vulnerability in the Philippines indicates that disasters may continue to be detrimental to its population provoking the people's vulnerable state (Bollettino et al., 2018). In order to lessen the setbacks of the vulnerability produced by

disasters in the country, the Philippine Government, international, and local non-government organizations collaborate to undertake movements and procedures (CFE-DMHA, 2018). President Duterte's administration released a term vision, The Philippine Development Plan 2011 – 2028, that consists of the development intentions for the country. It contains three pillars: *Malasakit*, *Pagbabago*, and *Patuloy na Pag-unlad* that determines the foundation to meet the goals. The pillar *Pagbabago* underlies the environmental trends to answer the dealings and concerns with natural hazards (National Economic and Development Authority (NEDA), 2017). The response to this plan is the implementation of Republic Act 10121 of 2010, thus, the National Disaster Risk Reduction and Management Council (NDRRMC) acts as the primary agency for DRR in the Philippines (CFE-DMHA, 2018). The implementing body shall be the Office of Civil Defense and guarantee that the framework for National Disaster Risk Reduction Management is consistent in meeting the physical, social, and economic and environmental plans of the country (Government of the Philippines, 2011).

The Department of Education being one of the members of the National DRRM Council, is tasked to carry out the Disaster Risk Reduction Management in the basic education (DEPED, 2015). Parents of children may have given precautionary instructions to prepare them for risks, however, the school is one of the places where children may be when an unexpected hazard occurs (Kubicek et al., 2008).

The impact of disasters to education extremely interrupts schooling leaving classes suspended and creating special classes to make-up for the lost face to face learning encounters (Southeast Asian Ministers of Education Organization Regional Center for

Educational Innovation and Technology (SEAMEO InnoTech), 2014). To respond to the needs of Filipino learners in times of hazards and aftermath of natural vulnerabilities, the Department of Education has adopted a framework called the Comprehensive DRRM in Basic Education. It focuses on the safety of the educative community and investments, design plans for continuity of education, and educate learners on resilience and risk reduction (DEPED, 2015).

As pointed out in the Toolkit for Building Disaster School Communities in Southeast Asia Report (2014), the school being the point of convergence brings forth the capacity to actively be involved in innovating ways to build a safe and resilient community where disaster mitigation, response, and recovery are present. The integration of policies and practices from the Comprehensive School Safety alignment with Sustainable Disaster Risk Reduction Development Goals 2015-2030 and Sendai Framework for Disaster Risk Reduction Management emphasizes the need to incorporate risk reduction approaches in education especially in giving importance to children's equal rights to inclusive and safe access to education (UNISDR, 2017).

Kindergarten and Disaster Risk Reduction Management

The policy of the Philippine government constitutes that the Kindergarten education is fundamental in the growth and development of every Filipino child (RA 10157 Kindergarten Education Act, 2012). They are seen as the future of the country that are gifted with potential and must be taken care of (Early Childhood Care and Development,

2010). Stipulated in the Republic Act 10157 (2012), also known as the Kindergarten Act, the state must address the needs of learners through developmentally appropriate education. All five-year old children must acquire and develop necessary physical, cognitive, social and emotional, skills together with the formation of values as specified in Section 2 of the act. Therefore, the Standards and Competencies for the Five-Year-Old Filipino Children was realized and served as the Kindergarten Curriculum (Standards and Competencies for Five-Year-Old Filipino Children K to 12 BASIC EDUCATION CURRICULUM K to 12 Kindergarten Curriculum Guide, 2016).

The Kindergarten child is a valuable asset of the society, whose personal and social skills are needed to be developed (Varela, 2016). In order to meet the vision of the Filipino Kindergarten child whose maximum potential is unlocked, the framework incorporates the seven developmental domains integrated to the learning areas to help children prepare for more rigorous tasks especially when they reach the first grade (Standards and Competencies for Five-Year-Old Filipino Children K to 12 BASIC EDUCATION CURRICULUM K to 12 Kindergarten Curriculum Guide, 2016). The Physical Health & Motor Development domain (*Kalusugang Pisikal at Pagpapaunlad sa Kakayahang Motor*) envisions that through the physical, health, and safety activities given to Kindergarten children, their large and small muscles will be developed as well as their acquisition of health and basic safety knowledge from disasters will be addressed (Standards and Competencies for Five-Year-Old Filipino Children K to 12 BASIC EDUCATION CURRICULUM K to 12 Kindergarten Curriculum Guide, 2016).

Kindergarten pupils are expected to demonstrate preparedness in such disasters like earthquakes, flood, and typhoons as reflected in the curriculum guide with code KPKPKK-Ih-4 (Standards and Competencies for Five-Year-Old Filipino Children K to 12 BASIC EDUCATION CURRICULUM K to 12 Kindergarten Curriculum Guide, 2016). Lessons on disasters are presented to the learners on week 25 of their Kindergarten Daily Lesson Log (Department of Education Philippines - Bureau of Learning Resources (DepEd - BLR), 2017). It is supported with weekly drills and simulation exercises, use of National DepED DRRM jingle during flag ceremonies, and training of teachers to integrate lessons on DRRM. Teachers are given the liberty to modify lessons from recent training or seminars to make it appropriate for the Kindergarten level, most especially in the month of July wherein the National Disaster Resilience Month takes place (DEPED, 2019).

Impact of Disasters to Filipino Kindergarten

The World Risk Report (2018) published a report focusing on child protection and children's rights. According to the report, disasters affect one out of four children worldwide (Heintze et al., 2018). In the Philippines, children are one of the vulnerable groups identified in the report released by the Center for Excellence in Disaster Management & Humanitarian Assistance (2018). They react differently to every situation they are exposed to, most especially when there are disasters (Kousky, 2016). The

vulnerability of Filipino children increases if there is an inadequate provision of physiological needs such as food, water, air, sanitation, hygiene, and sleep resulting in a decreased presence of their opportunities to maximize their full potential (UNICEF, 2012a). In the study entitled, “The Emotional Impact of Disasters on Children and their Families” (Stafford et al., 2014), it is emphasized that there are factors that affect the psychological state of a child who experiences disasters. These include 1) exposure to the hazard, 2) support from the family and community during and after the disaster, 3) degree of daily exposure to hazards, and 4) the safety of the neighborhood the child belongs to. As children across globe should receive equal rights as stated in the Convention on the Rights of the Child focusing on their welfare, protection, and participation (UNICEF, 2016), they are still exposed to threats that make them helpless to take part and make decisions such as discussing their own risks on disasters and policy-making (Johnson, 2014).

Children’s Perspectives to Disasters

Childhood is disparate to every individual and experiences are different to every child due to the distinct social construction of childhood (Macblain, Dunn, & Luke 2017, p.30). The diversity seen in children is in parallel with their social lifestyle and cultural exposure, thus, they are distinctively unique from adults (Norozi & Moen, 2016). Recognizing that they are different, the UN Children’s Convention of Rights, expressed in article 13 gives them the right to express their thoughts appropriately whether in

speaking, writing, drawing, or in any form (UNICEF, 2012b). In such a way, valuable information may be drawn out from children by a professional who works closely with them (National Children's Bureau, 2016). According to Roberts-Holmes as cited by Mukherji & Albon (2018), associates the concept of adult's "creative listening" to children as seen in the founder of Reggio Emilia Approach ---- Loris Malaguzzi's *Hundred Languages of Children*, that children communicate in countless ways about their experiences, learnings, and views through talking, dancing, drawing, painting, singing, sculpting, etc. Their development strengthens their capacity of disclosing their experiences and linking it into their present situation (Nilsson et al., 2015a). Even at a young age, children can express their perspectives but their way of involvement of participation and connection will grow in consonance with their maturity (Lansdown, 2011).

Children's Charter (Children's Charter, 2013), an action plan for disaster risk reduction was made through the consultation of more than 600 children in different parts of the world. There were five common themes that were regarded through the gathering of perspectives of children: 1) *Schools must be safe and education must not be interrupted*; 2) *Child protection must be a priority before, during and after a disaster*; 3) *Children have the right to participate and to access the information they need*; 4) *Community infrastructure must be safe, and relief and reconstruction must help reduce future risk*; and 5) *Disaster Risk Reduction must reach the most vulnerable*.

Some children from the Philippines ages eight to fifteen years old, who were extremely affected by the Typhoon Yolanda shared their perspectives as filed on the report from Save the Children (2014). They have been assertive and suggested rebuilding not limited to the construction of infrastructures but the knowledge to gear them up in the future (Maloney & Save the Children, 2014). If children are given the chance to participate in the decision making, they can create a child-centered process and prevent adult agendas at their expense (National Children's Bureau, 2016).

The impact of disasters displays significant gaps in the education sector as reported by Save the Children Philippines (Ireland, 2016). An individual is compelled to prepare even more for disasters when education about DRR takes place together with the experience of being affected by a particular calamity (Hoffmann & Muttarak, 2017). The Philippines remains to be heavily exposed to disasters yearly and continuously affect children (National Economic and Development Authority (NEDA) & United Nations International Children's Emergency Fund (UNICEF), 2018). Despite being vulnerable to disasters, a number of literature supports how children want to take part in decision-making in DRR as they are not passive victims only (Hore et al., 2018). There is significance of having formal education on disasters as it enables the learner to prepare for the risks one may be facing without dealing first on the actual exposure to the specific disaster (Hoffmann & Muttarak, 2017). To answer how this can be addressed to younger children, one act of points and recommendations from the report by Save the Children Philippines suggest that an educational continuity plan for Kindergarten or pre-schoolers

must be reflected in the School Disaster Risk Reduction and Management (Camua et al., 2016). It is through with these related literature that was found out that there is no study conducted yet on the perspectives of Filipino Kindergarten children on disasters.

Research Problem

This research explored children's perspectives on disasters. Specifically, this study sought to: (1) describe children's perspective on disasters, (2) determine significant concepts that can be used for School Disaster Risk Reduction Management specifically for kindergarten, and (3) develop an exemplary lesson for Kindergarten on disasters. The intent of this study is to explore the meaning of experience, to discover and describe the structure and essence of the competencies exhibited by the kindergarten pupils, and to contribute to the body of knowledge in the field of early childhood education.

Conceptual Framework

World leaders recognize the basic human rights of children as it was made legitimate by the ratification of The United Nations Convention on the Rights of Child. The right to express his or her views most especially in what may directly concern children is given importance (United Nations General Assembly, 1989). The resource guide published by UNICEF and Save the Children entitled *Every Child's Right to be Heard*

(2011), explains that Article 12 exists not only as right but as a principle to understand the other rights of a child. It states that younger and older children have the capacity to form their own perspectives, not that he or she has to demonstrate explicitly her ability to form a view but simply because he or she has the competence to give an interpretation on a particular matter (Lansdown, 2011). Through the provision of activities that are suited to their level, it can draw out their ideas for self-expression, capture how they feel and disclose what they think, and comment on their observations which displays their awareness as of the moment (National Children’s Bureau, 2016).

One of the priorities of the United Nations is education and the knowledge for disaster risk reduction in order to foster a community that is safe and resilient to all levels. The primary goal is for children, who are considered as “leaders of tomorrow” and “agents of change”, have a radical shift in attitudes and perspectives to a more positive and precautionary approach to disasters (UNICEF & UNISDR, 2011).

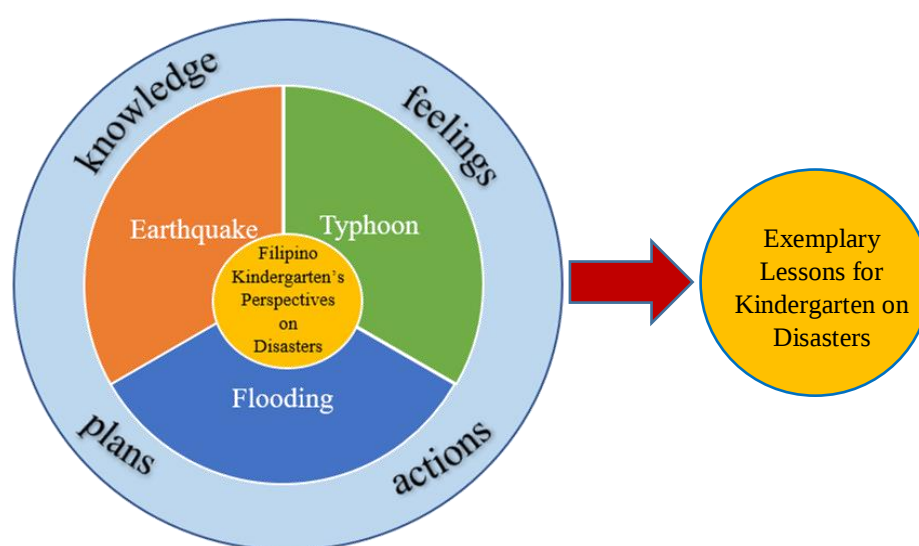


Figure 1.1 Exploring Filipino Kindergarten’s Perspectives on Disasters

Figure 1 summarizes the conceptual framework of the study. Children's perspectives pertain to the child's own involvement in which their voices are heard and highlighted and interpreted by adults (Thulin & Jonsson, 2014). The researcher has adapted strategies on how children responded differently in order to share their perspectives. The questions that were given to them were communicated through verbal expression which conveyed the characteristics of a child's opinions (Nilsson et al., 2015a). The kindergarten pupil was given the option to begin in expressing his or her perspective through the interview questions raised by the researcher or through the picture that was presented to him or her. These were the means to draw out their perspective for the reason that children have different learning styles (Aja et al., 2017). The knowledge, feelings, actions, and plans based on the data gathered have drawn out themes that were extracted from children's perspectives. These themes were then developed into sample lessons to help develop concepts that are developmentally appropriate for Kindergarten pupils in the area of disaster risk reduction management.

Definition of Terms

The following terms are defined for further understanding of this study:

Disaster. This pertains to the grave operational disruption of a community brought by any hazardous events causing effects and fatalities (United Nations, 2004).

In this study, disaster refers to personal experiences of a particular hazardous event whether an earthquake, typhoon, or flooding.

Earthquake. The surface of the earth that is alongside with each other perform plate motions that cause sudden shaking of the ground (DepED, 2008; Pailoplee & Boonchaluy, 2016).

The experience of an earthquake by the participants were discussed in this study.

Flooding. The inundation of water coming from a river, stream, ocean or other water course even reservoirs causing land areas to be enclosed with water is called flooding (DepED, 2008).

The experience of flooding by the participants were discussed in this study.

Typhoon. The strong spiral winds that create a strong low-pressure area becoming a hazard with heavy rainfall (DepED, 2008).

The experience of flooding by the participants were discussed in this study.

Filipino Kindergarten. A five-year old child whose nationality is Filipino and currently enrolled as kindergarten in a public school (Standards and Competencies for Five-Year-Old Filipino Children K to 12 BASIC EDUCATION CURRICULUM K to 12 Kindergarten Curriculum Guide, 2016).

Participants in this study are Filipino children aged 5 years old and have experienced a specific natural disaster.

Children's Perspectives. A child's view and understanding towards a specific idea or activity (Thulin & Jonsson, 2014). It is allowing and giving a favorable moment to

the child to express and report involvements of oneself whether directly or indirectly (Nilsson et al., 2015a).

The perspectives of children in this study are their views towards specific disasters that they had experienced with any of the following: typhoons, flooding, or earthquakes.

Knowledge. This refers to the segments of information that forms insights whether circumstantial or inaccurate that broadens the understanding of any concept (King & Tarrant, 2013). These information a child may refer to in this study are what formed their knowledge on a particular disaster.

Feelings. A child's emotional response that occurred instantly or after the experience of a disaster (Stafford et al., 2014). Children in this study have expressed their feelings upon and after their exposure to a particular type of disaster.

Actions. The preparedness actions that were displayed before, during the occurrence, and after the disaster (Hoffmann & Muttarak, 2017). The children in this study communicated their preparedness actions together with the adults that they were with during their exposure to a particular disaster.

Plans. The actions of proceedings gathered and conceptualized in order to achieve the goal of ensuring how children can be protected from risks before, during, and after disasters (Children's Charter, 2013). In this study, children were asked to share their plans on how they can learn better about disasters to be able to help them be more prepared in the occurrence of such.

CHAPTER II

Methodology

Qualitative Design and Methodology

The research design used for this study is a qualitative method. Data gathered from this study depended on the interviews and other data collected from participant's experiences (Creswell & Creswell, 2018). This study used the descriptive case study approach that provided the researcher to: (1) describe children's perspective on disasters, (2) determine the significant concepts that can be used for school disaster risk reduction management specifically for kindergarten, and (3) develop an exemplary lesson for Kindergarten on disasters. Descriptive qualitative method explicitly explains the participant's experiences and observations and translates the circumstances through their responses (Merriam, 2009). Case study was utilized to elicit comprehensive data (Creswell, 2007) which extracted from the participants the meanings they have created and understood out of their experiences (Merriam, 2009). In the field of Early Childhood, case study also refers to an in-depth examination of child study that analyzes the different interconnecting conditions to what is happening in the individual's environment (Mukherji & Albon, 2018).

Research Site

The cases gathered were pupils residing in Metro Manila, as this is one of the megacities of Asia (Southeast Asian Ministers of Education Organization Regional Center for Educational Innovation and Technology (SEAMEO InnoTech), 2014). The growing population and urbanization of Metro Manila is classified as a megacity for the reason that it is expected to grow by greater than 19 million by 2050 (The World Bank, 2010). As reported on the disaster profile of and status of DDM in Southeast Asia by SEAMEO InnoTech (2014), the increase of people living in the city together with its expansions of megacities makes it susceptible to natural disasters. Metro Manila is also recorded as the largest population of disaster-prone urban areas (Rosengard & Jefferson, 2019). The sixteen cities that composed Metro Manila are the following: Manila, Quezon City, Caloocan, Las Piñas, Makati, Malabon, Mandaluyong, Muntinlupa, Navotas, Parañaque, Pasay, Pateros, San Juan, Taguig, and Valenzuela. It was narrowed down to the children who have experienced natural disasters in the said cities. The venue where the gathering of data collected was conducted in places such as their homes or nearby establishments as suggested by the parent or guardian ---- as to where the participant feels the safest. It was agreed upon by the researcher and the parent/guardian of the participant before the interview took place.

