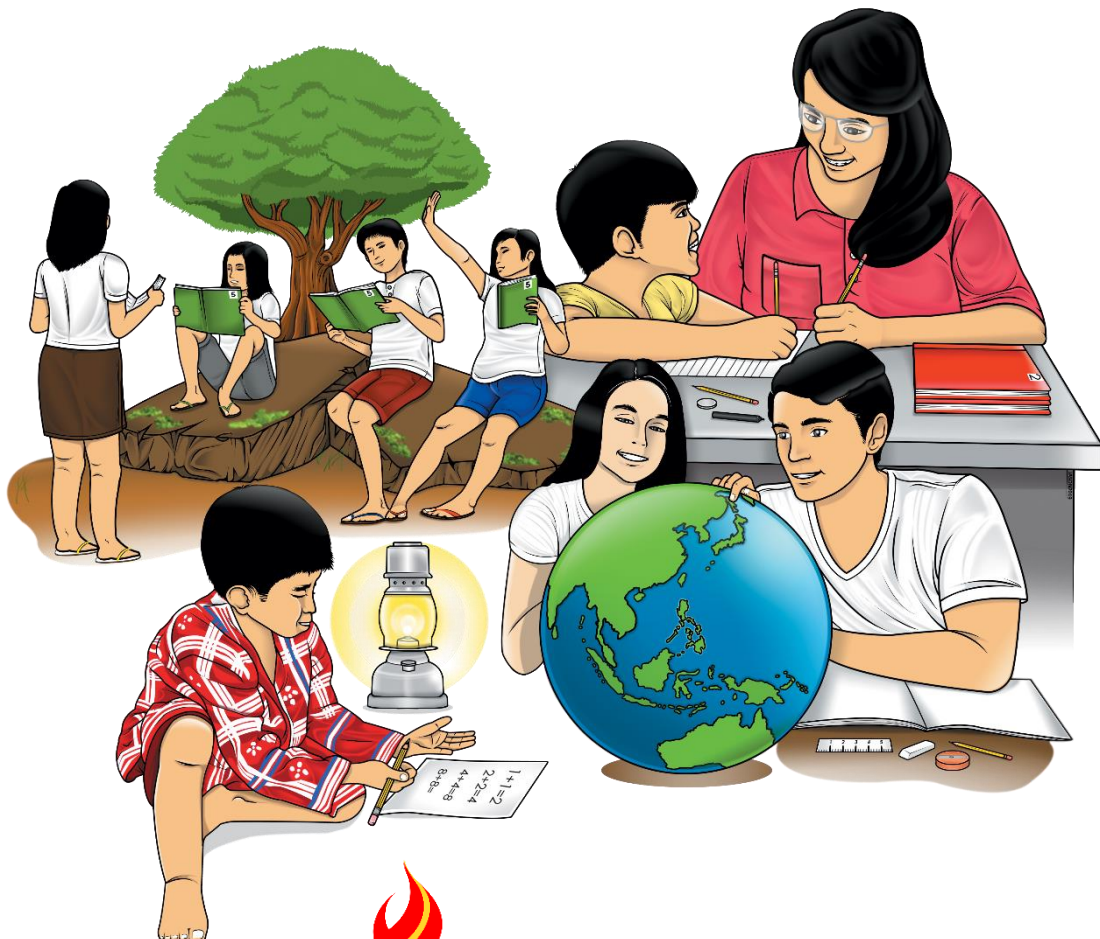


# Disaster Readiness and Risk Reduction

## Quarter 2 – Module 17: Community Preparedness Plan



**Disaster Readiness and Risk Reduction  
Alternative Delivery Mode  
Quarter 2 – Module 17: Community Preparedness Plan  
First Edition, 2021**

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**Development Team of the Module**

**Writers:** Armando R. Tolentino

**Editors:** Aries B. Manalo, Riza Mae S. Sanchez

**Reviewers:** Desiree D. Vista, Doris D. Abogado, Ana Rose I. Colarina,  
Mildred DO Rodriguez

**Illustrator:** Leumel M. Cadapan

**Layout Artist:** Dyessa Jane P. Calderon

**Management Team:** Francis Cesar B. Bringas  
Job S. Zape, Jr.  
Ramonito Elumbaring  
Reicon C. Condes  
Elaine T. Balaogan  
Fe M. Ong-ongowan  
Hereberto Jose D. Miranda  
Neil G. angeles  
Edna F. Hemedez  
Jackie Lou A. Almira  
Maribeth G. Herrero

