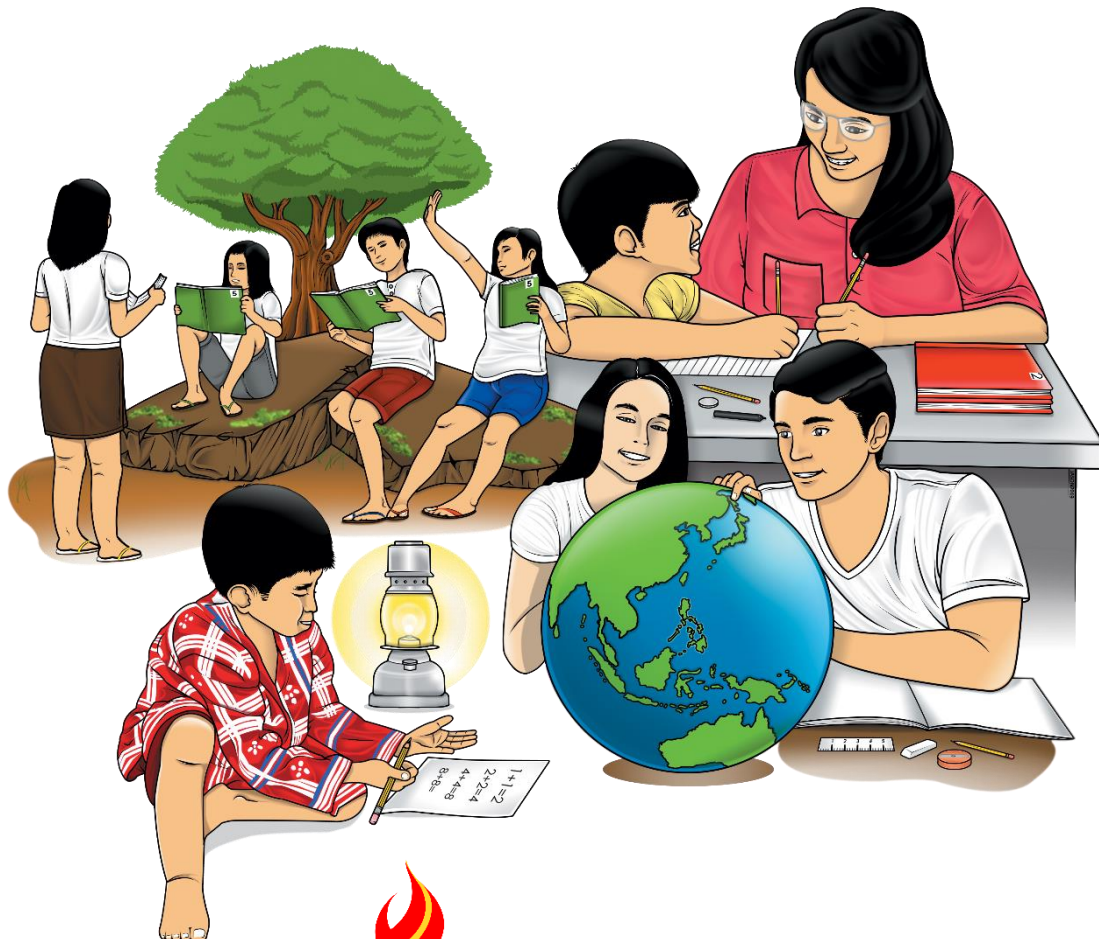


Disaster Readiness and Risk Reduction

Quarter 1 – Module 7: Vulnerabilities of Different Elements Exposed to Hazards



Disaster Readiness and Risk Reduction
Alternative Delivery Mode
Quarter 1 – Module 7: Vulnerabilities of Different Elements Exposed to Hazards
First Edition, 2021

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Disaster Readiness and Risk Reduction

Quarter 1 – Module 7: Vulnerabilities of Different Elements Exposed to Hazards

Introductory Message

This Self-Learning Module (SLM) is prepared so that you, our dear learners, can continue your studies and learn while at home. Activities, questions, directions, exercises, and discussions are carefully stated for you to understand each lesson.

Each SLM is composed of different parts. Each part shall guide you step-by-step as you discover and understand the lesson prepared for you.

Pre-tests are provided to measure your prior knowledge on lessons in each SLM. This will tell you if you need to proceed on completing this module or if you need to ask your facilitator or your teacher's assistance for better understanding of the lesson. At the end of each module, you need to answer the post-test to self-check your learning. Answer keys are provided for each activity and test. We trust that you will be honest in using these.