Selection Criteria and Participants

This study went through two tiers of purposive sampling. First, the participants are enrolled Kindergarten pupils from different public schools residing in Metro Manila, an area prone to natural hazards such typhoons, flooding, or earthquakes. The case study research is only bound to the focus of the research (Merriam, 2009) which are the experiences of a particular Kindergarten pupil on a particular type of disaster. *Particularistic* as Merriam (2009) defined is the distinct event or situation that may be uncovered in the case study. As stated in the School Disaster Risk Reduction Booklet Manual of the Department of Education (2015), tropical cyclones, flooding, and earthquakes are the top three school hazards in the Philippines. Thus, the researcher selected through purposive sampling, nine (9) cases, three (3) kindergarteners, regardless of gender, per identified disaster. There were no sensitive issues that were asked of the participant since the primary objective was to get their knowledge, feelings, actions, and plans on a specific natural disaster they have encountered.

Data Collection

The data collected was in the natural setting where the individual may have experienced the phenomenon. The explicit gathering of data by directly talking to the participant and seeing how they recall and act is one of the components of a qualitative research (Creswell, 2014).

The initial phase of the study was through seeking the approval of the parent or guardian of the selected participant. A consent letter was given and explained to the parents/guardians of the chosen participants, as seen in appendices A and B. The researcher explained to the parents /guardians the objectives of the study. This ensured that the participant is protected from any risk.

The researcher, as an early childhood practitioner, also took into consideration the participant's developing social and emotional skills and used co-construction learning as a strategy to establish a conversation (Tay-Lim & Lim, 2013). In co-construction learning, individuals can work in collaboration where teamwork and shared responsibility and understanding takes place to work on tasks (Hardman, 2017). Thus, the researcher was able to ask the participant if he or she is willing to share his experiences on a particular type of disaster.

The research approach that was used in this undertaking is through face-to-face interviews. It is a way a person or group of people answers to questions which can also be expounded further to seek for answers or understanding on a particular topic (Mukherji & Albon, 2018). The distinct characteristic of an interview from a conversation as mentioned by Denscombe (cited by Mukherji & Albon, 2018), it is carefully planned because of an 'agenda' that the interviewer seeks to elicit. Hence, the interview guide questions were formulated by the researcher and sought the help of early childhood experts to validate it (see appendices C, D, E). The early childhood experts were educators in the field that must be teaching for at least five years and are currently taking further studies related to Early Childhood education. The formulated interview guide

questions had undergone pilot interviews to ensure that questions that will be asked to the participants are substantial (Merriam, 2009).

The semi-structured interview was conducted as it is intended to produce thorough data about the participant's feelings, judgements, opinions, and perspectives. Further, it is suitable for young children because they can determine the direction of the interview depending on the choice of topic that makes sense to them (Mukherji & Albon, 2018). The more recent the occasion of the disaster occurred, the participant can easily share his or her views on the event. The interviews lasted for about twenty to thirty minutes and did not exceed more than forty-five minutes to put into consideration their attention span. Pictures pertaining to particular disasters were also used as provision to focus, as children may shift their attention quickly (Nilsson et al., 2015). The consent of the participant and the guardian to use audio recording was sought by the researcher. The use of audio recording material was used to capture fully the responses of the participants as this is one of the included types of data recording procedures of a qualitative research (Creswell & Creswell, 2018). This procedure guaranteed that data collected is well-kept for analysis (Merriam, 2009).

Data Analysis

Children's responses in a qualitative research must be cautiously defined (Nilsson et al., 2015). Data analysis is extracting learning out of the data gathered, hence, it comprises interpreting, combining, sorting, and selecting relevant information (Merriam,

2009). Inductive method was used as detailed information and data was first acquired before conceiving general themes (Creswell, 2014). The researcher transcribed the data through the use of hand analysis of qualitative data (Creswell, 2014) since the data is small in number of pages. After which, the transcriptions gathered followed Tesch's Eight Steps in the Coding Process (cited by Creswell & Creswell, 2018) which reflected specific coding procedures. The steps are as follows: 1) transcriptions must be read carefully and write notes that comes into mind; 2) choose one document and write the discoveries that it is trying to unveil; 3) group the topics that were extracted from some of the participants to be able to put them into columns; 4) check the data again and write codes to some areas of the document and try to look into if new codes shall emerge; 5) categorize the topics and trim the list that is related to each other; 6) place abbreviation and alphabetize the codes; 7) arrange the data that is part of a particular category and make initial analysis; and 8) recode the present data only if it is needed. The gathered data are the basis for the extraction of interpretation that may be highlighted from the strategies used by the researcher. Thus, the data that were transcribed were fragmented to codes and developed to themes with their descriptions (Creswell & Creswell, 2018; Mukherji & Albon, 2018). Constant meeting with the thesis adviser was practiced that ensured the continuous guidance to come up with a comprehensive interpretation. Sample lessons based on the themes that were elicited from the participants was made after the interpretation of data. The constructed data and sample lessons were then validated by Early Childhood experts (see Appendices R-Y).

Role of the Researcher

The reason to choose qualitative case study brings into detail that the researcher wanted to be involved in the discovery of the participant's perspectives and explanation of experiences instead of testing (Merriam, 2009). The researcher assured that data was kept safely as to not place the participants in jeopardy (Creswell & Creswell, 2018). The role of the researcher encouraged, motivated, and observed the participant in expressing his or her perspectives on disasters through facilitation. Different strategies appropriate to the child's level were given to establish good rapport and full cooperation to participate in this study. The data collected from the participants were developed through an exemplary lesson appropriate for the Kindergarten pupils on disasters. Reflexive thinking as stated by Creswell & Creswell (2018) was also practiced for the reason that the qualitative researcher recorded notes during the process of the study and was reflective on the journey of the undertaking that deliberated how one's involvement may have affected the interpretation of the results. The researcher too, must be cautious so that significant extracted data will not be dominated by personal experiences nor assumptions (Creswell & Creswell, 2018).

Methods of Validation

To attain the validity of the data that were gathered, the researcher used multiple validity strategies to ensure that findings are accurate and credible (Creswell & Creswell, 2018). The researcher allotted a time-frame in which each participant had an ample time

to settle and be comfortable to answer the queries given. In order to let the readers fully understand the study, substantial descriptions were implemented and biases were explained. The data coming from the participants who experienced the same disaster was carefully examined and was used to construct a clear explanation of the themes. These themes were then checked if they coincide with the other themes to establish validity (Creswell & Creswell, 2018). The developed lessons were also validated by Early Childhood experts to confirm the accuracy of the findings (see Appendices F, G, H).

Ethical Considerations

The researcher respected the needs, rights, and values of the participants. The consent form together with its substantial contents of the objectives, purpose of the study and how it was conducted was clearly explained to the parent or guardian of the participant. The researcher strictly observed confidentiality as stated in the data collection. This study underwent ethical review before and after this research was conducted.

The researcher was mindful that prevented manipulation to bound the scope of children's responses or lead them to answers that are not of their own views because of tokenism or adult-influenced responses (NCB, 2016).

CHAPTER III

Results and Discussion

This chapter presents, interprets, and explains the findings of the data gathered. The transcribed data (see Appendices I – K) from the interview was carefully analyzed to answer the research objectives. Themes emerged from the experiences of participants and became an avenue to provide comprehensive discussion on the Filipino Kindergarten's perspective on disasters.

A total of nine (9) five-year old participants who are residing in different cities of Metro Manila were interviewed to elicit their views on disasters. Figure 3.1. below shows the map of Metro Manila together with brief descriptions to understand the glimpse of the specific geographical location of the participants that will support their perspectives on a specific disaster experienced.



Figure 3.1 Map of Metro Manila, Philippines

Presentation of Cases and Different Themes

Children who Experienced Typhoons (*Bagyo*)

Child T1 is a five-year old boy who lives in Sampaloc, Manila (see Figure 3.2 below). This district of Manila is also known as the University Belt or U-Belt because of the adequate amount of colleges and universities found along the area. The child lives with his family as an informal settler on the railroad side of España Station of the Philippine National Railways (PNR). The train passes and stops in the station every thirty minutes from 6:30 in the morning till 8:30 in the evening.

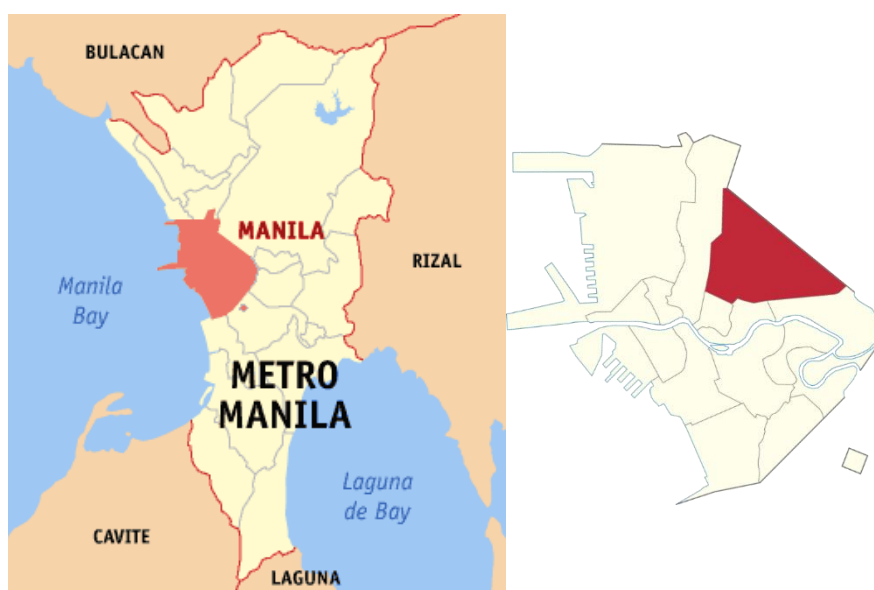


Figure 3.2 Location of Manila in Metro Manila (L), Sampaloc, Manila (R)

Eugene Alvin Villar (seav) - Own work, CC BY-SA 3.0, <https://commons.wikimedia.org/>
 Roel Balingit - Ph map manila.svg by User:Seavderivative work: User:Namayan, CC BY-SA 3.0, <https://commons.wikimedia.org/>

According to T1, his family stays inside their house whenever there is heavy rain since they are living at the side of the railroad of PNR. He believes that one

must find a way to look for a shelter and uses the term “*silong*” which means semi-basement since the raindrops during typhoons are stronger than the usual rain. T1 also mentioned about what he thinks of whenever there is a typhoon, he said:

Sana mawala ang ulan kasi kailangan sumilong.

(I hope the typhoon will soon be over because we need to find shelter).

When asked about what he feels whenever there is a typhoon, he expressed that he feels sad because there will be no classes the following day. He has given the highest rating of what he feels whenever there is a typhoon because his primary reason is not being able to go outside of their house. He has expressed that he will continue to be sad whenever he cannot go outside due to the continuous pouring of the heavy rain.

Child T2 is a five-year old boy from Parañaque City (see Figure 3.3 below). It is a highly urbanized area where most entertainment and gaming industries are located. The participant resides in the city’s administrative center in San Antonio where it is also known as one of the four most populated barangays in Metro Manila (Community-Based Monitoring System International Network, 2017).



Figure 3.3 Location of Parañaque City in Metro Manila

Eugene Alvin Villar (seav) - Own work, CC BY-SA 3.0, <https://commons.wikimedia.org/>

In the case of T2, a typhoon is a stronger version of the rain. He mentioned that one must stay clean and go inside the house whenever there is a typhoon. According to him, one is not allowed to go out of one's home whenever there is a typhoon. He has also mentioned that he feels afraid and sometimes a little bit of shock due to the crackle of thunder whenever there is a typhoon. He gave a lower level of rating about what he feels, because he has expressed that the sound of the thunder passes swiftly.

Child T3 is a five-year old boy who resides in the city of Las Piñas (see Figure 3.4 below). The barangay where the child lives is the largest population of the city. Las Piñas is a highly urbanized city where half of its land zone is for commercial, industrial, and institutional and the other half for residential areas. The

participant not only described his experiences on typhoons at the present city he resides in, but also during the time when he was in the province where they were later forced to evacuate their home due to the disaster.



Figure 3.4 Location of Las Piñas City in Metro Manila

Eugene Alvin Villar (seav) - Own work, CC BY-SA 3.0, <https://commons.wikimedia.org/>

T3 expressed that whenever there is a typhoon, there are houses being destroyed due to the strong winds. He also mentioned about flooding and how the zinc metal roof sheets are being blown away. T3 has expressed that he felt scared due to the lightning during typhoons. He also told his experience on how they were asked to evacuate from their own home and sought shelter in his grandmother's place. For this reason, whenever there is a typhoon, he initially thinks that he and his family must seek another shelter aside from their own home. He said:

Lumikas na lang po. Sa ibang bahay na lang po.

(We should evacuate and look for another home to stay).

Theme 1: Heavy Downpour of Rain

The theme that emerged from the children's perspectives about typhoons is that it is a strong amount of rainfall that can cause destruction of homes. Child T3 said:

Nasisira ng mga bahay. Kasi ang lakas ng hangin... ang lakas ng ulan. Bumabaha rin yung daanan, tapos nagliliparan ang mga yero.

(The houses are destroyed because of the strong wind and rainfall. There is also flooding and zinc metal roofing sheets that are being blown away by the typhoon.)

Child T1 also mentioned the kind of raindrops that fall during typhoons. He said:

Umuulan ng malakas. Malakas ang patak.

(There is a strong downpour of rain which make the raindrops fall heavily.)

On the other hand, Child T2 described that the intensity of typhoons is stronger than that of the rain.

Children who Experienced Flooding (*Baha*)

Child F1 is a five-year girl who lives in Valenzuela City (see Figure 3.5 below), a highly urbanized area in the north of Metro Manila. The city of Valenzuela and Malabon are separated by the Tullahan River. The local governments made

an agreement to dredge the area. During heavy rainfall, most especially during typhoons, Valenzuela is prone to flooding leaving stagnant water that can last for weeks (Community-Based Monitoring System International Network, 2017). The participant resides in one of the flood prone barangays in Valenzuela. Flash floods are common due to poor drainage systems.



Figure 3.5 Location of Valenzuela City in Metro Manila

Eugene Alvin Villar (seav) - Own work, CC BY-SA 3.0, <https://commons.wikimedia.org/>

According to F1 she calls flooding as “*alon*”, the Filipino term for waves because of the typical situation happening in their barangay. She has described the flooding as taller than her by showing the researcher that the water can reach an arm above her head. F1 describes that she tries to swim through the flood even though she doesn’t know how to swim very well. F1 was asked what she thinks whenever there is flooding in their area, she mentioned that she needs to swim

through it. She has also expressed that she feels sad whenever there is flooding because there will be no classes.

Child F2 is a five-year girl who lives in Muntinlupa City (see Figure 3.6 below), a highly urbanized area of the southernmost part of the National Capital Region. The stretch of land of this city is facing to the east of Laguna de Bay, which the participant's barangay is located. The location of her home is also in a nearby creek of the district and the construction of their house is similar to an underground home because of the slope direction of their street. As the stated circumstance of the participant's residential location, her area is prone to flooding most especially during heavy rainfalls.



Figure 3.6 Location of Muntinlupa City in Metro Manila

Eugene Alvin Villar (seav) - Own work, CC BY-SA 3.0, <https://commons.wikimedia.org/>

F2 explained that the water from the flood does not come from the sea but instead a kind of dirty water. According to F2, her mother told her that she will get sick because of it. She was able to describe that the level of flooding they have experienced at home is usually knee-level high. Her mother asks her to stay in their bed due to the flood water that had entered their residence. When asked what she feels whenever there is flooding, F2 expressed that she feels scared but to a little extent only. She explained that she feels a little scared only because she refers to herself as somebody who is not a toddler anymore. She said:

Kasi malaki na ako eh.

(I am a grown-up person already.)

Child F3 is a five-year girl who lives in Tondo, Manila (see Figure 3.7 below). In the sixteen districts of Manila, Tondo is known as the most dense and largest in terms of population. The participant lives in one of the housing projects from the government designed to cater to low-income families (Ballesteros, 2010). Tondo is susceptible to flooding because of the wastes clogging the drainage systems.



Figure 3.7 Location of Manila in Metro Manila (L), Tondo, Manila (R)

Eugene Alvin Villar (seav) - Own work, CC BY-SA 3.0, <https://commons.wikimedia.org/>
 Roel Balingit - Ph map manila.svg by User:Seavderivative work: User:Namayan, CC BY-SA 3.0, <https://commons.wikimedia.org/>

According to F3, flooding is due to the downpour of rain. She explained about the clothing one must wear in the event of flooding such as wearing boots. She expressed that children like her should stay at home to avoid getting sick because of the rats that may come out from the sewage because of flooding. F3 expressed too, that she feels sad whenever there is flooding because there will be no classes.

Theme 2: Wavelike Water

The theme that surrounds the perspectives of children about flooding is the feature that it is similar to the water coming from the sea. Child F1 describes flood

as “*alon*” resembling the waves found in the sea. However, Child F2 explains that it is water but not coming from the sea, she said:

Sasakit kasi hindi yung tubig... sa ano, sa dagat.

(Water coming from flooding will make you sick because it is not sea water.)

On the other hand, child F3 refers flood as the water coming from the rain, she tells:

Pag-umuulan bumabaha po yun. Kasi po dahil po sa ulan.

(There is flooding because of the downpour of rain.)

The researcher asked the flood level they have experienced and Child F1 described that it is usually above her head. When asked what she does when the level of flood is above her, she said:

Tapos pagpumunpunta ako dun sa swimming hindi ako marunong lumangoy (then laughs).

(Whenever there is flooding, we need to swim even though I do not know how.)

Nevertheless, when she was asked what comes into her mind during flooding, she replied:

Ano, lumalangoy. Kailangang lumangoy.

(I really need to swim whenever there is flooding.)

Children who Experienced Earthquake (*Lindol*)

Child E1 is a five-year old boy who lives in Malabon City (see Figure 3.8 below) which is located in the north of Manila. Although Malabon is far from the

West Valley Fault Line, the city will feel the same intensity level during an earthquake of those cities in the fault (de la Cruz et al., 2015). The child was with his mother in a nearby shopping mall when the earthquake occurred.