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**Department of Education – Region 4A CALABARZON**

Office Address: Gate 2 Karangalan Village, Brgy. San Isidro, Cainta, Rizal  
Telefax: 02-8682-5773/8684-4914/8647-7487  
E-mail Address: lrm.d.calabarzon@deped.gov.ph

**Disaster Readiness  
and Risk Reduction**  
**Quarter 2 – Module 17:**  
**Community Preparedness Plan**

## **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 know what a Community Preparedness Plan is. This will further teach the learner on how to develop community emergency/disaster preparedness plan to minimize vulnerability and disaster risk in the community and to avoid or limit adverse impact of hazards.

The module consists one lesson only.

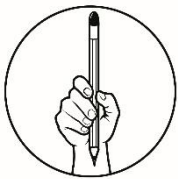
Lesson 1 – Community Preparedness Plan

Learning Competency: Develop a community preparedness plan.

**(DRR11/12-IIg-h-45)**

After going through this module, you are expected to:

1. Explain how to make a community preparedness plan;
2. Create a family/community preparedness plan; and
3. Recognize the importance of community preparedness plan.



## ***What I Know***

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

1. Which of the following is not considered in disaster preparedness?
  - a. Analyzing the hazard
  - b. Evaluating the hazard
  - c. Identifying the hazard
  - d. Telling the hazard to your friends
2. In planning for a disaster, which of the following is considered most?
  - a. Simple scenario
  - b. Worst case scenario
  - c. Manageable scenario
  - d. All of the Above
3. Which of the following is a goal of community preparedness plan?
  - a. To ready an organization for an influx of activity
  - b. To lessen the impact of disasters on vulnerable populations
  - c. To design a coordinated plan that reduces the waste of resources, time, and efforts.
  - d. All of the above
4. The following are essentials in disaster preparedness **except**:
  - a. Family emergency plan
  - b. Appliances like television and refrigerator
  - c. Important documents placed in water proof containers
  - d. Updated contact numbers of family members and emergency hot lines

5. In preparing a family emergency plan, who among the family members should be included in the planning?
  - a. Only the parents will do the planning.
  - b. Parents and relatives are included in the planning.
  - c. All members of the family are included in the planning.
  - d. The parents and the eldest child are included in the planning.
6. Which of the following is the lead agency in disaster preparedness?
  - a. Department of Science and Technology
  - b. National Economic Development Authority
  - c. Department of Interior and Local Government
  - d. Department of Social Welfare and Development
7. Which of the following is the lead agency in disaster prevention and mitigation?
  - a. Department of Science and Technology
  - b. National Economic Development Authority
  - c. Department of Interior and Local Government
  - d. Department of Social Welfare and Development
8. Which of the following is the lead agency in disaster response?
  - a. Department of Science and Technology
  - b. National Economic Development Authority
  - c. Department of Interior and Local Government
  - d. Department of Social Welfare and Development
9. Which of the following is the lead agency in disaster rehabilitation and recovery?
  - a. Department of Science and Technology
  - b. National Economic Development Authority
  - c. Department of Interior and Local Government
  - d. Department of Social Welfare and Development
10. The following are tasks of the Department of Interior and Local Government **except**
  - a. Increase the capacity of a community.
  - b. Reconstruct infrastructure and other public utilities.
  - c. Increase level of awareness of the community to threats and impacts of all hazards.
  - d. Equip the community with necessary skills to cope with the negative impacts of a disaster.
11. Which of the following is not a task of the National Economic Development Authority?
  - a. Restore shelter and other installation.
  - b. Reconstruct infrastructure and other public utilities.
  - c. Restore people's means of livelihood and continuity of economic activities.
  - d. Increase level of awareness of the community to threats and impacts of all hazard.
12. The following are task of the Department of Social Welfare and Development **except**:
  - a. Immediately restore basic social services.
  - b. Reconstruct infrastructure and other public utilities.
  - c. Provide basic subsistence needs of affected population.
  - d. Decrease the number of preventable deaths and injuries.