In addition to the material in the main text, Notes to the Teacher are also provided to our facilitators and parents for strategies and reminders on how they can best help you on your home-based learning.

Please use this module with care. Do not put unnecessary marks on any part of this SLM. Use a separate sheet of paper in answering the exercises and tests. And read the instructions carefully before performing each task.

If you have any questions in using this SLM or any difficulty in answering the tasks in this module, do not hesitate to consult your teacher or facilitator.

Thank you.



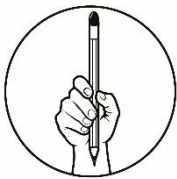
What I Need to Know

In this module, the learner will be able to recognize vulnerabilities of different elements exposed to hazards and at the same time, determine all those elements.

The Module is intended to equip you with knowledge on vulnerabilities of different elements exposed to specific hazards.

After going through this module, you are expected to:

1. comprehend the different elements that may be exposed to hazards;
2. differentiate vulnerabilities of different elements exposed to specific hazards;
3. explain how different elements can become exposed to hazard making it more vulnerable; and
4. integrate the different vulnerabilities to understand the its interconnection with one another.



What I Know

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

1. Which among the following is classified as social vulnerability?
 - a. fatalism
 - b. soil quality
 - c. health facilities
 - d. leadership qualities
2. What is the degree to which a population, system, service or geographic area is likely to be affected or disrupted by the impact of a particular hazard?
 - a. capacity
 - b. hazard
 - c. risk
 - d. vulnerability

3. What element is exposed to hazard during typhoon when the houses are destroyed?
 - a. economical
 - b. environmental
 - c. physical
 - d. social
4. What element is exposed when flood occurred due to deforestation?
 - a. economical
 - b. environmental
 - c. physical
 - d. social
5. COVID 19 pandemic affected the economy resulting to closure of many businesses during the enhanced community quarantine. What element is mostly affected?
 - a. economical
 - b. environmental
 - c. physical
 - d. social
6. Increased human population can sometimes result to _____.
 - a. lowered risk
 - b. less exposure
 - c. decreased hazard
 - d. increased vulnerability
7. Some areas in Cavite is situated within the fault lines stated at risk by PHILVOLCS. What element has least possibility of being exposed to hazard?
 - a. economical
 - b. environmental
 - c. physical
 - d. social
8. COVID 19 pandemic affected the operations of establishments such as malls and other leisure establishments which were prohibited from operating to prevent further community transmission. Which element is mostly exposed?
 - a. economical
 - b. environmental
 - c. physical
 - d. social
9. What factors determine the level of disaster risk?
 - I. nature of the hazard
 - II. exposure of the community at risk
 - III. vulnerability of the elements which are affected
 - IV. economic value of the elements which are affected

- a. I and II
- b. II and III
- c. III and IV
- d. II and IV

10. All of the following choices can least likely cause physical vulnerability EXCEPT _____.

- a. pandemic
- b. storm surge
- c. tsunami
- d. wild fire

11. Which among the following is considered as socio-economical hazard?

- a. volcanic eruption
- b. flooding and drought
- c. chemical contamination
- d. environmental degradation

12. Why is it important to quantify vulnerability?

- a. to identify the community that are at risk
- b. to determine the incoming hazardous events
- c. to estimate how much mitigation and preparedness is applicable
- d. to know the local government units to approach during hazardous event

13. How will you quantify the vulnerability of the people?

- a. get the ratio of the number of people died to the total population
- b. get the ratio of the number of people survived to the total population
- c. get the ratio of the total population to the number of people survived
- d. get the ratio of the number of casualties or injured to the total population

14. The vulnerability status of a structure or building depends on the following EXCEPT _____.

- a. cost of repair
- b. economic losses
- c. extent of damage
- d. degree of injury to the people

15. Kaingin is a human practice where in a forest is converted to farmland. In this case, what element is most likely exposed to hazard?

- a. economical
- b. environmental
- c. physical
- d. social

Lesson 1

Recognize vulnerabilities of different elements exposed to specific hazards.

The learners in this module will realize that recognizing the vulnerabilities of different elements exposed to hazard will help the community design to formulate strategies on prevention, mitigation, and immediate response and possible rehabilitations after a major event such as natural disasters, war and the other similar situations.



What's In

Direction: Classify the following words/phrase according to the given category below. Write your answer on a separate sheet of paper.

agricultural land

hospital

seashore

barangay response team

marine resources

social status

bridges

railroads

subdivision

fish pond

rainforest

telecommunications

government

schools

transportation

Category 1	Category 2	Category 3

If you are going to assign labels or headings for each category, what could it be?