Figure 3.8 Location of Malabon City in Metro Manila

Eugene Alvin Villar (seav) - Own work, CC BY-SA 3.0,
<https://commons.wikimedia.org/w/index.php?curid=304645>

According to E1, an earthquake means the movement of the things around us. He explained that there was a disruption of electricity when he talked about his experience on the earthquake. He described how the lights were swaying as he was in the mall with his mother. When they left the mall, he saw that there were cracks on the walls. E1 told that when he felt the Earthquake he felt scared but he felt safe because his mother was with him.

Child E2 is a five-year old boy from Paco, Manila. Paco is located in the south of Pasig River and San Miguel. It is part of one of the legislative districts of Manila that represents a highly urbanized municipality. He lives in an apartment close to where he is enrolled. When he experienced the earthquake, he was with his father and younger sister at the second floor where their studio room is located.



Figure 3.3 Location of Manila in Metro Manila (L), Paco, Manila (R)

Eugene Alvin Villar (seav) - Own work, CC BY-SA 3.0,
<https://commons.wikimedia.org/w/index.php?curid=304645>

The earthquake according to E2 is the movement of the walls. He said that they immediately went down from their apartment together with his father and younger sister even without even wearing slippers. He also expressed that he felt dizzy during his experience of the earthquake and described the aftershocks when they went back to their apartment. He referred to the things found in their kitchen that he saw moved such as the stove and utensils. E2 and his family watched the

news and he recalled what he saw on the news. He also shared that he prayed after the hazardous event so that it will not happen again. He expressed that he doesn't want to get toppled over and die because of the earthquake.

Child E3 is a five-year old boy who resides in Makati City. Located at the North of Pasig City, this area belongs to the West Valley Fault, one of the two major fault systems in Luzon. During an earthquake, the motion of fault moves to the right as it is dominantly a dextral strike slip. The participant was playing in the street outside his home when the earthquake occurred.



Figure 3.10 Location of Makati in Metro Manila

Eugene Alvin Villar (seav) - Own work, CC BY-SA 3.0,
<https://commons.wikimedia.org/w/index.php?curid=304645>

E3 said that he ran to seek shelter in their house when the earthquake occurred. He expressed that he wanted to go home at that moment because he felt a tingly sensation in his stomach because of the movement of the ground. He said that one must go home whenever there is an earthquake to avoid being toppled over by debris or else it may cause danger or death.

Theme 3: Motion of the Things Around Us

The children's perspectives about earthquakes as told by Child E1 is:

Yung lindol po gumagalaw po yung ano... lahat po ng ating bahay; kasi po malakas po ang lindol.

(The earthquake's intensity can make everything move including our houses.)

Likewise, Child E3 describes earthquakes as:

Gumagalaw, may mga nasisirang bahay.

(Everything is moving and some houses are being destroyed because of the earthquake.)

Additionally, Child E2 instead of saying the definition, he mentioned what one must do during an earthquake:

Takbo.

Para hindi mabagsakan.

(We need to run so that we will not be knocked over by the debris.)

The Table 1 below presents the summary of the children's perspective on a particular type of disaster together with their sample responses.

Type of Disaster	Themes	Description	Participant	Sample Response
Bagyo (Typhoon)	Heavy Downpour of Rain	This pertains to how children describe their perspective of typhoons.	T1 T2 T3	<i>Nasisira ng mga bahay, kasi ang lakas ng hangin. Ang lakas ng ulan. Bumabaha rin yung daanan, tapos nagliliparan ang mga yero.</i> (The houses are destroyed because of the strong wind and rainfall. There is also flooding and zinc metal roofing sheets that are being blown away by the typhoon.)
Baha (Flooding)	Wavelike Water	This pertains to how children describe their	F1 F2 F3	<i>Maalon.</i> (The movement of the water is like of the

		perspective of flooding.		waves of the sea). <i>Tubig. Sasakit kasi hindi yung tubig, sa ano, sa dagat.</i> (Water coming from flooding will make you sick because it is not sea water).
Lindol (Earthquake)	Motion of the Things Around Us	This pertains to how children describe their perspective of earthquakes.	E1 E2 E3	<i>Yung lindol po, gumagalaw po yung ano...lahat po ng ating bahay; kasi po malakas po lindol.</i> (The earthquake's intensity can make everything move including our houses.)

Table 1 Description of Children's Perspectives on Disasters

Children's Knowledge on Disasters

The Philippines experiences disaster's annually and people living in the country are continuously exposed to these hazards most especially children (Bollettino et al., 2018). Children described their knowledge on disasters, although limited in their vocabulary, were still able to express their views on what disasters mean to them. They have their own way of understanding the risks that is different from adults' knowledge (Fawcett, 2012). In the study conducted by King & Tarrant (2013), children's perspective on natural disasters is useful to further gauge their understanding of a concerning hazard to their environment. Even though children are seen as the most vulnerable during natural disasters, their responses and attributions matter to help improve outcomes in the event of a disaster. Thus, children's perspective on disasters is based on his or her knowledge, whether factual or false, serves as the foundation to his or her understanding about disasters. (King & Tarrant, 2013; Kousky, 2016).

Children's Perspectives on Disasters and their Significant Concepts

The extracted themes lead to answer significant concepts that may be introduced in Kindergarten pupils. In the study conducted by Johnson (2014), awareness and preparedness on disasters happening around children can be increased through disaster education.

Below are three (3) themes that emerged about concepts that can be used in Kindergarten's SDRRM. The concepts are then aligned with existing competencies found in the domains in the Philippine Kindergarten curriculum. Table 2 presents the summary of themes.

Type of Disaster	Themes	Description	Sample Response	Significant Concepts	Kindergarten Domain/ Competency/ Code
Bagyo (Typhoon) Baha (Flooding) Lindol (Earthquake)	Staying at Home	This determines the perspective of children that they need to stay home when a disaster happens.	<i>Pumunta sa loob ng bahay. Pumasok sa bahay.</i> (Just stay inside the house.)	Children's Preparedness in Disasters	Pangangalaga sa Sariling Kalusugan at Kaligtasan (PKK) Naipakikita ang simpleng na kahandaan sa panahon ng sakuna: lindol, baha, sunog, atbp. (KPKPKK-lh-4)
	Acknowledging Different Feelings during Disasters	This determines that different feelings are felt by the children on specific disasters encountered.	<i>Nagulat ako tapos noon... kanina, natakot ako. Konti lang, pero hindi ako natakot ng husto.</i> (I was shocked and I got scared. I only got a little scared.)	Children's Intrapersonal Emotional Response on Disasters	Pagkilala ng Sarili at Pagpapahayag ng Sariling Emosyon (PSE) Naipakikita ang pag-unawa sa nangyayari o kasalukuyang sitwasyon at nakapaghihintay sa tamang oras na matugunan ang gusto/pangangailangan (SEKPSE-00-10)

	Helping and Sharing to Others	This determines that children like to help others whenever they know somebody who is afflicted by disasters.	<i>Pumunta na lang doon sa bahay 52aming tapos papahiram ko siya ng mga damit.</i> (I will tell my friend who is afflicted with the flooding to just stay in our house. I will let him borrow my clothes.)	Children's Interpersonal Emotional Response on Disasters	Pag-unawa sa Emosyon ng Iba (EI) Pagpapahala Naipahihiwatig ang katanggaptanggap na reaksiyon sa mga akmaang sitwasyon (SEKEI-00-1) Nagkaka-roon ng kamala-yan sa damdamin ng iba (SEKEI-00-2) Pagpapahalaga sa Sarili (PS) - 5. Pagmamalasakit sa Kapwa Nasasabi, nakikilala at naipakikita ang kahalagahan ng pakikibahagi (pagbabahagi ng pagkain, laruan, gamit) (KAKPS-00-16)
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Table 2 Concepts that can be used for School DDRM

Theme 1: Staying at Home

Among the nine participants, six of them mentioned that they need to stay at home during disasters. When asked what the participant did during an encountered disaster, Child T2 answered:

Pumunta sa loob ng bahay. Pumasok ng bahay kasi lumalakas yung ulan.

(I need to stay inside the house because of the heavy rain.)

When the participant also was asked what she thinks one must do whenever there is flooding, Child F1 said:

Dapat ano, pumapasok sa loob ng bahay.
(We should go inside the house whenever there is flooding.)

The same question was also asked during earthquakes, Child E3 said:

Pumunta sa bahay. Para pag nabagsakan ka ng mga sirang bahay, baka kasi mamatay ka.
(You should go and stay at home so that you will not be knocked over by the houses that were destroyed by the earthquake or else you might die.)

Children's Preparedness on Disasters

In the study on the Impact of Natural Disasters on Children by Kousky (2016), it is suggested that children can enable themselves to decrease the risk of disasters through disaster education that is suitable to their level. This continuous provision and improvement of disaster preparedness is honed through anticipation and abstract reasoning taught in schools (Hoffmann & Muttarak, 2017). In this regard, the lessons on disaster education can provide preparedness to children even without prior experience on any hazardous event (Johnson, 2014).

Theme 2: Acknowledging Different Feelings during Disasters

The researcher asked what feelings they felt in the event that they were experiencing disasters. They were also asked to rate the feeling from 1 to 5, one as the lowest and five as the highest. The children's feelings during disasters as

expressed in the interviews were feelings of fear, sadness, or shock. Four (4) children out of nine expressed that they felt fear during the event of disaster they have experienced. When Child T3 was asked what he felt during the typhoon and why, he said:

Natakot. 'Pag kumikidlat.
(I felt scared because of the lightning.)

Child E1 felt scared too, when he was asked to rate his feelings and why, he said:

One (1) lang, konting takot lang. Malakas po ako eh.
Nandiyan din po kasi si Mommy.
(I only felt a little scared, that's why I rated it only one. I think I am brave and because my mommy was with me when the earthquake happened.)

The three (3) of the participants felt sadness during the event of the disaster.

As expressed by Child F3, she said:

Nalulungkot, kasi po wala pong pasok bukas, eh.
(I feel sad whenever there is flooding because I know the next day there will be no classes in school.)

Child T1 also expressed that he feels sad too, whenever there is a typhoon for the reason that there will be no classes. When asked to give his rating, he said:

Five (5). Kasi umuulan pa rin, malungkot pa rin.
Kasi hindi nakakalabas ng bahay. Kasi hindi tumitiggil yung ulan.
(The rain does not stop from pouring whenever there is a typhoon and I feel sad about it because I cannot go outside.)

One participant said that he felt shocked and happy at the same time.

When asked why, he said:

Nagulat pero masaya. Gumalaw po kasi yung tiyan ko, nakiliti po kasi ako. One (1) lang po kasi po masaya ako.

(I was shocked but I felt happy at the same time because I felt the tingling sensation in my tummy. I would only rate it one because I feel happy.)

One (1) child said that he was scared then shocked because of the aftershocks he felt during the earthquake. Child E2 expressed:

Nagulat ako tapos noon... kanina, natakot ako.

Konti lang, pero hindi ako natakot ng husto.

(I was shocked and I got scared because I felt the aftershocks. Nevertheless, I only got a little scared.)

Theme 3: Helping and Sharing to Others

The researcher gave a sample situation about their best friend or classmate who was greatly affected by the same disaster that they had experienced. The participants were asked to tell what they think they would do or say if the circumstance will happen. All of the participants shared that they are all willing to help their friend in times of disasters. Child T1 expressed that he will offer his help. Child T2, T3, F3 and E2 expressed that the form of help that they will give will be through offering their own homes and letting their friend live with them. As Child T2 said:

Punta tayo sa bahay namin, kasi umuulan ng malakas.

(Let's go to our house because it is raining heavily.)

Child T3 told the researcher:

Tumira na lang po siya sa amin. Sabihan niya na lang sa Mama niya na bilhan siya ng gamit.

(I will tell my friend to live with us. He can tell his mother to buy things for him.)

Child F3 also expressed:

Pumunta na lang doon sa bahay namin tapos papahiramín ko ng damit.

(You can stay at our house and I will let you borrow some clothes.)

Child E2 also voiced out that he will offer his home to his friend. He said:

Punta ka sa bahay ko, tapos doon ka matulog, tapos doon ka magpakabait, doon ka mag-pray.

(You can stay at our house and sleep there. Our home can be a place where you can be kind and a place where you can pray.)

Likewise, Child F1, E1, and E3 offered their help by telling that they will fix things for their friends. Child F1, said:

Kukunin ko yung damit niya. Kasi papatuyuin ko.

(I will dry her clothes that got wet from the flooding.)

It is also similar with the response of Child E1:

Tutulungan ko siya ayusin ang bahay.

May kotse sila. Aayusin ko yung kotse nila.

(I will help in fixing their house. They also have a car, so I will help fix that too.)

Child E3 mentioned to help too by fixing the house of his friend. He said:

Papagawa ko ng bahay. Yun po.

(I will fix their house.)

Two of the participants also mentioned, comforting words in case their friend might be afflicted with the disaster. Child E3 said:

“Hayaan mo na, mayaman naman kayo diba?”

Eh ‘di papatahanin ko.

“Tumahan ka na, (name of his friend).”

(Do not worry, you are rich right? (Pertaining to the materials things that were destroyed because of the disaster.)

(I will make him calm down so that he will stop from crying. I will say to him, “Please stop crying and calm down.”)

Child F2 also gave her comforting words in case a friend of hers might be afflicted by flooding. She also made mention of the word “*ililigtas*”, which means “to save”. When asked by the researcher on how she is going to save her friend, she responded that when she becomes a hero, she can save her friend. She said:

“Wag ka mag-alala.”

(Do not worry.)

Kasi, kasi sasabihin ko kay Mama ko at sa Daddy ko. Iligtas.

Kasi ano, nababaha yung bahay niya.

Ah, ililigtas ko din ang Mama niya at Daddy niya.

(I will tell my mother and father that I will save my friend because their house is affected by the flooding. I will also save my friend’s mother and father.)

Children’s Emotional Responses to Disasters

Most Filipinos believe that they are self-sufficient before, during, and after disasters because of their past experiences on calamities (Bollettino et al., 2018). However, children’s responses vary due to their own upbringing and the type of

disaster they have experienced (Kousky, 2016). Although they may encounter feelings of fear, sadness, or shock, they have exceptional ideas on particular concerns coming from their own environments (Lansdown, 2011).

The children who have expressed that they felt fear, have described it as “slight” fear because of the presence of an adult and through the encouragement they receive from them. Through the interviews, the need to process children’s emotions are still needed to be considered because of the significant impact that Kindergarten children are still in the period of developing their physical, cognitive, social, and emotional skills.

Children’s Misconceptions on Disasters

There are misconceptions that children recognize in the event of disasters. One child relayed that he needs to go home in the event of an earthquake, he said:

Magsuot ng helmet, pumunta sa bahay.

(We need to wear our protective head gear and go home during earthquakes.)

Pumunta sa bahay. Para pag nabagsakan ka ng mga sirang bahay, baka kasi mamatay ka.

(You should go and stay at home so that you will not be knocked over by the houses that were destroyed by the earthquake or else you might die.)

Another child when asked by the researcher what to do when there is an earthquake if his teacher would ask him, he mentioned:

Takbo, magsuot ng hat sa ulo. Takpan ang bibig.

(We need to run, wear our protective head gear and cover our mouths.)

When asked by the researcher why the mouth needs to be covered, he said:

Pati sa bibig, para hindi maingay.

(We need to be quiet that's why our mouths are covered.)

However, children's perspective of staying at home during disasters may be correct depending on the circumstance, such as staying indoors during typhoons. It is still the role of the adults in both home and school to protect children and do what is best for them, most especially in times of crisis as stated in Article 3 of the Children's Rights (UNICEF, 2012b). In accordance to King & Tarrant (2013), children will learn more about disasters and how to be safe and prepared for them through the spiraling of disaster education in the curriculum. The resilience to disasters can be achieved by children once they are well-informed and they are able to take part in the disaster risk reduction management awareness and preparedness (Lopez et al., 2012).

Children's Involvement in Emergencies

Through the extracted data, children have the capacity to think of others' welfare. In the study entitled Child Participation and Disaster Risk Reduction (Lopez et al., 2012), children have the ability to take part in emergency readiness. The willingness to be of help in moments of disaster amplifies the belief that children are active agents of change and has valuable contribution in DDR (Hore

et al., 2018). Referring to young children's views enables them to be understood by adults and entrust children's individuality (National Children's Bureau, 2010). This calls for potential opportunities in which Kindergarten children can participate more and actively respond by talking about disaster and what they can do for people around them. As one of the five points the children's charter for disaster risk reduction (Children's Charter, 2013) presented, children have the right to send key messages which will help others be more informed thus, protecting them for future risks.

Theme: Children's Preference for Active Learning

One main theme emerged as the children mentioned their favorite activities if their teacher was given the opportunity to teach them about disasters. The table below shows that children like to be involved in active learning as they construct their knowledge on disasters. Through the different modalities that children like to experience, sample lessons for Kindergarten are then developed by the researcher.

Type of Disaster	Theme	Description	Participant	Sample Response
Bagyo (Typhoon)	Children's Preference for Active Learning (games, stories, music & movement, drawing, watching videos)	This suggests the type of activities that children like to do to be able to understand the concept of disasters.	T1	<i>Magpapa-drawing.</i>
			T2	<i>Magpapagames.</i>
			T3	(I like to have drawing activities and play games.)
Baha (Flooding)			F1	
			F2	<i>Mag-games at kanta...</i>
			F3	
			E1	(I like games and songs.)
			E2	
Lindol (Earthquake)			E3	<i>Yung katulad sa t.v. yung Team Yey, sa channel 4. Sumasayaw, tapos kakanta, tapos may games. May arts din. May gagawin.</i> (The one like I saw on television on channel 4, Team Yey. There's dancing, singing, playing of games, and doing art activities.)

Table 3 Children's Favorite Activities

Children vary in development rates and learn in different ways across learning areas (National Children's Bureau, 2010). When the children were asked by the researcher on what activities they would like to have if their teacher is going to teach about disasters, their responses would fall into different children's activities. Seven (7) out of nine (9) children suggested more than one activity that they would like to have in learning about disasters. Drawing and watching videos were both mentioned twice, both music and movement and stories were mentioned

four times, and games or play were mentioned seven times. Among nine (9) participants, six (6) of them mentioned games as one of the activities they would like to have. Games as some children said, refer to this term as play. Child E3 mentioned:

Mag-games. Mga laruan tungkol sa lindol.