13. Which government agency has the goal of providing life preservation and meeting the basic subsistence needs of affected population based on acceptable standards during or immediately after disaster?
  - a. Department of Science and Technology
  - b. National Economic Development Authority
  - c. Department of Interior and Local Government
  - d. Department of Social Welfare and Development
14. Which government agency has the goal of avoiding hazard and mitigating their potential impacts by reducing vulnerabilities and exposure, and enhancing capacities of communities?
  - a. Department of Science and Technology
  - b. National Economic Development Authority
  - c. Department of Interior and Local Government
  - d. Department of Social Welfare and Development
15. Which government agency has the goal of restoring and improving facilities, livelihood and living conditions and organization capacities of affected communities, and reduces disaster risk in accordance with the “build back better” principle?
  - a. Department of Science and Technology
  - b. National Economic Development Authority
  - c. Department of Interior and Local Government
  - d. Department of Social Welfare and Development

## Lesson

# 1

## What is a Community Preparedness Plan?

**Community preparedness** is the ability of a **community** to prepare for, withstand, and recover from public health incidents in both the short and long term; coordinate training and provide guidance to support **community** involvement with **preparedness** efforts.

This will give the members of every community the proper training, proper education and resources in preparation for any type of disaster. This is the reason why in every barangay, they have a well-trained disaster response team who are capable in giving training to their constituents. They are trained in identifying and analyzing the adverse effect of any hazard in their community.

**Source:** Capability 1. *Community Prepared Plan*. Retrieved from [https://www.cdc.gov/cpr/readiness/00\\_docs/capability1.pdf](https://www.cdc.gov/cpr/readiness/00_docs/capability1.pdf).

On the other hand, planning is an important aspect to community disaster preparedness. In planning, continuous analyzing and anticipating any type of disaster is very essential. In order to achieve what is expected in the plan, proper conduct of training, drills and exercises must be well implemented in the community.

**Source:** Community Preparedness Toolkit. Ready.Gov.2019. Retrieved from <https://www.ready.gov/community-preparedness-toolkit>.



## ***What's In***

### **Activity: Let's Match Make!**

**Directions:** Read each definition in Column A comprehensively. Find and match your answer/s in column B. Write your answer into a sheet of paper.

#### **COLUMN A**

\_\_\_ 1.) These are the steps to avoid the adverse impact of hazards. These activities contain Capacity Building, Community Based Disaster Risk Management (CBDRM) etc.

\_\_\_ 2.) It refers to the characteristics and circumstances of a community, system or asset that make it susceptible to the damaging effects of a hazard

\_\_\_ 3.) The probability that negative consequences may arise when hazards interact with vulnerable areas, people, property and environment.

\_\_\_ 4.) The resources and skills that people possess, can develop, mobilize and access, which allow them to have more control over shaping their own future and coping with disaster risks.

\_\_\_ 5.) All actions taken to minimize the extent of a disaster or potential disaster are called mitigation measures. These actions include Physical or structural measures, Non-structural interventions and steps to Environmental upgradation.

\_\_\_ 6.) It is permanent measures to repair or replace damaged dwellings and infrastructure and to set the economy back on course, is categorized as Reconstruction.

\_\_\_ 7.) It pertains to the idea of processing the active engagement in identifying, analyzing, treatment, monitoring and evaluation of disaster risk to ease vulnerabilities and enhancing the capacities of at-risk communities.

#### **COLUMN B**

A. Capacities

B. Mitigation

C. Reconstruction

D. CBDRM

E. Hazard

F. Prevention

G. Risk

H. Vulnerability





## What's New

### Activity 1: Guess What?

What do you think are the people doing in the pictures below? Have you ever seen or experienced this kind of scenario in your community or in your family?



**Source:** Ferry, Annelise. "The Importance of Being Prepared Before a Disaster Strikes." Medium. Galaxy Digital October 19, 2017. Retrieved <https://medium.com/galaxy-digital/the-importance-of-being-prepared-before-a-disaster-strikes-75c55b69267>.