Category 1 _____

Category 2 _____

Category 3 _____



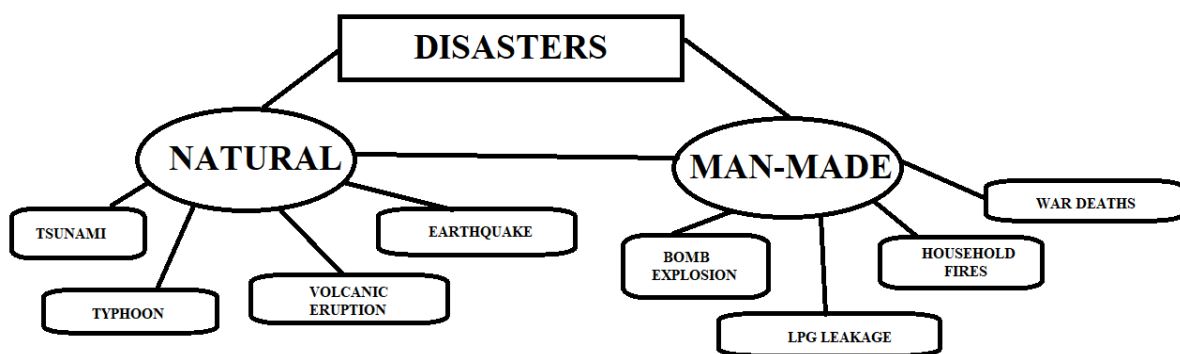
Notes to the Teacher

There are several possible answers. Consider answers that are relevant to the questions and could have been a possible answer but not included in the answer key.



What's New

Direction: Concept map is a visual representation that shows relationships between concepts. Arrange the following words or phrase into a concept map. Under the diagram, explain how did you come up with your output and cite your basis. (see the sample concept map below)



GUIDE WORDS:

ecosystem
elements
environmental

exposed
hazard
physical

response and recovery
risk
socio-economic

tangible



What is It

Vulnerabilities of different elements are determined due to its exposure to particular and specific hazard.

Physical vulnerability includes population density levels, place of a settlement, the site design, and materials used for infrastructure and housing. When hazardous events occur, normally physical elements are severely damaged. For example, UP Visayas buildings were totally destroyed during the super typhoon Yolanda in 2008 leaving the structure totally damaged. Another example is the decreased in population density like what happened in Baguio during the 1990 earthquake in North Luzon when a lot of people were injured and died.

Social vulnerability happens due to inability of people, organization, and societies to prevent severe effects from hazards because of the expected behavior in social interactions, institutions, and system of cultural values. For example, during typhoon the line of communications were cut off when cell sites shutdown or disruption of transport system due to inability of small vehicles to pass through the flooded areas or unpassable roads and bridges. With some difficulties in the delivery of services such as relief goods and medicines, a lot of problems occurred like shortage of food and spread of infectious diseases. Therefore, when social elements were exposed to hazard, these may lead to disruption of normal processes and activities in the community.

Level of economic vulnerability is based on the economic status of individuals, communities, and nations. The poorer the country, the more vulnerable to disasters because they lack the funds or budgets to build sturdy structures and put other engineering measures in place which protect them from being affected by disasters. So, we can say that Philippines is more vulnerable to an event such as earthquake compared to Japan. Though both countries are exposed to earthquake hazard because both are located in the Pacific ring of fire, but due to differences in economic status, Japan is more resilient because of its ability to afford changes in architectural and engineering designs of building and infrastructures to make them less vulnerable to earthquake. Another example is the Covid-19 pandemic wherein the most affected are those who belong to low income and informal workers.

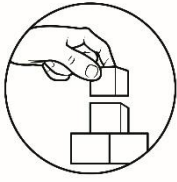
Social and economic vulnerability can be combined also known as socioeconomic vulnerability.

Environmental vulnerability is caused by natural resources depletion and destruction. Organisms like humans, animals, and plants are all dependent on the environment for survival. Human activities like deforestation, burning of fossil fuels, and kaingin affect the natural abilities of the environment to protect itself from any natural hazard due to absence of trees which may cause landslide and flashfloods. Sometimes the effects are irreversible.

Quantifying vulnerability is used in estimating how much mitigation and preparedness measures will be applied. Computation is based on the previous hazard events and severity of their effects. Vulnerability can be expressed as: 0 = lowest degree of vulnerability and 1 as the highest degree. Vulnerability of people is the ratio of casualties or injured to the total population. Vulnerability of buildings is expressed as a repair cost or degree of damage.