(I like to play games and have toys that would teach us about earthquakes.)

Child F3 also said:

Maglaro. Masaya po sila (referring to her classmates if they will be playing).

(My classmates and I will be happy when we play.)

As Child E1 suggested in learning about earthquakes he said:

Yung building tower, yung blocks.

Opo, tapos yung nag (swaying his hands horizontally), tapos na ano, nabagsak. Tapos itatayo, tapos babagsak parang yung sa lindol.

Mahilig po kasi akong gumawa.

Yung katulad sa TV yung Team Yey, sa channel 4. Sumasayaw, tapos kakanta, tapos may games. May arts din. May gagawin.

(I like to learn more about earthquakes using building blocks where we see its movement. When the blocks fall, we can then can build the blocks again. I really like to do hands-on activities. I like the one that I see on television on channel 4, Team Yey. There's dancing, singing, playing of games, and doing art activities.)

It is innate in children to discover and learn through the things around them (Pekdoğan & Kanak, 2016). Children's activities given in school play an important factor that makes their learning meaningful and remarkable. The different children that were interviewed made mention of activities that help them acquire knowledge and skills about disasters. Teaching strategies such as storytelling, singing, dancing, and providing play activities support children's active learning. Involving children in different activities paves way for in-depth learning, making them more involved as they create links to the prior knowledge that will help them make intelligent decisions (Cambridge Assessment International Education, 2019).

Kindergarten Sample Lessons on Disasters

The findings on how the children would like to learn about disasters paved the way for the researcher to develop sample lessons per disaster. The games, songs, or stories are found in the different parts of the sample lesson to incorporate the theme about Children's Preference for Active learning (see Appendices L, U, and W). The Kindergarten competencies related to disasters found in the K-Curriculum was also reflected as one of the target objectives in the sample lessons.

SAMPLE KINDERGARTEN LESSONS ON DISASTERS			
PAKSA (Topic)	Mga Sakunang Nararanasan sa Ating Kapiligiran: Bagyo (Appendix L)	Mga Sakunang Nararanasan sa Ating Kapiligiran: Baha (Appendix O)	Mga Sakunang Nararanasan sa Ating Kapiligiran: Lindol (Appendix Q)
LAYUNIN (Objectives)	1. Nasasabi ang kahulugan ng bagyo 2. Naipapaliwa nag ang siklo ng pagbuo ng bagyo 3. Naipakikita ang simpleng na kahandaan sa panahon ng sakuna 4. Naisasakilos ang mga tamang paraan kung paano maging ligtas sa oras bagyo 5. Nasasabi, nakikilala at naipakikita ang kahalagahan ng pakikibahagi sa oras ng sakuna	1. Nasasabi ang kahulugan ng baha 2. Naipaliliwanag ang dahilan ng pagbaha sa kapaligiran 3. Naipakikita ang simpleng na kahandaan sa panahon ng sakuna 4. Naipakikita ang pag-unawa sa nangyayari o kasalukuyan ng sitwasyon sa pamamagitan ng pagbigay ng posibleng gawain para maiwasan ang pagbaha sa kanyang paligid	1. Nasasabi ang kahulugan ng lindol 2. Naipakikita ang simpleng na kahandaan sa panahon ng sakuna 3. Naipakikita ang pag-unawa sa nangyayari (lindol) o kasalukuyan ng sitwasyon at nakapaghihinatay sa tamang oras na matugunan ang gusto/pangailangan sa pamamagitan ng pagsasadulang ang katanggap-tanggap na reaksiyon sa 4. Naipahihiwatig ang katanggap-tanggap na reaksiyon sa

	6. Naipakikita ang pagtutulungan sa oras ng sakuna sa pamamagitan ng pagguhit	5. Nasasabi, nakikilala at naipakikita ang kahalagahan ng pakikibahagi sa pamamagitan ng paglikha ng mga gamit gawa sa <i>recycled materials</i> .	mga akmang sitwasyon ukol sa lindol 5. Nasasabi, nakikilala at naipakikita ang kahalagahan ng pakikibahagi sa pamamagitan ng pagsasadulang pagtutulungan sa oras ng sakuna
Mga Gawain (Activities)	• <i>Picture Analysis</i> patungkol sa bagyo • Pagnuod ng video patungkol sa bagyo • <i>Agreement Circle</i> • <i>Art Activity</i> • Paggawa ng <i>mini storybook</i>	• <i>Music and Movement</i> (see <i>Appendix P</i>) • <i>role play</i> • Pagnuod ng video patungkol sa baha • <i>Agreement Circle</i> • <i>Art Activity</i>	• Pagkwento o <i>storytelling</i> (see <i>Appendix R</i>) • pagguhit • <i>role play</i> • <i>Music and Movement</i> (see <i>Appendix S</i>)
Performance Tasks	• Tula – “Batang Bibo” (see <i>Appendix M</i>) • <i>Ask Me Badge</i> (see <i>Appendix N</i>)	• Recycling Activity	• Paghanda ng sariling <i>emergency kit</i>

Table 4 Kindergarten Sample Lesson Matrix on Disasters

The Convention Rights of Children supports the expression of child's voices, thus, giving the importance of their own perspectives in different areas of specialization (Ponizovsky-Bergelson et al., 2019). The perspectives of children towards disasters depends on their exposure and the knowledge they have prior or the hazardous event (Kousky, 2016). The findings of this study shows that children are capable of having their own views and express their feelings on a particular type of disaster. It may be the same or unique from another individual (Maloney & Save the Children, 2014). The impact of disasters confronting Filipino children remains inexorable due to the geographical location of the Philippines (CFE-DMHA, 2016) but with preparedness education especially among children can minimize the risks of the harm brought by disasters (Hoffmann & Muttarak, 2017). The Kindergarten sample lessons developed from the extracted themes allowed children to participate in planning on how they can be knowledgeable and equipped when a disaster strikes. After all, these lessons are crafted for them, it is a must that they are part of its development (Berse, 2017).

CHAPTER IV

Summary, Conclusion, and Recommendation

Summary of the Study

The study explored the perspectives of Filipino Kindergarten on disasters using the qualitative research method, specifically the descriptive case study approach. There was a total of nine (9) kindergarten pupils who were involved in the study in which their experiences in typhoons, flooding, and earthquakes were explored. The study answered the research objectives: (1) explored children's perspectives of on disasters, (2) determine significant concepts that can be used for school disaster risk reduction management specifically for Kindergarten, and (3) develop an exemplary lesson for Kindergarten on disasters. Semi-structured interviews were conducted in which elicited data were extracted to themes to further analyze the data. Significant concepts are then aligned to the existing competencies found in the Kindergarten curriculum which was also the basis on how the sample lessons on disasters were developed.

Summary of Results

Children's knowledge and feelings on disasters extracted different themes which have answered the research objectives. The themes on perspectives of Filipino Kindergarten children on disasters are: *Heavy Downpour of Rain*, *Wavelike Water*, and *Motion of the Things Around Us*. The capability of children to express their perspectives

are showcased on how the themes were developed. In this study the children have expressed their plans and action about disasters to the themes about significant concepts that can be taken into consideration when developing lessons for Kindergarten about disasters. These are: Staying at Home, Acknowledging Different Feelings during Disasters, Helping and Sharing to Others, and Children's Preference for Active Learning. These themes were then aligned to particular competencies found in the Kindergarten curriculum and became the basis on how the sample lessons were crafted together with the activities suited to the level of Kindergarten pupils.

Limitations of the Study

Regardless that all research objectives were attained, the researcher recognizes the limitations of the present study. The study was conducted in selected areas of Metro Manila only even though there are a total of sixteen municipalities in the said area. Not all municipalities within Metro Manila have a particular participant for the reason that the study was focused on the child who has experienced a particular disaster only. The study too, was limited only to the specific grade level and age which is a five-year-old Kindergarten who is enrolled in a public school. The children's perspectives are focused only on disasters that have been experienced, observed, or knowledge that may have been acquired in their current environment setting. Their participation includes sharing of their feelings, reflections, understanding of their exposure to a particular hazard or

disaster and how they would want the lesson on disasters to be discussed in their classroom.

Conclusion

Children, young as they are, have perspectives on disasters. Although limited, it is important that adults listen to improve outcomes and correct misconceptions about disasters. Kindergarten children also have the capacity to express how they have felt during the disaster experienced. Their emotional response may vary depending on the intensity of the event and how the adults around them responded when the disaster occurred.

Disasters such as typhoons, flooding, and earthquakes are inevitable most especially to ASEAN countries. Children should be educated more so younger children, when it comes to disasters in order to amplify emergency preparedness and readiness. Children's competence to participation is possible and must be heard when planning lessons on disasters. The Disaster Risk Reduction Education is necessary to help children be equipped to lessen future risks.

From the study conducted it was found out that Kindergarten children have the capacity to think of other's welfare in the event of disasters. Their attitude of wanting to be of help and to share whatever they have display the prominent values children have. They too, are interested to learn more about disasters through active learning strategies.

In this way, it can build new knowledge on disasters as they connect it with their prior experiences to help them be more prepared when a disaster strikes.

Recommendations:

This study may motivate future research through the selection of other grade levels as participants as they may expound more their understanding about disasters. Also, Kindergarten pupils studying in a private school may serve as participants to distinguish whether their perspectives are similar or different from children who took part in this undertaking.

In line with curriculum and instruction, it is found out through this study that Disaster Risk Reduction Education is suggested to be integrated in the Kindergarten Curriculum. With the vulnerability of the country to disasters yearly, Disaster Preparedness Education is highly recommended to be part of children's weekly routine or as a learning area itself in the curriculum. The use of stories, songs, interactive videos, play, and games are suggested as part of the teaching strategies to support developmental areas of the Kindergarten pupils. Children must also be given an opportunity to share their views about disasters during the discussion as reflected in the sample lessons. In this way, the teacher can further strengthen the safety precautions he or she must include in the daily routines. Developmentally Appropriate DRRM and first-aid trainings or workshops can be part of the in-service training of Kindergarten teachers to have a standardized delivery of

concepts and procedures to ensure that Kindergarten children acquire necessary skills for disaster preparedness.

Lastly, in the field of Early Childhood Education practice of pre-service teachers, in-service, and graduate education students, the knowledge in teaching and helping young children about disasters and DRRM can be considered as part of the teaching courses. In this way, colleges and universities offering Early Childhood Education both in the undergraduate and graduate level are able to produce more educators who are equipped with necessary skills in disaster preparedness that can greatly benefit those pupils and students who are under their care.

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APPENDIX A

KASULATAN NG PAHINTULOT PARA SA MGA BATA SA KINDERGARTEN NANG PAGKAKAROON PAKIKIPANYAM UKOL SA KANILANG PERSPEKTIBO SA BAGYO, BAHA, O LINDOL

Tagapagsiyasat: Ms. Liza C. Legaspino

Cel No:

Pamagat ng Pagsusuri: Exploring Filipino Kindergarten's Perspectives on Disasters: A Descriptive Case Study

Ikaw ay binigyan ng kasulatan ng pahintulot na ito dahil kayo ay hinihiling na payagan ang inyong anak na sumali sa pananaliksik sa pamamagitan ng pakikipanayam o "interview". Hinihiling lamang na basahin ang kasulatan ito at pirmahan kung ikaw ay pumapayag na isali ang inyong anak sa pananaliksik.

Layunin ng Pananaliksik

Ang perspektibo ng mga bata ukol sa mga nangyayari sa kanilang paligid ay mahalagang naitutukoy ng mga nakatatanda upang malaman kung ano ang nararapat na gawin upang matulungang maisakatuparan ang kanilang pananaw sa mga bagay-bagay. Kataulad na lamang ng kanilang pananaw ukol sa bagyo, baha, o lindol na nararanasan dahil ito ay karaniwang nangyayari sa Pilipinas sa loob ng isang taon. Mahalaga na makuha sa kanila ang kanilang saloobin sa kung ano pang pwedeng gawin o ituro sa paaralan upang lalo silang maging handa sa kung ano mang sakunang darating.

Paraan ng Pagsusuri

Ang inyong anak ay napili sa kadahilanang sila ay kasalukuyang nasa Kindergarten at nakararanas ng mga sakuna katulad ng bagyo, baha, o lindol. Ang kanilang saloobin ay kukunin sa paraan ng pakikipanayam o "interview". May mga katanungan ibibigay sa kanya na at magpapakita ang tagapagsiyasat ng larawan ng mga sakuna upang lalo niyang masabi ang kaniyang mga pananaw ukol dito.

Ang kaniyang paglahok ay malaking kontribusyon sa larangan ng pambatang edukasyon at sa pagsaggawa ng mga aralin para sa kanilang pag-aaral tungkol sa mga sakuna at disaster risk reduction management sa kanilang paaralan.

Ang pagpayag na paglahok ng inyong anak sa pananaliksik na ito ay kusang-loob at hindi sapilitan.

Mga Panganib

Walang malaking panganib sa pananaliksik na ito.

Pagiging Kompidensyal

Pananatilihin ng tagapagsiyasat na kompidensyal ang lahat impormasyon sa abot na pinapahintulot ng batas. Upang maprotektahan ang inyong paggiging pribado, ang kanyang talaan ay lalagyan ng “code” sa halip na gamitin pangalan ng inyong anak. Tanging ang mga kawani ng pananaliksik na ito ang may karapatang tumingin sa inyong palatanungan o “questionnaire”. Ang kaniyang pangalan at iba pang detalye na makapagtuturo sa inyo at sa inyong anak ay hindi ihahayag kapag napag-usapan ang pag-aaral na ito o mailathala ang mga resulta nito.

Mga Gastos o Bayad

Kayo po ay walang gagastusin o babayaran sa paglahok sa pag-aaral na ito.

Karapatang Tumanggi

Kayo po ay malaya na sumali o hindi sa pananaliksik na ito. Kung nagpasya po kayong sumali sa pananaliksik na ito, kayo po ay malayang magpalit ng isipan kahit anong oras para sa anumang kadahilanan. Walang parusa para sa pagtanggì ng inyong partisipasyon at maaari mong tanggihan nang hindi kinakailangang magbigay ng dahilan.

Mga Taong dapat Tawagan

Kung kayo ay may mga katanungan ukol sa pagnanaliksik na ito, maaari ninyong tawagan si:

Liza C. Legaspino sa cel.no na

Kung mayroon kayong anumang mga katanungan tungkol sa inyong mga karapatan bilang and inyong anak ay isa sa mga kalahok sa pananaliksik na ito o iba pang mga reklamo ukol sa pagsusuri, maaari mong tawagan:

Pangalan ng Thesis Adviser: Dr. Leonora “Cleo” P. Varela

Lugar ng Opisina: College of Graduate Studies and Teacher Education Research, Philippine Normal University, Taft Avenue, Manila

Email: @pnu.edu.ph

Pagbibigay Pahintulot Lumahok sa Pagsusuri

Kung sumasang-ayon po kayo sa paglahok sa pag-aaral na ito, mangyaring ipahiwatig iyon sa pamamagitan ng paglalagay ng inyong lagda o pagtatak gamit ang kaliwang hinlalaki sa kabilang pahina.

Salamat po sa inyong kooperasyon.

APPENDIX B

 PHILIPPINE NORMAL UNIVERSITY The National Center for Teacher Education Taft Ave. Cor. Ayala Blvd., Ermita, Manila 1000 Philippines Trunkline: +63-2-317-1768 loc 750/751 eprdc@pnu.edu.ph www.pnu.edu.ph	Index No.	PNU-MN-2016-EPR-FM-037
	Issue No.	01
	Rev. No.	01
	Date:	09-24-2018
	Page	1 of 1
	QAC No.	CC-09242018-041
EPRDC	INFORMED CONSENT FORM	

Ako si [REDACTED] na sa legal na edad (18 taong gulang pataas) na pinapayagan ng kusang loob ang aking anak na lumahok bilang participant sa pananaliksik na:
Exploring Filipino Kindergarten's Perspectives on Disasters: A Descriptive Case Study

Aking nauunawan na kailangan kong itago ang kopya ng kasulatan gn pagpahintulot bilang reperensiya.

Aking nauunawan na:
 Maaring wala akong tuwirang bepisyo bilang paglahok sa pananaliksik na ito.
 Maaring akong o ang aking anak tumanggi o magpasyang huwag sumumagot sa mga katanungan.
 Ang pananaliksik na ito ay mailathala ngunit ang kaniyang pangalan at iba pang detalye na makapagtuturo sa inyo at sa inyong anak ay hindi ihahayag.

Maaring ipatigil ang audio recording at maaring tumanggi ng anumang oras sa pakikipanayam.

Lagda ng magulang: [REDACTED]

Petsa: Feb. 24, 2020

Ito ay patunay na naipaliwanag ang layunin ng pananaliksik sa kalahok at kaniyang naiintidihan ang pagpayag at pagsali sa pagsusuring ito.

[REDACTED]
 Liza C. Legaspiño

Tagapagsisulat

(Signature over printed name)

02-24-2020

Date

APPENDIX C

LETTER FOR EVALUATION OF INTERVIEW GUIDE AND PICTURE TOOL

February 8, 2020

(Name of Validator)

Dear (name),

Greetings of peace!

I am Liza C. Legaspino, a graduate student of Philippine Normal University under the program of Early Childhood Education. I am currently working on my study, ***Exploring Filipino Kindergarten's Perspectives on Disasters: A Descriptive Case Study*** which seeks to describe children's perspective on disasters and determine the significant concepts that can be used for school disaster risk reduction management specifically for kindergarten.

In line with this, **may I request your assistance as an expert in the field of Early Childhood Education to validate the interview guide for kindergarten pupils.** The selection of participants is through purposive sampling; thus, the questions directly pertain to a particular type of disaster the pupil has experienced. Your insights are vital and very much valued in order to complete the research instrument of this undertaking.

May we continue to contribute in upholding the quality of Philippine education through research. Thank you and may you continue to be blessed abundantly.