**Source:** Karbotly, Ahmed. "FIRE SAFETY FOR FAMILY." Arab Fire Safety & Security Acade. Accessed March 13, 2017. Retrieved <http://www.afssac.edu.sa/home/fire-safety-family/>.

**Answer:** \_\_\_\_\_

What you see in the first picture is a group of people doing an emergency preparedness plan while the second picture is a family also doing emergency plan which is our main topic for this module. Let's move on to the next!



## What is It

### What is a family emergency plan?

One of the most important tools every individual and family can have to protect themselves in possible emergencies is a **family emergency preparedness plan**, complete with a list of contacts during an emergency.

In disaster planning, always consider the worst case scenario. Family members may not be together when a disaster strikes. Line of communications might be cut-off; electrical power supply might be shut-off; Malls, grocery stores and food provider services like fast-food chains might also be closed. In this kind of scenario, families must be ready and be prepared enough in times of emergencies. In other words, there must be a specific and concrete family emergency plan as to where they meet and what essential things do they need to bring when they evacuate.

**Source:** "Making a Family Emergency Plan." n.d. www.Ready.Marines.Mil. Accessed June 28, 2020. Retrieved <https://www.ready.marines.mil/Make-a-Plan/Making-a-Family-Emergency-Plan/>.

### Why is a disaster plan important?

The goal of disaster preparedness is to lessen the impact of disasters on vulnerable populations, to ready an organization for an influx of activity, and to design a coordinated plan that reduces the waste of resources, time, and efforts.

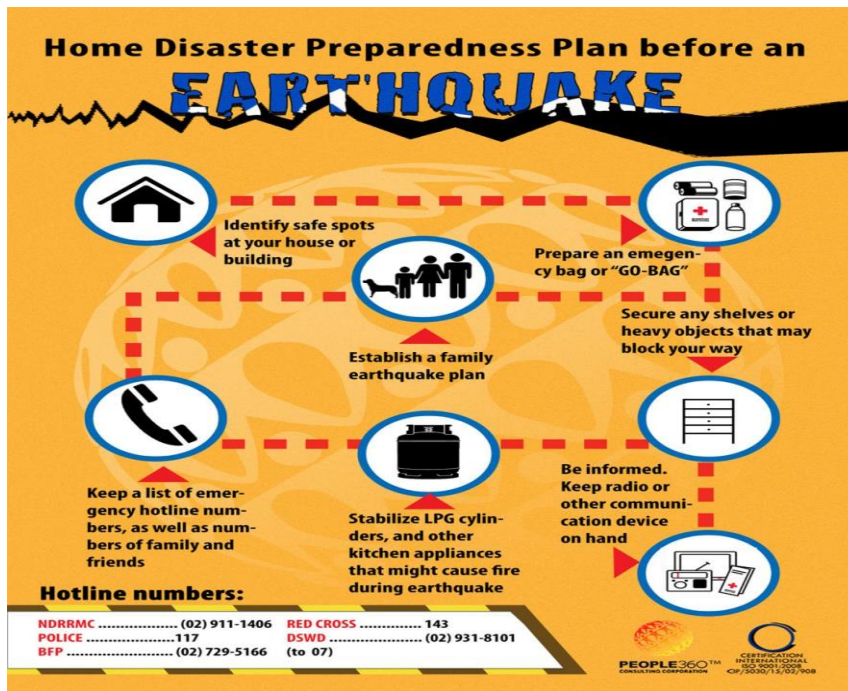
Through a community preparedness plan, people in the community is informed and trained on how to prepare for a disaster and emergencies to avoid panic and to lessen the impact of such disaster.

**Source:** Ferry, Annelise. "The Importance of Being Prepared Before a Disaster Strikes." Medium. October 19, 2017. Retrieved <https://medium.com/galaxy-digital/the-importance-of-being-prepared-before-a-disaster-strikes-75c55b69267>.

Below are examples of emergency/disaster preparedness.



**Source:** Weatherph.Org. 2020. Retrieved <https://weatherph.org/wp-content/uploads/2018/09/Disaster-Preparedness.jpg>.



Source: People360.Com.Ph. 2016. Retrieved <https://people360.com.ph/wp-content/uploads/2016/06/quake-prevent2.jpg>.