The Philippines has high vulnerability due to the following reasons:

- It lies in the Pacific typhoon belt and we are visited by an average of 20 typhoons every year.
- Rugged nature of the landscape makes it vulnerable to landslide, mudflows, and other disasters.
- It is an archipelagic country with many small islands where some areas are at below sea level.
- It has the longest shoreline in the world at 32,400 km making it vulnerable to storm surges.
- It is still a primary agricultural and fishing economy.
- With poor institutional and social capacity to manage, respond, and recover from natural hazard events.
- With high level of poverty
- Aside from typhoon, it is also at risk to volcanic eruptions, quakes, and floods.



What's More

Direction: Classify the following phrases and sentences whether it is PHYSICAL, SOCIOECONOMICAL OR ENVIRONMENTAL VULNERABILITY.

1. shutdown of telecommunication tower
2. houses built near fault lines
3. denudation of forests
4. rest houses near Boracay shoreline
5. Twenty-story building constructed on soil mainly made up of clay.
6. bridges with cracks and crevices
7. overfertilization of agricultural soil
8. Lost of job due to COVID-19 pandemic.
9. possible retrenchment of ABS CBN employees due to its shutdown
10. Destruction of coral reefs that serves as barriers against storm surge.



What I Have Learned

Direction. The following are different situational statements. Identify 3 elements that are vulnerable in each situation.

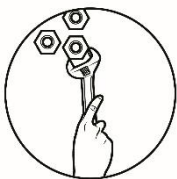
1. You are a secondary student. You are stranded in your school building. They have blocked off the entrances and exits because the grounds are flooded. You have been trying to call your family and trying to get news on your house, but the signal's down. You have only gotten your books, notebooks, and laboratory materials in your bag and locker. What elements of vulnerability are present in the situation?

2. You and your family is living in an apartment. You knew that the location you are residing is a flood risk area. The radio reports anticipated flooding, and you heard the rain pouring, so you prepared water bottle, some clothes, canned goods, and cash. You placed all your electronic appliances on top of the cabinets and tables and encased them in plastic covers. You're ready to go out, but you don't know where the evacuation center is.

-
-
-
3. You and your family are very creative and artistic. You have got two younger sisters and one younger brother. Your mother owns several vases and portraits she has made herself. It occurs that there is a 2-minute earthquake of magnitude 6 and intensity 4 in your hometown. Your family panicked and put all the vases and portraits down the floor to prevent this from braking.
-
-
-

4. Your father's on his way to a Manila work event. The bus stops unexpectedly at Bacoar, Cavite and the bus driver declares that they will soon suspend the operations because most of the roads are flooded and they are unable to proceed. All the passengers take a negative reaction. Your father forgot his cellphone, and because the signal is failing, he cannot call his officemates and family.
-
-
-

5. You are 84 years old and staying in your house in Quezon city. You are dependent on the house help which your daughter hired to take care of you. You have difficulty in talking and trying to tell the maid to turn on the radio and prepare food. You want to know what's going on. You hear that there is a pandemic and the whole Luzon is under Enhanced Community Quarantine. Since you are susceptible to the virus and with your health condition, it is not advisable to deal and have physical contact with your family members. You want to know how your daughter and grandkids are doing in Cebu.
-
-
-



What I Can Do

Direction: Read the situation below. The complete the task that follows.

You have got a rice store in your home. According to the news, Typhoon Ondoy will bring heavy rain to almost every part of Southern Luzon, including your location. At first, the rain seemed normal, but it's just not going to stop. There are fewer customers right now. With this rain, there may not be any more customers soon. It might flood in a bit, but if you close the store, you're not going to be able to feed your three children. So, you've decided not to close the

store. There's news from your neighbors that your residence is already overflowing, and in a few minutes your store and the rest of the community will be flooded. Your family has been instructed by barangay officials to evacuate the public elementary school in the vicinity of School. Your family has been instructed by the Barangay officials to evacuate to a public elementary school located in your municipality.

1. Identify all the elements exposed to hazard “Typhoon Ondoy” and identify the category (Physical, socioeconomical or environmental).

Elements exposed to hazard	Category

2. If you are in the same situation, what will be your immediate decision? Stay in the place that you consider as your way of living or prioritize the safety of your family?

3. Why is it so important to determine the elements exposed to hazards in your community?



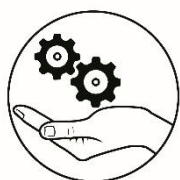
Assessment

Modified TRUE or FALSE

Read each item carefully and choose the best answer. Write your answer on a separate sheet of paper. Write TRUE if the statement is correct. If the statement is false, change the underlined word/s to make the statement true.