Respectfully yours,

(Sgd.) Liza C. Legaspino
MA ECE research student

Noted by:

(Sgd.) Leonora P. Varela, Ph.D.
Thesis Adviser

APPENDIX D

EXPERT'S EVALUATION FORM

Name: _____ Date of Evaluation: _____

Affiliated Institution: _____ Designation: _____

Interview Guide

- I. Directions: The following are interview guide questions for the thesis entitled: ***Exploring Filipino Kindergarten's Perspectives on Disasters: A Descriptive Case Study***. The participant is identified to have experienced either of the following disaster: flooding, typhon, or earthquake. Please check the appropriateness of each question and give your honest assessment based on the given rating.

Appropriate (A) Not Appropriate (NA) Need Revision (R)

QUESTION BAHA (Flood)	RATING			Recommendation/ Revisions
	A	NA	R	
1. Narinig mo na ba ang salitang "baha" o "flood"? <i>Do you know the word "flood"?</i>				
2. Ano ang ibig sabihin o pagkaintindi mo kapag sinabing "baha" o "flood"? <i>What does the word "flood" mean?</i>				
3. Nakaranas ka na ba ng pagbaha sa inyong lugar? <i>Have you experienced flooding?</i>				
4. Ano ang ginawa mo noong bumaha sa inyo?				

<i>What did you do when there was flooding?</i>				
5. Ano ang naramdaman mo noong bumabaha sa inyo? <i>How did you feel seeing the flood in your place?</i>				
6. Ano ang naisip mo kapag nagkakaroon ng baha? <i>What do you think about when there is flooding?</i>				
QUESTION	RATING			Recommendation/ Revisions
BAHA (Flood)	A	NA	R	
7. Ano sa tingin mo ang dapat mong gawin kapag may baha? <i>What do you think we should do when there is flooding?</i>				
8. Pinag-aaralan ninyo ba sa paaralan ang tungkol sa baha? <i>Do you study flooding in school?</i>				
9. <i>Kung opo ang sagot</i> – Ano ang mga natandaan mo sa pinag-aaralan ninyo? <i>What do you remember about your lesson about flooding?</i>				
10. Kung tatanungin ka ni titser, ano ang dapat gawin ng mga batang katulad mo kapag bumabaha?				

<i>If your teacher is going to ask you, what must children like you do if there is flooding?</i>				
11. Kunwari nakita mo yung kaibigan o kaklase mong umiiyak. Pumasok kasi yung baha sa bahay nila at nasira yung mga gamit nila. Ano ang pwede mong gawin o sasabihin sa kanya? <i>You saw your friend or classmate crying, his/her things got destroyed because of the flooding. What are you going to say to him/her?</i>				
12. Ano kaya ang pwede gawin ni titser para maintindihan ng mga kaklase mo ang dapat gawin kapag may baha? Pwede bang sa paraan ng pagkwento? laro? o pagkanta at pagsayaw? Bakit iyon ang dapat gawin? <i>What do you think your teacher must do so that your class can learn more what to do when there is flooding? Can it be through stories? games? action songs? Why?</i>				
QUESTION	RATING			Recommendation/
BAGYO (Typhoon)	A	NA	R	

				Revisions
1. Narinig mo na ba ang salitang “bagyo” o “typhoon”? <i>Do you know the word “typhoon”?</i>				
2. Ano ang ibig sabihin o pagkaintindi mo kapag sinabing “bagyo” o “typhoon”? <i>What does the word “typhoon” mean?</i>				
3. Nakaranas ka na ba ng bagyo sa inyong lugar? <i>Have you experienced a typhoon in your place?</i>				
4. Ano ang ginawa mo noong bumabagyo sa inyo? <i>What did you do during the typhoon?</i>				
5. Ano ang naramdaman mo noong bumabagyo sa inyo? <i>How do you feel when there was a typhoon?</i>				
6. Ano ang naiisip mo kapag nagkakaroon ng bagyo? <i>What do you think about when there is a typhoon?</i>				
7. Ano sa tingin mo ang dapat mong gawin kapag may bagyo? <i>What do you think you must do when there is a typhoon?</i>				

8. Pinag-aaralan ninyo ba sa paaralan ang tungkol sa bagyo? <i>Do you study about typhoons in school?</i>				
QUESTION	RATING			Recommendation/ Revisions
BAGYO (Typhoon)	A	NA	R	
9. <i>Kung opo ang sagot – Ano ang mga natandaan mo sa pinag-aaralan ninyo?</i> <i>What do you remember about your lesson about typhoons?</i>				
10. Kung tatanungin ka ni titser, ano ang dapat gawin ng mga batang katulad mo kapag bumabagyo? <i>If your teacher is going to ask you, what must children like you do if there is a typhoon?</i>				
11. Kunwari nakita mo yung kaibigan o kaklase mong umiiyak. Ang lakas kasi ng bagyo at nasira yung mga gamit nila. Ano ang pwede mong gawin o sasabihin sa kanya? <i>You saw your friend or classmate crying, his/her things got destroyed because of the typhoon. What are you going to say to him/her?</i>				

13. Ano kaya ang pwede gawin ni titser para maintindihan ng mga kaklase mo ang dapat gawin kapag may baha? Pwede bang sa paraan ng pagkwento? laro? o pagkanta at pagsayaw? Bakit iyon ang dapat gawin? <i>What do you think your teacher must do so that your class can learn more what to do when there is a typhoon? Can it be through stories? games? action songs? Why?</i>				
QUESTION	RATING			Recommendation/ Revisions
LINDOL (Earthquake)	A	NA	R	
1. Narinig mo na ba ang salitang “lindol” o “earthquake”? <i>Do you know the word “earthquake”?</i>				
2. Ano ang ibig sabihin o pagkaintindi mo kapag sinabing “lindol” o “earthquake”? <i>What does the word “earthquake” mean?</i>				
3. Nakaranas ka na ba ng paglindol sa inyong lugar? <i>Have you experienced earthquake?</i>				

4. Ano ang ginawa mo noong lumindol sa inyo? <i>What did you do during the earthquake?</i>				
5. Ano ang naramdaman mo noong lumindol sa inyo? <i>What did you feel during the earthquake?</i>				
6. Ano ang naiisip mo kapag nagkakaroon ng lindol? <i>What do you think about if there is an earthquake?</i>				
7. Ano sa tingin mo ang dapat mong gawin kapag may lindol? <i>What did you think you must do whenever there is an earthquake?</i>				
8. Pinag-aaralan ninyo ba sa paaralan ang tungkol sa lindol? <i>Do you study about earthquakes in school?</i>				
QUESTION	RATING			Recommendation/ Revisions
LINDOL (Earthquake)	A	NA	R	
9. <i>Kung opo ang sagot</i> – Ano ang mga natandaan mo sa pinag-aaralan ninyo? <i>What do you remember about your lesson about earthquakes?</i>				

10. Kung tatanungin ka ni titser, ano ang dapat gawin ng mga batang katulad mo kapag lumilindol? <i>If your teacher is going to ask you, what must children like you do if there is a typhoon?</i>				
11. Kunwari nakita mo yung kaibigan o kaklase mong umiiyak. Lumindol kasi at nasira yung mga gamit nila. Ano ang pwede mong gawin o sasabihin sa kanya? <i>Let's say you saw your friend or classmate crying, his/her things got destroyed because of the typhoon. What are you going to say to him/her?</i>				
12. Ano kaya ang pwede gawin ni titser para maintindihan ng mga kaklase mo ang dapat gawin kapag may lindol? Pwede bang sa paraan ng pagkwento? laro? o pagkanta at pagsayaw? Bakit iyon ang dapat gawin? <i>What do you think your teacher must do so that your class can learn more what to do when there is an earthquake? Can it</i>				

be through stories? games? action songs? Why?				
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Suggestions/Recommendations on the Interview Guide:

Evaluator:

Name and Signature

Picture Tool for Interview

- II. Directions: The following are pictures to support the interview questions for the thesis entitled: ***Exploring Filipino Kindergarten's Perspectives on Disasters: A Descriptive Case Study***. The participant is identified to have experienced either of the following disaster: flooding, typhon, or earthquake. Please check the appropriateness of each picture and give your honest assessment based on the given rating.

Appropriate (A)

Not Appropriate (NA)

Need Revision (R)

LARAWAN PATUNGKOL SA BAHÁ



<https://images.app.goo.gl/n2bMhxPLQfCgw1Mw8>

RATING: () A () NA () R

RECOMMENDATION/ REVISIONS:

LARAWAN PATUNGKOL SA BAHA



<https://images.app.goo.gl/Rx6JMwFWRFJJjwXt8>

RATING: () A () NA () R

RECOMMENDATION/ REVISIONS:

LARAWAN PATUNGKOL SA BAHA



<https://images.app.goo.gl/2hk6p2qWdvcE72Ft8>

RATING: () A () NA () R

RECOMMENDATION/ REVISIONS:

LARAWAN PATUNGKOL SA BAGYO



<https://images.app.goo.gl/4TKF7TbfjceJHEuF6>

RATING: () A () NA () R

RECOMMENDATION/ REVISIONS:

LARAWAN PATUNGKOL SA BAGYO



<https://images.app.goo.gl/hnvq48VuzgeYmuE29>

RATING: () A () NA () R

RECOMMENDATION/ REVISIONS:

LARAWAN PATUNGKOL SA LINDOL



RATING: () A () NA () R

RECOMMENDATION/ REVISIONS:

LARAWAN PATUNGKOL SA LINDOL

<https://images.app.goo.gl/ArRfd9fNsKxSEKsF6>

RATING: ☐ A ☐ NA ☐ R

RECOMMENDATION/ REVISIONS:

APPENDIX E

REVISED INTERVIEW GUIDE QUESTIONS AND PICTURE TOOL

Exploring Filipino Kindergarten's Perspectives on Disasters: A Descriptive Case Study

Ms. Liza C. Legaspino

Name of Participant:

TYPE OF DISASTER: BAHÁ/ FLOODING	
QUESTION	REMARKS
1. Narinig mo na ba ang salitang “baha” o “flood”? <i>Do you know the word “flood”?</i>	
2. Ano ang ibig sabihin o pagkaintindi mo sa salitang “baha” o “flood”? <i>What does the word “flood” mean to you? or What can you say about the word “flood”?</i>	
3. Nakaranas ka na ba ng pagbaha sa inyong lugar? <i>Have you experienced flooding?</i>	
4. Ano ang ginawa mo noong bumaha sa inyo? <i>What did you do when there was flooding?</i>	
5. Ano ang naiisip mo kapag nagkakaroon ng baha? <i>What do you think about when there is flooding?</i>	
6. Ano ang iyong nararamdaman sa tuwing bumabaha? <i>How do you feel when you are experiencing or seeing flood/ when you see flood?</i> *Sa bilang ng 1 -5, ang 5 ang pinaka (emotion)...	
7. Ano sa tingin mo ang dapat mong gawin tuwing may baha? <i>What do you think you should do when there is flooding?</i>	

8. Pinag-aaralan ba ninyo sa paaralan ang tungkol sa baha? <i>Do you talk about flooding in school?</i>	
9. <i>Kung opo ang sagot</i> – Ano ang mga natandaan mo sa pinag-aralan ninyo? <i>What do you remember about your lesson about flooding?</i>	
10. Anu-ano ang mga dapat gawin ng mga batang katulad mo kapag bumabaha? <i>If your teacher is going to ask you, what must children like you do if there is flooding?</i>	
11. Halimbawa nakita mong umiiyak ang iyong kaibigan o kaklase dahil pinasok ng baha ang kanilang bahay at nasira ang mga gamit nila. Ano ang gagawin o sabihin mo sa kanya? <i>You saw your friend or classmate crying, because his/her house and things got destroyed during the flooding. What are you going to do or say to him/her?</i>	
12. Ano kaya ang pwede gawin ni titser para maipaliwanag sa mga kaklase mo ang dapat gawin kapag may baha? Pwede bang sa pagkukuwento? Sa paglalaro? O sa pag-aawit at pagsasayaw? Bakit iyon ang dapat gawin? <i>What do you think your teacher must do so that your classmates can learn more about what to do when there is flooding? Can it be through telling stories? Playing games? Or doing action songs? Why?</i>	

Remarks:

Name of Participant:

TYPE OF DISASTER: BAGYO/ TYPHOON	
QUESTION	REMARKS
1. Narinig mo na ba ang salitang “bagyo” o “typhoon”? <i>Do you know the word “typhoon”?</i>	
2. Ano ang ibig sabihin o pagkaintindi mo sa salitang “bagyo” o “typhoon”? <i>What does the word “typhoon” mean to you? or What can you say about the word “typhoon”?</i>	
3. Nakaranas ka na ba ng pagbagyo sa inyong lugar? <i>Have you experienced having a typhoon in your place?</i>	
4. Ano ang ginawa mo noong bumagyo sa inyo? <i>What did you do when there was a typhoon?</i>	
5. Ano ang naiisip mo kapag nagkakaroon ng bagyo? <i>What do you think about when there is a typhoon?</i>	
6. Ano ang iyong nararamdaman sa tuwing bumabagyo? <i>How do you feel when you are experiencing typhoon?</i> *Sa bilang ng 1 -5, ang 5 ang pinaka (emotion)...	
7. Ano sa tingin mo ang dapat mong gawin tuwing may bagyo? <i>What do you think you should do when there a typhoon?</i>	

8. Pinag-aaralan ba ninyo sa paaralan ang tungkol sa bagyo? <i>Do you talk about typhoons in school?</i>	
9. Kung opo ang sagot – Anu-ano ang mga natandaan mo sa pinag-aralan ninyo? <i>What do you remember about your lesson about typhoons?</i>	
10. Kung tatanungin ka ni titser, ano ang dapat gawin ng mga batang katulad mo kapag bumabagyo? <i>If your teacher is going to ask you, what must children like you do if there is a typhoon?</i>	
11. Halimbawa nakita mong umiiyak ang iyong kaibigan o kaklase dahil nasira ng bagyo ang kanilang bahay at ang mga gamit nila. Ano ang gagawin o sabihin mo sa kanya? <i>You saw your friend or classmate crying, because his/her house and things got destroyed during the typhoon. What are you going to do or say to him/her?</i>	
12. Ano kaya ang pwede gawin ni titser para maipaliwanag sa mga kaklase mo ang dapat gawin kapag may bagyo? Pwede bang sa pagkukuwento? Sa paglalaro? O sa pag-aawit at pagsasayaw? Bakit iyon ang dapat gawin? <i>What do you think your teacher must do so that your classmates can learn more about what to do when there is a typhoon? Can it be through telling stories? Playing games? Or doing action songs? Why?</i>	

Remarks:

Name of Participant:

TYPE OF DISASTER: LINDOL/ EARTHQUAKE	
QUESTION	REMARKS
1. Narinig mo na ba ang salitang “lindol” o “earthquake”? <i>Do you know the word “earthquake”?</i>	
2. Ano ang ibig sabihin o pagkaintindi mo sa salitang “lindol” o “earthquake”? <i>What does the word “earthquake” mean to you? or What can you say about the word “earthquake”?</i>	
3. Nakaranas ka na ba ng paglindol sa inyong lugar? <i>Have you experienced earthquake?</i>	
4. Ano ang ginawa mo noong lumindol sa inyo? <i>What did you do when there was an earthquake?</i>	
5. Ano ang naiisip mo kapag nagkakaroon ng lindol? <i>What do you think about when there is an earthquake?</i>	
6. Ano ang iyong nararamdaman sa tuwing lumilindol? <i>How do you feel when you are experiencing earthquakes?</i> *Sa bilang ng 1 -5, ang 5 ang pinaka (emotion)...	
7. Ano sa tingin mo ang dapat mong gawin tuwing may lindol? <i>What do you think you should do when there an earthquake?</i>	

8. Pinag-aaralan ba ninyo sa paaralan ang tungkol sa lindol? <i>Do you talk about earthquakes in school?</i>	
9. Kung opo ang sagot – Anu-ano ang mga natandaan mo sa pinag-aralan ninyo? <i>What do you remember about your lesson about earthquakes?</i>	
10. Kung tatanungin ka ni titser, ano ang dapat gawin ng mga batang katulad mo kapag lumilindol? <i>If your teacher is going to ask you, what must children like you do if there is an earthquake?</i>	
11. Halimbawa nakita mong umiiyak ang iyong kaibigan o kaklase dahil nasira ng lindol ang kanilang bahay at ang mga gamit nila. Ano ang gagawin o sabihin mo sa kanya? <i>You saw your friend or classmate crying, because his/her house and things got destroyed during the earthquake. What are you going to do or say to him/her?</i>	
12. Ano kaya ang pwede gawin ni titser para maipaliwanag sa mga kaklase mo ang dapat gawin kapag may lindol? Pwede bang sa pagkukuwento? Sa paglalaro? O sa pag-aawit at pagsasayaw? Bakit iyon ang dapat gawin? <i>What do you think your teacher must do so that your classmates can learn more about what to do when there is an earthquake? Can it be through telling stories? Playing games? Or doing action songs? Why?</i>	

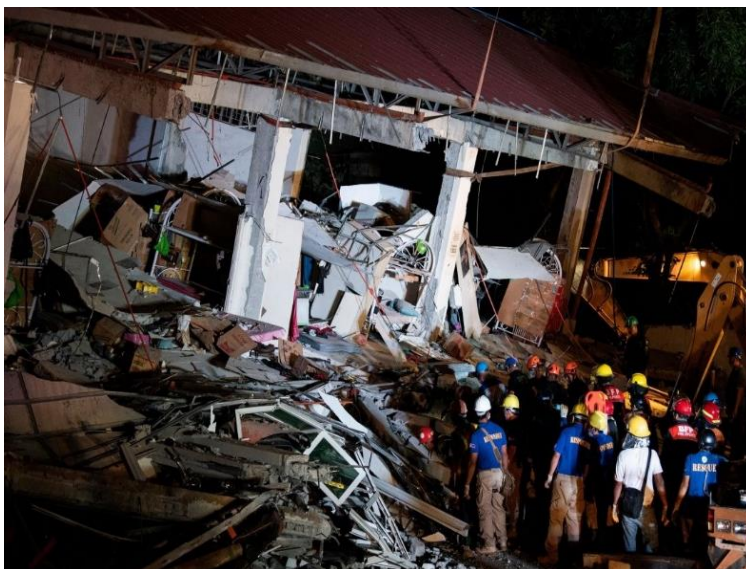
Picture Tool for Disasters



Source: <https://images.app.goo.gl/dhFyynX27fk17bTh8>



Source: <https://images.app.goo.gl/4yupHfvT2sYySWwk8>



Source: <https://images.app.goo.gl/ryB6wkUtdqNMoTig7>



Source: <https://images.app.goo.gl/DFhVYhiNgu1PPyKx8>

APPENDIX F
LETTER FOR EVALUATION OF THEMES

March 8, 2020

Name of Evaluator
School

Dear (name of evaluator),

Greetings of peace!