In preparing for an emergency plan, you need to include the updated contact numbers of you family member, hotline of the barangay, municipality or city, PNP and Bureau of Fire Protection, hospitals and other hotline numbers that can help you during emergency cases. There must also an emergency kit at home like the “GO BAG” and “First Aid kit”. Put the important documents of the family inside waterproof containers. There must also be clear family evacuation plan indicating the exact place where the family will meet if cellphone signals are not available. Most importantly, you must join emergency drills like the quarterly national simultaneous earthquake drills and others.

The National Disaster Risk Reduction and Management Plan 2011-2028 (NDRRMP) sets down the expected outcomes, outputs, key activities, indicators, lead agencies, implementing partners and time lines under each of the four distinct yet mutually reinforcing thematic areas. The goals of each thematic area lead to the attainment of the country’s overall DRRM vision as shown below.

## DISASTER PREVENTION AND MITIGATION

### DEPARTMENT OF SCIENCE AND TECHNOLOGY (DOST)

**GOAL:** Avoid hazard and mitigate their potential impacts by reducing vulnerabilities and exposure, and enhancing capacities of communities.

**Objectives:**

1. Reduce vulnerabilities and exposure of communities to health hazards.
2. Enhance capacities of communities to reduce their own risks and cope with the impacts of all hazards.

## DISASTER PREPAREDNESS

### DEPARTMENT OF THE INTERIOR AND LOCAL GOVERNMENT (DILG)

**GOAL:** Establish and strengthen capacities of communities to anticipate, cope and recover from the negative impacts of emergency occurrences and disasters.

**Objectives:**

1. Increase level of awareness of the community to threats and impacts of all hazards.
2. Equip the community with necessary skills to cope with the negative impacts of disaster.
3. Increase the capacity of a community.
4. Develop and implement disaster preparedness policies and plans.
5. Strengthen partnership among all key stakeholders.

**DISASTER RESPONSE**

**DEPARTMENT OF SOCIAL WELFARE AND DEVELOPMENT (DSWD)**

**GOAL:** Provide life preservation and meet the basic subsistence needs of affected population based on acceptable standards during or immediately after a disaster.

**Objectives:**

1. Decrease the number of preventable deaths and injuries.
2. Provide basic subsistence needs of affected population.
3. Immediately restore basic social services.

**DISASTER REHABILITATION AND RECOVERY**

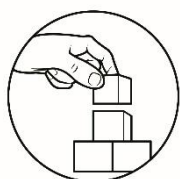
**NATIONAL ECONOMIC AND DEVELOPMENT AUTHORITY (NEDA)**

**GOAL:** Restore and improve facilities, livelihood and living conditions and organization capacities of affected communities, and reduce disaster risk in accordance with the “build back better” principle.

**Objectives:**

1. Restore people’s means of livelihood and continuity of economic activities.
2. Restore shelter and other installation.
3. Reconstruct infrastructure and other public utilities.
4. Assist in the physical and psychological rehabilitation of persons who suffered from the effects of disaster.

**Source:** “National Disaster Risk Reduction and Management Plan (NDRRMP) 2011-2028.” 2012. Retrieved [http://www.ndrrmc.gov.ph/attachments/article/41/NDRRM\\_Plan\\_2011-2028.pdf](http://www.ndrrmc.gov.ph/attachments/article/41/NDRRM_Plan_2011-2028.pdf).



***What’s More***

**Activity 1**

List down 5 activities of your barangay in mitigating and preventing the impact of any kind of disaster?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

## Activity 2

What help can you give in mitigating disasters in your barangay?

Write 5 actions that you can do.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

## Activity 3: Interview

Interview a Barangay Quick Response Team (BQRT) member, POSO or any Barangay official.

Ask this question:

1. What are the plans and activities of the barangay in preventing and mitigating any type of disaster?
2. How do the community members engage in line with the plans and activities of the barangay in preventing and mitigating any type of disasters?
3. What is the impact of the activity among community members?

(Record the answers using your cellphone or tape recorder) Please refer on the rubrics below for scoring the interview.