1. The health facilities is classified as social vulnerability
2. Economic vulnerability happens due to inability of people, organization, and societies to prevent severe effects from hazards.
3. Physical element is exposed to hazard during typhoon when the houses are destroyed.

- _____ 4. When the flood occurred due to deforestation the element exposed is economical.
- _____ 5. The Covid 19 pandemic affected the economy resulting to closure of many businesses during enhanced community quarantine the physical element is mostly affected.
- _____ 6. Increased human population can sometimes result to increased of vulnerability.
- _____ 7. In Cavite some areas is situated within the fault lines stated at risk by PHILVOLCS. Economical element has least possibility of being to hazard.
- _____ 8. COVID 19 pandemic affected the operations of establishments such as malls and other leisure establishments which were prohibited from operating to prevent further community transmission. The element which mostly exposed is economical.
- _____ 9. Wild fire considered as cause of Physical vulnerability
- _____ 10. Environmental degradation considered as socio economical hazard
- _____ 11. Tsunami considered as cause of socio economic vulnerability.
- _____ 12. Kaingin is a human practice where in a forest is converted to farmland. In this case, social element is most likely exposed to hazard
- _____ 13. To quantify the vulnerability of the people get the ratio of the number of casualties or injured to the total population.
- _____ 14. It is important to quantify the vulnerability.
- _____ 15. The vulnerability status of structure or building depends on the cost of repair.



Additional Activities

Hand-Made or Do-It-Yourself Information flyers

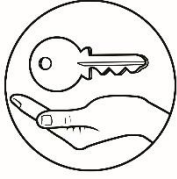
1. Observe a community (you can choose your own community or barangay).
2. Determine all the elements exposed to hazard in that particular locality.
3. Make an information flyer and include all the elements exposed to hazard. Also include hotlines in case of emergency. Be creative.
4. You will be graded based on the rubrics given below:

Criteria's	4	3	2	1	TOTAL SCORE
Accuracy and Relevance	All information is correct and all of the sources are listed	Most of the information is correct and most of the sources are listed	Some of the information is correct and some of the sources are listed	Very little of the information is correct and none of the sources are listed	
Originality	With exceptional	One or two of the	Graphics made based	No graphics made by the	

	degree of student creativity in their work.	graphics reflects creativity of the students	on the designs of others	student are included	
Required Elements	The flyer includes required elements as well as additional information	All required elements are included on the flyer	All but 1 are included on the flyer	Several required elements are missing	
Neatness	All writing is tidy, photos and artwork are precisely placed, and all sections are orderly	Most of the writing is tidy, photos and artwork are mostly placed carefully, and most of the sections are orderly	Some of the writing is tidy, photos and artwork are somewhat placed carefully, and some of the sections are orderly	Very little of the writing is tidy, photos and artwork are placed poorly, and the sections are disorderly	
Creativity	The brochure as a whole is interesting, engaging, imaginative, and original	Most of the brochure is interesting, engaging, imaginative, and original	Some of the brochure is interesting, engaging, imaginative, and original	Very little of the brochure is interesting, engaging, imaginative, and original	
Colorful	The brochure is eye catching and vibrant and/or coordinated colors are used	Most of the brochure is eye catching and bright colors and/or mostly coordinated colors are used	Some of the brochure is eye catching and average and/or some mismatched colors are used	Very little of the brochure is eye catching and dull and/or mismatched colors are used	

**Kellie Hayden, “Teaching Ideas for Brochure-Making With a Rubric”,
Bright Hub Education, June 26, 2010**

<https://www.brighthubeducation.com/teaching-methods-tips/75435-rubric-for-brochure-project/>



Answer Key

What I Know 16.C 17.C 18.C 19.B 20.A 21.D 22.B 23.A 24.B 25.A 26.D 27.C 28.D 29.A 30.B	What's More 1. Socioeconomic 2. Physical 3. Environmental 4. Physical 5. Physical 6. Physical 7. Environmental 8. Socioeconomic 9. Socioeconomic 10. Environmental	Assessment 1. TRUE 2. SOCIAL 3. TRUE 4. ENVIRONMENTAL 5. ECONOMIC 6. TRUE 7. ENVIRONMENTAL 8. TRUE 9. TRUE 10. TRUE 11. PHYSICAL 12. ENVIRONMENTAL 13. TRUE 14. TRUE 15. TRUE
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