I am Liza C. Legaspino, a graduate student of Philippine Normal University under the program of Early Childhood Education. I am currently working on my study, ***Exploring Filipino Kindergarten's Perspectives on Disasters: A Descriptive Case Study*** which seeks to describe children's perspective on disasters and determine the significant concepts that can be used for school disaster risk reduction management specifically for kindergarten.

In line with this, **may I request your assistance as an expert in the field of Early Childhood Education to review the themes** that I have developed in order to ensure its validity. Your insights are vital and very much valued in order to improve the outcomes of this undertaking.

May we continue to contribute in upholding the quality of Philippine education through research. Thank you and may you continue to be blessed abundantly.

Respectfully yours,

(Sgd.) Liza C. Legaspino
MA ECE research student

Noted by:

(Sgd.) Leonora P. Varela, Ph.D.
Thesis Adviser

APPENDIX G

EVALUATION FORM OF THEMES

Name: _____ Date of Evaluation: _____
 Affiliated Institution: _____ Designation: _____

Directions: Below are the themes that were extracted for the thesis entitled: ***Exploring Filipino Kindergarten's Perspectives on Disasters: A Descriptive Case Study***. The statements are from five-year old children who experienced specific disasters. Please check the appropriateness of each theme and concept. Kindly give your honest assessment based on the given rating.

Appropriate (A)

Not Appropriate (NA)

Need Revision (R)

The different tables below present the summary of the extracted themes to answer the research objective:

(1) describe children's perspective on disasters

THEMES		RATING			Recommendations/ Revisions
Participant's Indicative Statements		A	NA	R	
BAGYO (Typhoon)	Sample Statement from the Participant: <i>Nasisira ng mga bahay, kasi ang lakas ng hangin. Ang lakas ng ulan. Bumabaha rin yung daanan, tapos nagliliparan ang mga yero.</i> (The houses are destroyed because of the strong winds and rainfall. There is also flooding and zinc metal roofing				
Heavy Downpour of Rain This pertains to how children describe their perspective of typhoons.					

	sheets are being blown away by the typhoon.)				
BAHA (Flooding) Flood is Water This pertains to how children describe their perspective of flooding.	<i>Maalon.</i> (The movement of the water is like of the waves of the sea). <i>Pag-uumulan, bumabaha po yun. Kasi po dahil po sa ulan.</i> (There is flooding because of the downpour of rain.)				
LINDOL (Earthquake) Motion of the Things Around Us This pertains to how children describe their perspective of earthquakes.	<i>Yung lindol po, gumagalaw po yung ano...lahat po ng ating bahay; kasi po malakas po lindol.</i> (Earthquake means that all things we have are shaking.)				

(2) determine significant concepts that can be used for School Disaster Risk Reduction Management specifically for Kindergarten

THEMES		RATING			Recommendations/ Revisions
Participant's Indicative Statements		A	NA	R	
BAGYO (Typhoon) BAHA (Flooding) LINDOL (Earthquake)	Sample Statement from the Participant:				

Stay at Home This determines the perspective of children that they need to stay home when a disaster happens.	<i>Pumunta sa loob ng bahay. Pumasok sa bahay.</i> (Just stay inside the house.)				
Different Feelings Arise in Disasters This determines that different feelings are felt by the children on specific disasters encountered.	<i>Nagulat ako tapos noon... kanina, natakot ako. Konti lang, pero hindi ako natakot ng husto.</i> (I was shocked and I got scared. I only got a little scared.)				
Helping and Sharing to Others This determines that children like to help others whenever they know somebody who is afflicted by disasters.	<i>Pumunta na lang doon sa bahay namin tapos papahiramin ko siya ng mga damit.</i> (I will tell my friend who is afflicted with the flooding to just stay in our house. I will let him to borrow my clothes.)				

(3) develop an exemplary lesson for Kindergarten on disasters

THEMES		RATING			Recommendations/ Revisions
Participant's Indicative Statements		A	NA	R	
BAGYO (Typhoon) BAHA (Flooding) LINDOL (Earthquake) Children's Favorite Activities (games, stories, music & movement, drawing) This suggests the type of activities that children like to be able to understand the concept of disasters.	Sample Statement from the Participant:				
	<i>Magpapadrawing. Magpapagames.</i>				
	(I like to draw and play games.)				
	<i>Mag-games at kanta...</i>				
	(I like games and songs.)				
	<i>Yung katulad sa t.v. yung Team Yey, sa channel 4. Sumasayaw, tapos kakanta, tapos may games. May arts din. May gagawin.</i>				
	(The one that I see on television on channel 4, Team Yey. There's dancing, singing, playing of games, and doing art activities.)				

Evaluator:

 Name and Signature

APPENDIX H

SAMPLE LETTER FOR EVALUATION OF SAMPLE LESSONS

March 11, 2020

**Name of Evaluator
School**

Dear (name of evaluator),

Greetings of peace!

I am Liza C. Legaspino, a graduate student of Philippine Normal University under the program of Early Childhood Education. I am currently working on my study, ***Exploring Filipino Kindergarten's Perspectives on Disasters: A Descriptive Case Study*** which seeks to describe children's perspective on disasters and determine the significant concepts that can be used for school disaster risk reduction management specifically for kindergarten.

In line with this, **may I request your assistance as an expert in the field of Early Childhood Education to review the sample lessons** that I have developed in order to ensure its validity. Your insights are vital and very much valued in order to improve the outcomes of this undertaking.

May we continue to contribute in upholding the quality of Philippine education through research. Thank you and may you continue to be blessed abundantly.

Respectfully yours,

(Sgd.) Liza C. Legaspino
MA ECE research student

Noted by:
(Sgd.) Leonora P. Varela, Ph.D.
Thesis Adviser

APPENDIX I

SAMPLE RESPONSES OF T1, T2, and T3

Name of Participant: Child T1

TYPE OF DISASTER: BAGYO/ TYPHON	
QUESTIONS	PARTICIPANT
1. Ano ang ibig sabihin o pagkaintindi mo sa salitang “bagyo” o “typhoon”? Bakit walang pasok? Bakit ano bang itsura ng bagyo?	Walang pasok. Bagyo. Umuulan ng malakas. Malakas ang patak.
2. Nakaranas ka na ba ng bagyo sa inyong lugar?	Opo.
3. Ano ang ginawa mo noong bumagyo sa inyo?	Sumilong. Nandun lang sa bahay.
4. Ano ang naisip mo kapag nagkakaroon ng bagyo?	Sisilong lang. Pumpatak kasi ang ulan. Mawala ng ang ulan. Kailangan sumilong.

Name of Participant: Child T2

TYPE OF DISASTER: BAGYO/TYPHOON	
QUESTIONS	PARTICIPANT
1. Kung tatanungin ka ni titser, ano ang mga dapat gawin ng mga batang katulad mo kapag may bumabagyo?	Pumasok sa bahay.

2. Halimbawa nakita mong umiiyak ang iyong kaibigan o kaklase dahil nasira ng bagyo ang kanilang bahay at ang mga gamit nila. Ano ang gagawin o sabihin mo sa kanya? Ano pang pwede mong sabihin? Bakit mo papupuntahin sa bahay niyo?	Si ***s (referring to the name of the friend). Tutulungan. Punta tayo sa bahay namin. Kasi uumulan ng malakas.
3. Ano kaya ang pwede gawin ni titser para maipaliwanag sa mga kaklase mo ang dapat gawin kapag may bagyo? Pwede bang sa pagkukuwento? Sa paglalaro? O sa pag-aawit at pagsasayaw? Bakit iyon ang dapat gawin? Paano kapag ikaw ang teacher, anong gusto mong ipaggawa sa klase?	Magpapadrawing. Magpapa-games.

Name of Participant: Child T3

TYPE OF DISASTER: BAGYO/TYPHOON	
QUESTIONS	PARTICIPANT
1. Nakaranas ka na ba ng bagyo sa inyong lugar?	Opo.
2. Ano ang ginawa mo noong bumagyo sa inyo?	Hindi nakakapasok kasi ang lakas ng ulan.

Diba sabi mo malakas yung ulan, anong ginawa mo nung lumakas yung ulan?	
3. Ano ang naiisip mo kapag nagkakaroon ng bagyo? Saan ka pupunta?	Lumikas na lang po. Sa ibang bahay na lang po.
4. Kung tatanungin ka ni titser, anu-ano ang mga dapat gawin ng mga batang katulad mo kapag may bumabagyo? Anong pwedeng gawin ng mga bata? Naranas ka na ba na kailangan mong lumikas dahil bumabagyo? Kailan nangyari yun? Anong nangyari? Tapos? Anong ginawa mo?	Lumilikas. Opo. Noong bata pa po ako. Sa Bicol. Lumikas kami sa lola, yung Mama ni Papa. Lumikas kami kasi ang lakas ng bagyo.
5. Halimbawa nakita mong umiiyak ang iyong kaibigan o kaklase dahil nasira ng bagyo ang kanilang bahay at ang mga gamit nila. Ano ang gagawin o sabihin mo sa kanya? Ano gagawin mo o sasabihan sa kaniya? Bakit mo papupuntahin sa bahay niyo?	Si *****. (referring to the name of the friend). Tumira na lang po siya sa amin. Sabihin niya na lang sa Mama niya na bilihan siya ng gamit. Kasi uumulan ng malakas.

APPENDIX J
SAMPLE RESPONSES OF F1, F2, and F3

Name of Participant: Child F1

TYPE OF DISASTER: BAHÁ/FLOODING	
QUESTIONS	PARTICIPANT
1. Narinig mo na ba ang salitang “baha” o “ <i>flooding</i> ”?	Opo.
2. Ano ang ibig sabihin o pagkaintindi mo sa salitang “baha” o “ <i>flooding</i> ”?	Maalon.
3. Nakaranas ka na ba ng pagbaha sa inyong lugar? Saan ka nakaranas ng pagbaha?	Opo. Doon sa amin.
4. Ano ang ginawa mo noong bumaha sa inyo? Anong itsura ng baha? Gaano katas? Sa katawan mo, pag ikaw yung nakatayo gaano kataas yung baha sa inyo? Wow! Lagpas sayo. Eh, di magaling kang mag-swimming? Nag-swiswimming ka bas a baha?	Pumupunta doon sa bahay namin. Para hindi po ako mabaha. Mga ganito (showing the height of water). (Shows that the water level is above her head). Hanggang sa ulo ko po. (smiles) (nods her head and smiles) Tapos pagpumupunta ako dun sa swimming,

	hindi ako marunong lumangoy.
5. Ano ang naiisip mo kapg bumabaha? Parati bang may baha sa inyo? Ano pang naiisip mo?	Ano, lumalangoy. Kailangang lumangoy. (nods) Wala na.

Name of Participant: Child F2

TYPE OF DISASTER: BAHÁ/FLOODING	
QUESTIONS	PARTICIPANT
1. Ano ang naiisip mo kapg bumabaha? Ah, baka magkasakit ka. Bakit magkakasakit ka? Bakit? Pag madumi anong mangyayari?	Ahhmmmm...kasi nakakasakit yun. Kasi sabi ni Mama nakakasakit daw yun. Marumi yun.
2. Halimbawa nakita mong umiiyak ang iyong kaibigan o kaklase dahil nasira ng baha ang kanilang bahay at ang mga gamit nila. Ano ang gagawin o sabihin mo sa kanya? Anong sasabihin mo sa kanya? Bakit? Anong gagawin mo kay Steph? Bakit mo siya ililigtas? Ano pang sasabihin mo sa kanya?	Uhm, yung klasmeyt ko, si Steph. (referring to the name of the friend). Wag ka mag-alala. Kasi, kasi sasabihin ko kay Mama ko at sa Daddy ko. Ililigtas. Kasi ano, nababaha yung bahay niya. Ah, ililigtas ko din ang Mama niya at Daddy niya.

Paano mo sila ililigtas?	Pag <i>hero</i> na ako. Sabihin niya na lang sa Mama niya na bilihan siya ng gamit.
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Name of Participant: Child F3

TYPE OF DISASTER: BAHÁ/FLOODING	
QUESTIONS	PARTICIPANT
1. Kung tatanungin ka ni titser, ano-ano ang mga dapat gawin ng mga batang katulad mo kapag may baha?	Dapat pag may ulan doon muna sa bahay.
2. Halimbawa nakita mong umiiyak ang iyong kaibigan o kaklase dahil nasira ng baha ang kanilang bahay at ang mga gamit nila. Ano ang gagawin o sabihin mo sa kanya? Anong sasabihin mo sa kanya?	Si Lohan. (referring to the name of the friend). Pumunta na lang doon sa bahay namin tapos papahiram ko ng damit. Marami akong kulay doon at lapis.
3. Ano kaya ang pwede gawin ni titser para maipaliwanag sa mga kaklase mo ang dapat gawin kapag may baha? Pwede bang sa pagkukuwento? Sa paglalaro? O sa pag-aawit at pagsasayaw? Bakit iyon ang dapat gawin? Kunwari ikaw yung titser, paano mo ituturo yung tungkol sa baha para lalaong mas maintindihan ng klase?	Maglaro. Masaya po sila (referring to classmates if they will be playing games). Gusto ko din po sayaw tsaka video.

APPENDIX K
SAMPLE RESPONSES E1, E2, AND E3

Name of Participant: Child E1

TYPE OF DISASTER: LINDOL/EARTHQUAKES	
QUESTIONS	PARTICIPANT
1. Narinig mo na ba ang salitang “lindol” o “ <i>earthquake</i> ”?	Opo.
2. Ano ang ibig sabihin o pagkaintindi mo sa salitang “lindol” o “ <i>earthquake</i> ”?	‘yung lindol po gumagalaw po yung ano... lahat po ng ating bahay; kasi po malakas po ang lindol
3. Nakaranas ka na ba ng lindol sa inyong lugar? Ano ang mga nag-blink?	Opo, noon po. Nandun po kami sa MC (referring to a mall), tapos nag- <i>blink</i> po ang MC. Nag- <i>blink</i> po sa taas. mga ilaw, nawalan ng kuryente kasi lumindol
4. Ano ang ginawa mo noong lumindol sa inyo? Paano mo nalaman na may lindol?	Nandoon po kami sa baba ng MC, tapos nag-blink yung ilaw kasi lumindol. Kasi nakita ko yung ilaw, tapos nakaganito ako (showing that he was standing),

	tapos gumanito yung ilaw (showing that the lights were swaying) at nag-<i>blink</i>. Napansin ko lumilindol. Bumaba kami tapos bumili na lang. Pagbaba namin walang lindol (he was telling that he and his mother were in an upper level of the mall). Sa taas mayroong lindol. Ang lakas ng bagsak.
5. Ano ang naiisip mo noong lumindol?	Na bumaba na lang kami. Tapos umuwi sa bahay. Tapos paglabas naming Nakita naming sa taas ng MC, may <i>crack</i> .
6. Ano sa tingin mo ang dapat mong gawin tuwing may lindol?	Dapat takpan ang ulo. Parang yung practice (referring to drills). Tapos pupunta sa ilalim (pointing at the table) ng mesa.
7. Ano kaya ang pwede gawin ni titser para maipaliwanag sa mga kaklase mo ang dapat gawin kapag may lindol? Pwede bang sa	Tungkol sa lindol? Yung building tower, yung blocks.

pagkukuwento? Sa paglalaro? O sa pag-aawit at pagsasayaw? Bakit iyon ang dapat gawin?	Opo, tapos yung nag (swaying his hands horizontally), tapos na ano, nabagsak.
Yung blocks?	Tapos itatayo, tapos babagsak parang yung sa lindol.
	(nods his head of approval)
Para maintindihan ng classmates?	Magpapagawa. Mahilig po kasi akong gumawa.
Kunwari ikaw yung teacher, paano mo ituturo yung tungkol sa lindol?	Yung katulad sa t.v., yung Team Yey, sa 4, sa channel 4.
Anong papagawa mo para maintindihan nila yung tungkol sa lindol?	Sumasayaw, pagkatapos may kakainin, tapos kakanta. Tapos may games. May arts din, may gagawin.
Anong ginagawa sa Team Yey?	Tingan niyo po yun. Dapat may TV Plus kayo.
	.

Name of Participant: Child E2

TYPE OF DISASTER: LINDOL/EARTHQUAKES	
QUESTIONS	PARTICIPANT
1. Ano ang ginawa mo noong lumindol sa inyo? Paano mo nalaman na may lindol?	Nag-pray ako. Yung kakain kami ng <i>pancake</i> , tapos biglang gagalaw

	nanaman (referring to the aftershocks of the earthquake). Tapos nag-pray kami, tapos umi-stop, tapos yan nanaman. Dalawang beses. Nagdasal ako kay Jesus. Tapos pagdating ni Daddy, ayan nanaman. Galaw nanaman. Tapos nag-i-stop na, nawala na.
2. Ano ang naiisip mo noong lumindol?	Naisip ko, pray ako Jesus. Para, para hindi mabagsakan. Para hindi mamatay.
3. Ano ang iyong nararamdaman sa noong lumindol? Ano pang naramdaman mo? Ano pang naramdaman mo, masaya ka ba, malungkot, natatakot...	Nahilo ako. Nanuod ako ng balita. Sabi daw ng balita, may nabagsakan sa SM (mall), lumindol daw. Tapos, sira-sira na yung SM. Nahilo ako, tapos parang nahilo ako sa isip ko.