OER Project based Learning for  
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**cedec** Centro Nacional de  
Desarrollo Curricular  
en Sistemas no Proprietarios

### Rubric for assessing an interview

Student's full name: \_\_\_\_\_

| Criteria/Ratings              | 4 Proficient   | 3 Advanced   | 2 Fair  | 1 Revise carefully!   |
|-------------------------------|--|--|---|---|
| <b>Greetings</b>              | The interviewer greets and addresses the interviewee politely in a very effective way.   | The interviewer greets and addresses the interviewee naturally and politely.   | The interviewer greets and addresses the interviewee naturally and politely enough.   | The interviewer does not greet or address the interviewee naturally or politely enough.   |
| <b>Introduction</b>           | The interviewer fully introduces the topic of the interview and the interviewee and provides the audience with all the necessary information.                              | The interviewer briefly introduces the topic of the interview and the interviewee.   | The interviewer briefly introduces the topic of the interview and the interviewee but does not provide the audience with all the necessary information.                                       | The interviewer does not introduce the topic of the interview or the interviewee..  |
| <b>Questions made</b>         | The questions made perfectly match the various aspects of the topic of the interview.  | The questions made match the various aspects of the topic of the interview.  | The questions made fairly match the various aspects of the topic of the interview.  | The questions made do not match the various aspects of the topic of the interview.  |
| <b>Interviewer's attitude</b> | All along the interview, the interviewer looks at the camera and at the interviewee; he/she speaks soundly, with good pronunciation and without fillers or wildcard words. | The interviewer mostly looks at the camera and at the interviewee; he/she speaks soundly, with good pronunciation and without fillers or wildcard words. | The interviewer sometimes looks at the camera and at the interviewee; he/she speaks soundly enough, but sometimes he/she is not easy to understand and he/she uses fillers or wildcard words. | The interviewer scarcely looks at the camera or at the interviewee; he/she does not speak soundly, and/or is not understood. He/she uses lots of fillers or wildcard words. |

2021. Slidesharecdn.com. 2021. <https://image.slidesharecdn.com/11-150616091100-lva1-app6891/95/rubric-for-assessing-an-interview-1-638.jpg?cb=1434445913>.

## Activity 4: Complete the Table

Fill in the Common type of disasters that usually occur in your own locality. Follow the example given below.

| Type of Disaster | Root cause                               | Triggering factors        | Prevention / mitigation                     |
|------------------|--|---------------------------|---|
| Flooding         | Illegal logging, improper waste disposal | Continuous heavy rainfall | Plant trees, avoid illegal cutting of trees |
|                  |  |                           |   |
|                  |  |                           |   |

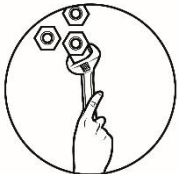


## What I Have Learned

### Activity 1: Fill in! Say it Out!

**Instruction:** Complete each statement below about the “Community Preparedness Plan” as discussed.

- I learned that community preparedness plan is very important because \_\_\_\_\_.
- I further learned that family emergency plan plays a crucial role in the \_\_\_\_\_ because \_\_\_\_\_.



## What I Can Do

### Activity 1: My Emergency Plan!

Sit down as family and plan what you will do in case of disaster/ emergency. Always consider the worst case scenario in planning.



**Source:** Ytimg.Com. 2020.  
Retrieved  
<https://i.ytimg.com/vi/qFYGg2LifPA/maxresdefault.jpg>.

## Activity 2

As a part of the community preparedness plan, sketch your family evacuation map going to the designated evacuation area in your barangay. Mark a certain area where you can meet your family during emergency.



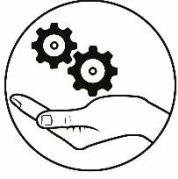
## Assessment

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

1. Which government agency has the goal of providing life preservation and meeting the basic subsistence needs of affected population based on acceptable standards during or immediately after a disaster?
  - a. Department of Science and Technology
  - b. National Economic Development Authority
  - c. Department of Interior and Local Government
  - d. Department of Social Welfare and Development
2. Which of the following is the lead agency in disaster rehabilitation and recovery?
  - a. Department of Science and Technology
  - a. National Economic Development Authority
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  - b. National Economic Development Authority
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7. The following are essential in disaster preparedness **EXCEPT**
- Family emergency plan
  - Appliances like television and refrigerator
  - Important documents placed in water proof containers
  - Updated contact numbers of family members and emergency hot lines
8. In planning for a disaster, which of the following is considered the most?
- Simple scenario
  - Worst case scenario
  - Manageable scenario
  - All of the above
9. The following are tasks of the Department of Interior and Local Government **EXCEPT**
- Increase the capacity of a community.
  - Reconstruct infrastructure and other public utilities.
  - Increase level of awareness of the community to threats and impacts of all hazard.
  - Equip the community with necessary skills to cope with the negative impacts of a disaster.
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- Department of Science and Technology
  - National Economic Development Authority
  - Department of Interior and Local Government
  - Department of Social Welfare and Development





## Additional Activities

### Activity 1:

Make a research about the Emergency Hotline of your own Barangay which is useful during emergencies.

### Activity 2: Essay Writing!

Write a short informal essay stating your safety plans during these pandemic months. You may adapt this title “My Safety Plans during This Covid-19 Days.”

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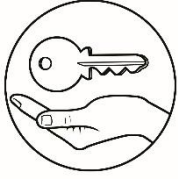


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Informal Essay Rubric

| Features                   | 4<br>Expert  | 3<br>Accomplished   | 2<br>Capable   | 1<br>Beginner   |
|----------------------------|--|---|--|---|
| Quality of Writing         | <ul style="list-style-type: none"> <li>• Piece was written in an extraordinary style and voice</li> <li>• very informative and well organized</li> </ul> | <ul style="list-style-type: none"> <li>• Piece was written in an interesting style and voice</li> <li>• Somewhat informative and organized</li> </ul> | <ul style="list-style-type: none"> <li>• Piece had little style or voice</li> <li>• Gives some new information but poorly organized</li> </ul> | <ul style="list-style-type: none"> <li>• Piece had no style or voice</li> <li>• Gives no new information and very poorly organized</li> </ul> |
| Grammar, Usage & Mechanics | <ul style="list-style-type: none"> <li>• Virtually no spelling, punctuation or grammatical errors</li> </ul>   | <ul style="list-style-type: none"> <li>• Few spelling and punctuations errors, minor grammatical errors</li> </ul>                                    | <ul style="list-style-type: none"> <li>• A number of spelling, punctuation or grammatical errors</li> </ul>                                    | <ul style="list-style-type: none"> <li>• So many spelling, punctuation and grammatical errors that it interferes with the meaning</li> </ul>  |

2021. Thoughtco.com. 2021. [https://www.thoughtco.com/thmb/-FPOhCUCjEXSH4YDfuTMD4muDBc=/603x452/smart/filters:no\\_upscale\(\)/informal-essay-rubric-56a5633a5f9b58b7d0dc9e92.JPG](https://www.thoughtco.com/thmb/-FPOhCUCjEXSH4YDfuTMD4muDBc=/603x452/smart/filters:no_upscale()/informal-essay-rubric-56a5633a5f9b58b7d0dc9e92.JPG).



# Answer Key

**What's More!**  
**Activity: Let's Match**  
**Make!**  
1. F  
2. H  
3. G  
4. A  
5. B  
6. C  
7. D

**What I know!**  
11. D  
12. B  
13. D  
14. A  
15. B  
1. D  
2. B  
3. D  
4. B  
5. C  
6. C  
7. A  
8. C  
9. B  
10. B

**Assessment**  
1. D  
2. B  
3. C  
4. A  
5. D  
6. B  
7. B  
8. B  
9. B  
10. C  
11. D  
12. B  
13. D  
14. B  
15. A

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**For inquiries or feedback, please write or call:**

Department of Education - Bureau of Learning Resources (DepEd-BLR)

Ground Floor, Bonifacio Bldg., DepEd Complex  
Meralco Avenue, Pasig City, Philippines 1600

Telefax: (632) 8634-1072; 8634-1054; 8631-4985

Email Address: [blr.lrqad@deped.gov.ph](mailto:blr.lrqad@deped.gov.ph) \* [blr.lrpd@deped.gov.ph](mailto:blr.lrpd@deped.gov.ph)