Malungkot? Bakit ka nalungkot? Pero sabi mo kanina, natakot ka? Natakot ka ba nung lumindol? *Sa bilang ng 1 -5, ang 5 ang pinaka (emotions)... Magbibigay ako ng number... yung 1- konting lungkot lang, yung 2 – medyo lungkot lang, yung 3 lungkot talaga, 4 – super lungkot, at 5 – yung super, duper, super, duper, super lungkot. Ano doon ang naramdaman mo? 1, 2, 3, 4, or 5? Ano doon ang naramdaman mo?	Hindi (interrupts other emotions), malungkot. Kasi yung kakain kami ng <i>pancake</i>, nag-pray ako tapos natakot ako. Tapos pang ano, pagdating ni daddy, ano nag-pray ako pati kakain kami ng tinapay. Tapos natulog na kami. Pag gising ko, ano na, maliligo na pa ako at iinom ng gatas. Tapos kailangan kong umuniom ng tubig na marami, tapos maligo pa. (nods his head) Pero noong lumindol nakatakbo ako doon sa labas pero hindi na pumayag si mommy labas. Sila Mama Let, nagbabaan yung mga tao sa taas kasi malakas, sa baba mahina. Tapos, ano po, ano po yung mga kalan
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Eh yung sinabi ko sayong 1 to 5, ano yung naramdaman mo? 1, 2, 3, 4, o 5? Ano naramdaman mo yung sayo? Ah, may <i>crack</i>. Natakot ka ba dahil doon? Ano yung na-feel mo? Kasi diba naalala mo...	naggalaw pati yung mga i-spatula nagagalaw din (referring to kitchen wares). Noong bata ako kay Teacher Evelyn ako, tapos yung medal ko nagalaw, parang nahulog (talking about his medal he got when he was younger that was displayed on the wall). Konting takot. Sa one. Tapos nahulog po yung lagayan, yung takpan po ng mga ano nahulog, pati yung mga baso naming nagalaw. Noong lumindol buksan namin yung pinto ni daddy tapos karga niya ako. Yung mga nasa itaas, natakot talaga kasi natutulog pa sila, baka mapagsakan sila
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Pinag-aaralan niyo yung lindol sa school? Anong nararamdaman mo? Masaya, ka ba, malungkot, takot, nagulat... Ano yun super takot o konti lang?	Naramdaman ko, natakot ako. Sa labas po, sa tangke po, doon sa pintuan ng tangke may <i>crack</i> doon. Malaki. Hindi. Ano po noong wala ng lindol, may ilaw po tapos po nawalan ng kuryente meron na. Sa school kasi nag-aaral ako ng mabuti. Nagpa-project si teacher, nagcolor kami. Hindi. Nagulat ako tapos noon, dalawang lindol, kahapon, nagulat ako. Nung kanina, natakot ako. Konting lang, pero hindi ako natakot ng husto. Tapos yung kapatid ko, yung Ate, noon si mommy, sobrang sakit ng tiyan (referring when his mother was
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	pregnant before) kasi si Pio. Ano po yung upuan po dito nagagalaw, pati po mesa, pati nahulog yung mga medal. Pati mga ref nabubukas.
4. Pinag-aaralan ba ninyo sa paaralan ang tungkol sa lindol?	Hindi.

Name of Participant: Child E3

TYPE OF DISASTER: LINDOL/EARTHQUAKES	
QUESTIONS	PARTICIPANT
1. Ano ang ginawa mo noong lumindol sa inyo? Paano mo nalaman na lindol yun? Anong ginawa mo nung naramandaman mo yun?	Wala. Naglalaro kasi kami noon. Gumagalaw kasi yung tiyan ko nun. Tumakbo sa bahay.
2. Ano ang naiisip mo noong lumindol?	Gusto ko pong umuwi. Nagulat ako kasi gumalaw yung tiyan ko.
3. Kung tatanungin ka ni titser, anu- ano ang mga dapat gawin ng mga batang katulad mo kapag may lindol?	Dapat making kay titser. Magsuot ng helmet, pumunta sa bahay.
4. Halimbawa nakita mong umiiyak ang iyong kaibigan o kaklase dahil nasira ng lindol ang kanilang bahay	Si R. (referring to the name of the friend).

at ang mga gamit nila. Ano ang gagawin o sabihin mo sa kanya? Anong sasabihin mo sa kanya? Paano kapag umiiyak siya? Ano pang pwede mong sabihin? Ano sasabihin mo kasi sasabihin niya nasira ang bahay nila at gamit nila? Paano mo siya papatahanin? Anong pwedeng gawin?	“Hayaan mo, mayaman naman kayo diba?! ” Eh di papatahanin ko. “Tumahan ka na, R.” Papagawa ko ng bahay. Yun po.
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APPENDIX L

SAMPLE KINDERGARTEN LESSON PLAN ABOUT TYPHOONS (BAGYO)

ARALIN SA KINDERGARTEN

I. Layunin:

1. Nasasabi ang kahulugan ng bagyo
2. Naipapaliwanag ang siklo ng pagbuo ng bagyo
3. Naipakikita ang simpleng na kahandaan sa panahon ng sakuna
4. Naisasakilos ang mga tamang paraan kung paano maging ligtas sa oras bagyo
5. Nasasabi, nakikilala at naipakikita ang kahalagahan ng pakikibahagi sa oras ng sakuna
6. Naipakikita ang pagtutulungan sa oras ng sakuna sa pamamagitan ng pagguhit

II. Paksa/Aralin: Lindol

- A. Aralin: Mga Sakunang Nararanasan sa Ating Kapiligiran: Bagyo
- B. Kasanayan: Pakikinig, Pakikipagtulungan, Pagiging Malikhain, Pagiging alerto,
Pagbabahagi ng kaalaman
- C. Kagamitan: mga larawan patungkol sa bagyo, cartolina, tula, ask me badge, storytelling
- D. Sangunian: <http://bagong.pagasa.dost.gov.ph/>

III. Pamamaraan

A. Panimulang Gawain

1. Ipaparinig sa klase ang iba't ibang tunog sa paligid
2. Ipahula sa ng mga mag-aaral ang mga sumusunod na tunog:
 - busina ng dyip
 - huni ng ibon
 - tunog ng ambulansya
 - kulog
 - pagbuhos ng malakas na ulan

3. Hatiin sa dalawang pangkat ang mga tunog at pahulaan kung anong nagyayari sa bawat set ng tunog.
4. Ano ang nangyayari sa ating paligid kapag naririnig mo ang mga tunog na ito?

B. Paglalahad

1. Pagganyak

- Pankatang Gawain (*Picture Analysis*)
 - Hatiin ang klase sa apat o limang pangkat.
 - Bigyan ng larawan na nakalagay sa cartolina patungkol sa bagyo. Ipasagot sa mga mag-aaral ang mga sumusunod na tanong:
 - Ano ang nakikita sa larawan?
 - Ano-ano ang mga ginagawa ng mga tao sa larawan?
 - Bigyan ng sapat na oras ang mga mag-aaral para pag-usapan ang mga larawan
 - Hikayatin ang mga mag-aaral na isulat ang sagot sa ibabang bahagi ng cartolina, sa tulong ng guro.

2. Pagtalakay

- Ipadikit sa mag-aaral ang mga larawan sa pisara.
- Ipakita sa klase ang larawan kung paano nabubuo ang bagyo (siklo ng bagyo) at ipaliwanag ito. Talakayin din ang maulan na panahon sa Pilipinas at kung anong buwan ito madalas na nagaganap.
- Magpanuod ng *video* na nagpapakita ng mga dapat gawin kung ang bagyo ay dumating.
- Pagtalakay tungkol sa video:
 - Tungkol saan ang napanuod na video?
 - Ano mga nabanggit na dapat gawin kapag may bagyo?
- Bigyan ng pagkakataon ang mga mag-aaral na magkwento ng kanilang pannaw or karanasan sa bagyo.

3. Pagpapahalaga

- Mensahe: Ang pagiging handa ay isang katangian na dapat taglayin sa anomang oras lalong lalo na sa sakuna.
- Agreement Circle:
 - Bakit mahalaga ang maging handa sa oras ng sakuna?
 - Ano-ano ang mga mabuting naidudulot nito?
 - Bilang mga mag-aaral, ano-anong paghahanda ang mga maari ninyong gawin upang maging ligtas at handa sa oras ng sakuna?

4. Gawaing Pagpapayaman

- Ipakulay sa mag-aaral ng mga larawan na nagpapakita ng maaring gawin sa panahong maulan/bagyo.

C. Paglalahat

- Ang bagyo ay isa mga sakunang ating nararasan. Karaniwan sa ating bansa ang nakararanas ng ulan at bagyo mula sa buwan ng Hunyo hanggang Oktubre. Kinakailangan na manatili sa bahay upang maging ligtas at paghandaan kung ang paglikas ay kinakailangan.
- Ituro ang tula na pinamagatang “Batang Bibo” (see appendix M).

IV. Paglalapat

1. Maghanda ng *mini storybook template* para sa bawat mag-aaral.
2. Hikayatin ang mga mag-aaral na gumawa ng maikling kwento tungkol sa ulan.
3. Ipakita ang *sample mini storybook* at ipaliwanag na pwede silang gumuhit at kulayan ang kanilang gawain.
4. Ilagay sa *bulletin board* ang mga nilikhang kwento ng mga mag-aaral.

V. Takdang-Aralin

- Bigyan ang bawat mag-aaral ng *Ask Me Badge* na nakasulat: Ako’y Batang Bibo! (see Appendix N). Itanong mo sa dalawa o higit pa na miyembro ng pamilya o kaibigan na ipasasagot kung bakit siya bibo lalo na sa oras ng bagyo. Sa kanyang kwaderno makikita ang tulang, Batang Bibo na kanyang tutulain. Pumirma sa kwaderno kung ito ay naitula niya.

APPENDIX M

Batang Bibo

B – Batang bibo nga ang tawag sa akin

A – Ako’y laging handa sakuna man ay dumating

T- Tumutulong, naghahanda kung bagyo man ay darating

A- Alagaan ang sarili

Pati na rin ang pamilya

Pinto at bintana

aking isasara

Emergency kit ng pamilya

ay ihahanda ko na

Maglaro at magbasa

Pwede ring gawin pala

Ngunit ang mahalaga

Making sa magulang

tuwina!

APPENDIX N**ASK ME BADGE**

APPENDIX O

SAMPLE LESSON PLAN ABOUT FLOODING (BAHA)

ARALIN SA KINDERGARTEN

I. Layunin:

1. Nasasabi ang kahulugan ng baha.
2. Naipaliliwanag ang dahilan ng pagbaha sa kapaligiran.
3. Naipakikita ang simpleng na kahandaan sa panahon ng sakuna
4. Naipakikita ang pag-unawa sa nangyayari o kasalukuyang sitwasyon sa pamamagitan ng pagbigay ng posibleng gawain para maiwasan ang pagbaha sa kanyang paligid
5. Nasasabi, nakikilala at naipakikita ang kahalagahan ng pakikibahagi sa pamamagitan ng paglikha ng mga gamit gawa sa recycled materials.

II. Paksa/Aralin: Baha

- A. Aralin: Mga Sakunang Nararanasan sa Ating Kapiligiran: Baha
- B. Kasanayan: Pakikinig, Pakikipagtulungan, Pagiging Malikhain, Pagiging alerto,
Pagbabahagi ng kaalaman
- C. Kagamitan: audio, plastic bottles, tubig, lata, plastic bags,
- D. Sangunian: <https://news.abs-cbn.com/nation/metro-manila/09/22/14/3-major-causes-metro-manila-flooding>

III. Pamamaraan

A. Panimulang Gawain

1. Pagpapaawit at pagsayaw ng, “Ako ang Solusyon” sa tono ng Tayo na sa Sineskwela (see Appendix P).
2. Pagtalakay sa kantang inawit.

B. Paglalahad

1. Pagganyak

- Talakaying ang kantang inawit.

2. Pagtalakay

- Pipili ang guro ng tatlong bata upang maging “Kiddie Patroler”. Ito ay naibigay na bago pa ang magiging talakayan upang ang mga bata ay mapakapaghanda. Sila ay gaganap na tagpag-ulat ng magpapakita ng iba’t ibang pangyayari na magiging dahilan ng pagbaha.
- Si KP1 ay magpapakita ng video na may malakas na pagbuhos ng ulan. Tatalakayin ng guro ang unang video na ipananuod at itanong:
 - Ano ang posibleng mangyari kung patuloy ang malakas na buhos ng ulan?
- Si KP2 ay magpapakita ng mga taong nagtatapon ng basura sa daan at mga nakalutang na basura. Tatalakayin ng guro ang pangalawang video na ipananuod at itanong:
 - Ano ang posibleng mangyari kung patuloy ang mga taong magtapon ng basura sa maling lugar?
 - Sa paanong paraan mo pwedeng ipakita ang tamang pagtatapon ng basura?
- Mapagpakita ng dalawang *clear plastic container* na may tubig at maliit na butas. Ihiga ang *container* at ipasalarawan sa mga bata ang nakikita at kung ano ang nangyayari sa tubig.
- Lagyan ng maliliit na *plastic*/basura ang pangalawang *container*. Muli itong ihiga at tanungin ang mga bata kung ano ang naging kinaibahan nito sa naunang *container*.
 - Bukod sa pagtatapon, ano pa ba ang pwedeng gawin sa mga basura?
- Si KP3 naman ay magpapakita ng mga taong patuloy ng pumuputol ng puno.
 - Ano ang dapat natin gawin para mapalitan ang mga naputol na puno? Bakit kinakailangan magtanim ng mga puno?

3. Pagpapahalaga

- Mensahe: Ang pagiging handa ay isang katangian na dapat taglayin sa anomang oras lalong lalo na sa sakuna. Kailangan ingatan ang mga gamit na maaring mabasa sa pagbaha or sa pag-akyat ng tubig. Kung kinakailangan maginghanda sa paglikas.

Maiiniwasan ang baha kung tulong-tulong ang bawat isa na panatilihing malinis ang kapaligiran ng sa gayon maiwasan ang pagbara ng mga estero at iba pang daanan ng tubig.

- Anong katangian ang dapat nating taglayin lalong-lalo na sa oras ng sakuna?

4. Gawaing Pagpapayaman

- Gamit ang mga pinadalang patapon na kagamitan o *recycled materials* sa mga mag-araal. Sila ay gagawa ng mga sumusunod ayon sa patnubay ng guro:
 - *Empty can – crayon holder*
 - *Plastic bags – pompoms*
 - *Empty soap boxes/small boxes – hand puppet*
 - *Empty plastic bottles - maracas*

B. Paglalahat

- Ang baha ay isa uri mga sakuna na ating nararasan dahil sa mga sumusunod na kadahilan: 1) malakas na pagbuhos ng ulan, 2) maling pagtapon ng mga basura, 3) pagputol ng mga puno sa kagubatan, at marami pang iba. Ang tubig baha ay hindi dapat paglaruan upang ang sakit ay maiwasan. Tayo ang susi upang mapangalagaan ang kapaligiran.

VI. Paglalapat

1. Ang buong klase ay hahatiin sa limang pangkat upang magiging Kiddie Patrol Cleaners.
2. Ang bawat pangkat ay nakatalaga sa iba'tibang bahagi ng silid-aralan upang mapanatili ang kalinisan nito.

VII. Takdang-Aralin

- Sa tulong ng mga kapamilya isang malaking bote ng plastic ang kailangan punan ng mga ginupit-gupit na plastic wrapper na ginamit sa bahay. Pagkalipas ng ilang lingo, maari na itong dalhin sa paaralan. Ito ay ibibigay sa isang *recycling center* kung saan ito ay hinahalo sa semento paggawa ng mga dingding or bakuran.

APPENDIX P

Ako ang Solusyon

I

Tayo na sa eskwela

Alamin natin ang problema

Tuklasin ang solusyon

Kahit bata may kontribusyon

II

Kahit na ako ay bata

May alam at maitutulong

Di magiging sanhi ng problema

Pagkat susi ng solusyon

APPENDIX Q

SAMPLE LESSON PLAN ABOUT EARTHQUAKES (LINDOL)

ARALIN SA KINDERGARTEN

I. Layunin:

1. Nasasabi ang kahulugan ng lindol
2. Naipakikita ang simpleng na kahandaan sa panahon ng sakuna sa pamamagitan ng pagsasakilos ng tamang paraan kung paano maging ligtas sa oras lindol
3. Naipakikita ang pag-unawa sa nangyayari (lindol) o kasalukuyang sitwasyon at nakapaghihintay sa tamang oras na matugunan ang gusto/pangangailangan sa pamamagitan ng pagsasadula
4. Naipahihwatig ang katanggaptanggap na reaksiyon sa mga akmaang sitwasyon ukol sa lindol
5. Nasasabi, nakikilala at naipakikita ang kahalagahan ng pakikibahagi sa pamamagitan ng pagsasadula ng pagtutulungan sa oras ng sakuna

II. Paksa/Aralin: Lindol

- A. Aralin: Mga Sakunang Nararanasan sa Ating Kapiligiran: Lindol
- B. Kasanayan: Pakikinig, Pakikipagtulungan, Pagiging Malikhain, Pagiging alerto, Pagbabahagi ng kaalaman
- C. Kagamitan: storybook, audio player, lapis, papel, pangkulay
- D. Sangunian: <https://www.klook.com/blog/en-ph/earthquake-philippines/>

III. Pamamaraan

A. Panimulang Gawain

1. Awitin ang oras ng kuwentuhan.
2. Pagtalakay sa mga dapat tandaan sa oras ng pakikinig.

B. Paglalahad

1. Pagganyak

- Paghawi ng Sagabal:
 - maliksi
 - *tenement building*
 - pagyanig

- *akyat-panaog*
- *yuko*
- *takip*
- *kapit*
- *hard hat*
- *emergency kit*

2. Pagtalakay

- Pagbasa sa Kuwentong “Si Lino Dimagiba”. (see Appendix R).
- Pagtalakay sa kwento:
 - Sino ang mga tauhan sa kwento?
 - Ano ang nagging aralin nila sa paaralan?
 - Saan nagpunta si Lino at ang kanyang nanay bago umuwi?
 - Ano ang nangyari habang sila ay nasa *mall*?
 - Ano ang ibig sabihin ng lindol?
 - Ano ang ginawa ni Lino at ng kanyang nanay sa oras ng lindol?
 - Ano-ano ang mga katangian ni Lino na gusto mong gayahin?
- Talakayin ang tungkol sa lindol at mga kagamitan na kinakailangan sa oras ng lindol. Maaring gumamit ng graphic organizer upang Makita ang pagkasunod-sunod ng kwento at mga kagamitan na kinakailangan sa oras ng lindol.

3. Pagpapahalaga

- Mensahe: Ang pagiging handa ay isang katangian na dapat taglayin sa anomang oras lalong lalo na sa sakuna.

4. Gawaing Pagpapayaman

- Ipaguhit sa papel ang mga bagay na dapat ihanda sa oras ng sakuna.
- Hayaan ang inyong mag-aaral na ibahagi ang kanilang mga naiguhit sa kanilang pangkat.

C. Paglalahat

- Ang lindol ay isa mga sakunang ating nararasan. Ang pagyuko (duck), pagtakip (cover), at pagkapit (hold) ay dapat tandaan upang maging ligtas. Ang pagiging handa at alerto sa anomang sakuna ay magandang katangian na dapat isaalang-alang dahil ligtas ang may alam.
- Ituro at ipaawit ang kantang, “Batang Handa” (see Appendix S).

IV. Paglalapat

1. Hatiin ang klase sa apat na pangkat.
2. Bigyan ang bawat ng pangkat ng lugar na kanilang isasadula (halimbawa: silid aralan, *mall*, sa loob ng bahay, atbp).
3. Bigyan ng sapat na oras ang mga mag-aaral upang pag-isipan ang mga dapat gawin sa isang lugar kung ang lindol ay dumating.
4. Hayaan ang bawat pangkat na maipakita sa klase ang kanilang inihandang mga paraan sa oras ng lindol.

V. Takdang-Aralin

- Magpahanda ng *emergency kit* sa inyong mga mag-aaral sa tulong ng kanilang mga magulang.

APPENDIX R

LINO DIMAGIBA

Sa isang lugar sa Maynila nakatira ang isang masiyahin, maliksi, at matulungin na bata na nagngangalang, Lino Dimagiba. Si Lino ay nakatira kasama ang kanyang pamilya sa *tenement building*. Akyat-panaog siya sa ikaapat palapag lalung-lalo na kapag siya ay pumapasok sa Laging Handa Elementary School.

“Nay, papasok na po ako sa paaralan. Sabay na po kami ni Tatay bababa,” sabi ni Lino habang isunuot ang kanyang *backpack*.

“Oh siya, mag-ingat kayo ng tatay mo. Hintayin mo ako mamaya Lino sa *gate* kapag uwian niyo na,” sambit ng kanyang nanay.

Nagmano si Lino sa kanyang nanay at nagsabi nang, “Paalam, Nay!”

Sa silid-aralan muling nagbalik-aral sina Lino at ang kanyang mga kaklase tungkol sa lindol. Tinanong ni Binibining Minda Matulungin sa klase,

“Ano ang ibig sabihin ng lindol?”

Sabay-sabay nagsipagtaasan ng kamay ang buong klase.

Tinawag ng kanilang titser si Bert na kaibigan ni Lino.

“Kapag lumilindol po, gumagalaw po lahat ng ating gamit,” sagot ni Bert.

“Tama ang sagot ni Bert,” sabi ni Titser Minda.

“Isa lamang ito sa mga posibleng mangyari kapag may lindol. Ang lindol ay ang pagyanig ng lupa. Ano naman ang dapat nating gawin kapag may lindol?” tanong ng kanilang titser.

Mabilis na itinaas ni Lino ang kanyang kamay at siya ang natawag ni Titser Minda.

“Tayo ay kailangang yumuko, takpan ang ulo, at kumapit sa anomang matatag na bagay katulad ng mesa,” siguradong sagot ni Lino.

“Mahusay, Lino! Tama ang iyong sagot. Laging tatandaan ang mga kailangang gawin kapag may sakunang katulad ng lindol. Ulitiin natin...”

“Yuko, takpan ang ulo at kumapit!” sabay-sabay na sinabi ng klase.

“Tunay na magaling mga bata! Tandaan, ligtas ang may alam. Huwag din kalilimutang isuot ang *hard hat* ninyo at kunin ang *emergency kit* kapag nangyari ang lindol dito sa loob ng silid-aralan. Dapat mayroon din kayong *Go Bag* sa bahay na naglalaman ng mga importanteng gamit sa oras ng sakuna.

Natapos na ang klase at sinundo ng kanyang nanay si Lino sa *gate*. Bago umuwi, dumaan muna si Lino at ang kanyang Nanay sa *mall* para kumain.

“Nanay, salamat po! Ang sarap po nitong *spaghetti*!” masayang sabi ni Lino.

“Siyempre naman anak, *love* ka ni Nanay. ‘Di ba ipinangako ko iyan sa’yo... O, ubusin mo na ‘yan anak ha,” wika ni Nanay.

Pagkalipas ng limang minuto, biglang nakaramdam sila ng pagyanig. Ang lamesa, upuan, at ang ibang bagay ay umuuga.

“Anak, lumilindol,” ang sabi ng nanay ni Lino.

Buti at naalala ni Lino ang kanilang aralin tungkol lindol. Agad na sinabi ni Lino sa kanyang nanay,

“Yumuko tayo dito Nanay sa ilalim ng lamesa,” at mabilis na tinakpan ang kanilang ulo.

“Kumapit tayo sa paa ng lamesa, anak,” paalala din ng nanay ni Lino.

Tumigil na ang lindol at sinabihan sila ng guwardiya na lumabas nang mahinahon sa labas ng mall.

Nakauwi nang ligtas ang mag-ina. Ikinuwento ni Lino sa kanyang tatay ang nangyari sa kanila.

“Salamat at ligtas kayo ng iyong Nanay,” wika ni Tatay.

“Buti na lang at kasama ko rin po si Nanay noong nangyari ang lindol. Salamat din po at tinuruan din kami sa paaralan kung ano ang dapat gawin kapag may lindol.”

“Ano nga ba ang dapat gawin, Lino anak?” tanong ni Tatay.

“Yumuko, takpan ang ulo, at kumapit!”

Ngumiti ang mag-asawa sa kanilang anak.

“Kahit bata ako, iba talaga ang may alam. Sa sakuna ay laging handa!

APPENDIX S

Batang Handa

I

Maliit man ang aking kamay at mga paa

Ngunit kayang harapin

anomang sakuna

Sa tulong ni Ina at aking Ama,

at sa eskwela, matutunan na

Koro:

Ako'y bata, at may alam

Ako'y handa, kaligtasa'y makamkamtan

Kahit saan, kahit kailan

Walang takot

Ligtas ang may alam

II

Yumuko, ulo'y takpan at kumapit ka

Kung lindol dumating

tayo ay handa na

(2x)

LIZA LEGASPINO

Legaspino.lc@pnu.edu.ph

A creative, dedicated, and team player professional who is prepared to be of help to fellow educators and pre-service teachers in learning more about early childhood education and its relation to sustainable development.

EXPERIENCE

AUGUST 2020 – PRESENT

ADMINISTRATIVE STAFF, PHILIPPINE NORMAL UNIVERSITY

Office of Admissions

APRIL 2018 – PRESENT

TEXTBOOK AUTHOR, UNIVERSITY PRESS OF FIRST ASIA – DIWA LEARNING SYTEMS INC.

Textbook author of upcoming New Preschool Series – Language & Science (K2) – S.Y. 2022

Textbook co-author of MAPEH Works Second Edition (3) – Unit for Art – S.Y. 2021

Textbook author of English for Smart Learners (2) – Grade School – S.Y. 2020

APRIL 2020

CONTENT REVIEWER, REX BOOKSTORE, INC.

Content Review Editor of Mastering Handwriting (Pre-K1) – Preschool

JUNE 2015 – PRESENT

PART-TIME PROFESSOR, SAN BEDA COLLEGE ALABANG

Subject courses taught include: Child and Adolescent Development, Introduction to Early Childhood Education, Play and Developmentally Appropriate Practices, Creative Arts in the ECE Classroom, Language and Numeracy for Young Children, Classroom Management, Science in Early Childhood Education, Home-School Relationship

AUGUST 2017 – MARCH 2018

LANGUAGE TEACHER (AGES 5.5 – 6.5 YEARS), MANRESA SCHOOL

In-charge of Language 1 subject: works on the syllabus, assessments, and instructional materials.

JUNE 2013 – JULY 2017

KINDERGARTEN TEACHER (AGES 4.5 - 5 YEARS), MANRESA SCHOOL

NURSERY 2 TEACHER (AGES 3.5 – 4 YEARS), MANRESA SCHOOL

In-charge of Verbal Expression (Reading, Language & Writing) and Mathematical Expression

Subjects (Nursery 2): works on the syllabus & instructional materials of the said level.

Handles all subjects including art, creative play and music and movement in the Kindergarten and Nursery 2 level.

JUNE 2011 – MARCH 2013

PREPARATORY TEACHER (AGES 5.5 – 6 YEARS), MANRESA SCHOOL

In-charge of Verbal Expression (Reading, Language & Writing): works on the syllabus & instructional materials of the said level.

Handles all subjects including art, creative play and music and movement in the Preparatory level.

JUNE 2010 – MARCH 2011

KINDERGARTEN TEACHER (AGES 4.5 – 5 YEARS), MANRESA SCHOOL

In-charge of Verbal Expression (Reading, Language & Writing): works on the syllabus & instructional materials of the said level.

Handles all subjects including art, creative play and music and movement in the Kindergarten level.

JUNE 2008 – MARCH 2010

NURSERY TEACHER (AGES 3.5 – 4 YEARS), MANRESA SCHOOL

In-charge of Verbal Expression (Reading, Language & Writing): works on the syllabus & instructional materials of the said level.

Handles all subjects including art, creative play and music and movement in the Nursery level.

JUNE 2007 – MARCH 2008

KINDERGARTEN TEACHER (AGES 4.5 – 5 YEARS), MANRESA SCHOOL

In-charge of Mathematics and Science subjects: works on the syllabus & instructional materials of the said level.

Handles all subjects including art, creative play and music and movement in the Kindergarten level.

JANUARY – FEBRUARY 2007

STUDENT TEACHER, K2, NAZARENE CATHOLIC SCHOOL

NOVEMBER 2006 – JANUARY 2007

STUDENT TEACHER, K2, PHILIPPINE NORMAL UNIVERSITY – CENTER FOR TEACHING AND LEARNING

EDUCATION

APRIL 2021

MASTER OF ARTS IN EARLY CHILDHOOD EDUCATION, PHILIPPINE NORMAL UNIVERSITY - MANILA

Thesis: Exploring Filipino Kindergarten's Perspectives on Disasters: A Descriptive Case Study

MARCH 2007

**BACHELOR OF EARLY CHILDHOOD EDUCATION, PHILIPPINE NORMAL UNIVERSITY
- MANILA**

Graduated *cum laude*, Leadership and Service Awardee

Distinguished Student Teacher Award

Academic Awardee

Dean's Lister AY 2006 -2007

Story Telling Champion 2006

President, Active Builders for Child Development (ABCD) AY 2005 - 2006

NOVEMBER 2006

**CERTIFICATE IN TEACHING ENGLISH FOR SPEAKERS OF OTHER LANGUAGES
(TESOL), AMERICAN TESOL TRAINING**

MARCH 2003

SECONDARY EDUCATION, MANRESA SCHOOL

Service Award

Special Award in Music

Special Award in Performing Arts

MARCH 1999

ELEMENTARY EDUCATION, MANRESA SCHOOL

Special Award in Music

PROFESSIONAL INVOLVEMENT

SEPTEMBER 12, 2020

SPEAKER, DEVELOPING GRIT IN MATHEMATICS FOR YOUNG LEARNERS

Graduate School of Education

Divine World College of Laoag

MARCH 4, 2020

JUDGE, LITERARY COSPLAY, MALAYANG PAGTUTULA, EXTEMPORANEOUS SPEECH

Private Schools Association of Parañaque Academic, Literary, Arts and Musical Competition
(PSAP-ALAM)

MARCH 3, 2020

**JUDGE, POEM RECITATION, MALIKHAING PAGKUKWENTO AND STORY TELLING
(PRESCHOOL AND PRIMARY GRADES)**

Private Schools Association of Parañaque Academic, Literary, Arts and Musical Competition
(PSAP-ALAM)

DECEMBER 7, 2019

EXTERNAL VALIDATOR, ASSESSMENT TOOLS FOR ECED 704 ASSESSMENT IN EARLY CHILDHOOD EDUCATION, AY 2019 – 2020, TERM 2
Philippine Normal University, Taft Avenue, Manila

SEPTEMBER 14, 2019

SPEAKER, GEARING UP FOR THE CHALLENGES AS A 21ST CENTURY LEARNER
San Beda College Alabang, Muntinlupa City
Resource speaker for Teacher Education Department Students

SEPTEMBER 8, 2019

FACILITATOR, MAHUSAY! MAGALING! YAN ANG DAY CARE TEACHER NAMIN!
SEMINAR-WORKSHOP FOR DAY CARE TEACHERS
Atimonan, Quezon Province (in partnership with PNU-MANILA and Rotary Club – Atimonan Lakambini)

JUNE 22, 2019

EXTERNAL EVALUATOR, COMPARATIVE METHODS OF TEACHING AND EVALUATION (MAED 536A)
Philippine Women's University, Taft Avenue, Manila
Evaluated final output of graduate students major in Early Childhood Education

MAY 10, 2019

COMMENCEMENT SPEAKER, NSTP GRADUATION CEREMONY
San Beda College Alabang, Muntinlupa City
Guest speaker for first year college students

MARCH 29, 2019

RESEARCH DEFENSE PANELIST, RESEARCH IN DAILY LIFE – COURSE SUBJECT IN GRADE 11
Manresa School, BF Homes, Parañaque City
Evaluated the quality of thesis presented by Senior High Students

MARCH 23, 2019

EXTERNAL VALIDATOR, PREPARATION AND DEVELOPMENT OF INSTRUCTIONAL MATERIALS (CTP PROGRAM)
Philippine Normal University
Evaluated the instructional materials made by Certificate in Teaching Program students

DECEMBER 3, 2018

EXTERNAL VALIDATOR, PREPARATION AND DEVELOPMENT OF INSTRUCTIONAL MATERIALS (CTP PROGRAM & EARLY CHILDHOOD READING PROGRAM)

Philippine Normal University

Evaluated the instructional materials made by Certificate in Teaching Program students and Early Childhood Education students

OCTOBER 20, 2018

SPEAKER, BECOMING A S.T.A.G.E. PARENT: RAISING CREATIVE THINKERS

Sagrada Familia Parochial School, Las Piñas City

Resource speaker for parenting seminar offered to all preschool parents

SEPTEMBER 20, 2018

SPEAKER, BECOMING A S.T.A.G.E. PARENT: RAISING CREATIVE THINKERS

Supreme Court of the Philippines, Manila

Resource speaker for parenting seminar offered to all employees of the Supreme Court of the Philippines

MAY 12, 2018

SPEAKER, DEVELOPING GROWING RELATIONSHIP TO OTHERS AND AS A TEAM

PRU LIFE UK – Brilliant Red Quartz Branch, Ortigas, Pasig City

Resource speaker for financial adviser's professional growth session. Topic includes The Five Love Languages and Developing Grit

APRIL, 11 2018

SPEAKER, THE USE OF MULT-SENSORY APPROACH TO LITERACY AND NUMERACY

KAGURO 4-Day National Conference: Start Preparing Our Children for the Future Today: "Say YES to the Future: Kids Can Do Amazing Things!"

One of the resource persons for Kapisanan ng Mga Guro sa Pilipinas Top Inc. (KAGURO) during their national conference for Early Childhood Educators

JUNE 2017 – APRIL 2018

PUBLIC RELATIONS OFFICER, MANRESA SCHOOL FACULTY AND STAFF

ORGANIZATION (MSFSO)

Manresa School, BF Homes, Parañaque City

OCTOBER 25, 2017

SPEAKER, THE VALUE OF FILIPINO CULTURE DEPICTED IN CHILDREN'S STORIES

Faculty of Educational Sciences, Philippine Normal University, Taft Avenue, Manila

Resource speaker for Early Childhood Education undergraduate students

JUNE 2016 – MAY 2017

VICE PRESIDENT - INTERNAL, MANRESA SCHOOL FACULTY AND STAFF

ORGANIZATION (MSFSO)

Manresa School, BF Homes, Parañaque City

JUNE 2015 – JUNE 2016

MEMBER, PHILIPPINE RESEARCH ASSOCIATION FOR EARLY CHILDHOOD EDUCATION (PRAECE)

Philippine Chapter of the Pacific Early Childhood Education Research Association (PECERA)

AUGUST 10, 2014

RESOURCE PERSON, THE LIFE OF SAINT CANDIDA MARIA DE JESUS

Cuidad Nuevo (Partner Community of Manresa School), Naic, Cavite

Story teller on the life of St. Candida to the children and youth of the adopted community of Manresa School

JUNE 2013 – JULY 2014

VICE PRESIDENT - EXTERNAL, MANRESA SCHOOL FACULTY AND STAFF ORGANIZATION (MSFSO)

Manresa School, BF Homes, Parañaque City

MAY 2012 – JUNE 2013

PRESIDENT, MANRESA SCHOOL FACULTY AND STAFF ORGANIZATION (MSFSO)

Manresa School, BF Homes, Parañaque City

AUGUST 11, 2011

SPEAKER, THE FIVE LOVE LANGUAGES

Manresa School, BF Homes, Parañaque City

Resource speaker for faculty and staff professional growth session

PROFESSIONAL GROWTH EDUCATION

JUNE 2020 – NOVEMBER 2020

CERTIFICATE IN INTRODUCTION TO FAMILY ENGAGEMENT

HARVARDX: GSE4X (valid certificate)

The Harvard X is the online education and teaching course of Harvard University. This education course discusses what family engagement is and why it matters to the success of students and schools. It explored the research linking family engagement to better educational outcomes through directly with researchers, educators, students, and families about promising practices in the field.

MARCH 2020 – JUNE 8, 2020

CERTIFICATE IN EARLY CHILDHOOD DEVELOPMENT FOR SUSTAINABLE DEVELOPMENT

SDG ACADEMYX: ECED001 (valid certificate)

The SDG Academy is the online education platform of the Sustainable Development Solutions Network (SDSN), a global initiative for the United Nations. This specific course is in cooperation with Harvard University, New York University, and UNICEF.