

## Chapter 2 – Weather Disturbances

### Lesson 5 : Effects of Typhoon on the Community

**Duration: 5 days**

**I. Objectives:**

1. Describe the effects of typhoon on the community
2. Prepares individual emergency kit

**II. A. Materials:**

Charts, short film, pictures, emergency kit, box, manila paper, pentel pen,

**B. References:**

S5FE – IVe-5

Internet, Science Teacher's Guide pp. 327-335

Science Learner's Material pp. 288-296

<https://www.google.com.ph/#q=sample+activities+for+the+topic+effects+of+typhoon+on+the+community>

<http://www.getprepared.gc.ca/cnt/kts/bsc-kt-en.aspx>

<http://www.getprepared.gc.ca/cnt/kts/index-en.aspx>

<https://www.google.com.ph/#q=meaning+and+sample+of+emergency+kit+>

The 21<sup>st</sup> Century Book, Science & Health, 2<sup>nd</sup> Edition p.209

**C. Process Skills:** inferring, contrasting, communicating, observing, predicting, describing, and explaining

**D. Values Integration:**

- \* Awareness
- \* Keeping safe during weather conditions
- \* Disaster preparedness

**III. Learning Tasks:**

**A. Engagement:**

1. Let the pupils tell about their nice and not so nice experiences during rainy days, windy days, and sunny days.
2. Ask:  
What happen if there were storm/typhoon on our community?

**Day 1:** (Film viewing about typhoons)

**B. Exploration:**

Say:

1. Class everybody let us watch these videos.
2. Answer the activity sheet No.1 page\_\_\_\_\_

**C. Explanation:**

Group presentation and discussion.

**Day 2:**

**D. Elaboration:**

1. Ask:  
What are/ describe the effects of typhoon on the community base on what you are viewed yesterday?
2. Discuss further.
3. The pupils do the Activity No. 2 on the LM, Group Activity, page \_\_\_\_

**Background Information for Teachers:**

**Effects of Typhoons:**

1. People's lives are in extreme danger during typhoons. In many newspaper reports, one reads about several deaths due to flooding or serious injury from being hit by heavy objects.
2. Infrastructures like houses and buildings in seriously affected areas may be damaged beyond repair.
3. Fruit trees are uprooted and other garden plants are damaged.
4. Many crops are destroyed, thus, there is very few harvest.
5. Farm animals are left homeless.
6. Classes are suspended to keep students safe in their homes.
7. Rain water can soften the soil and cause landslide which can bury lives and properties.

**Science Toolbox**

Some weather instruments used by weathermen are:

- a. Barometer – for measuring air pressure
- b. Pilot balloons – used in observing conditions in the upper atmosphere
- c. Thermometer – for measuring air temperature
- d. Weather radar and radiosonde – for observing atmospheric in the upper atmosphere

**E. Evaluation:**

Recite atleast three(3) effects of typhoon in the people and in the environment on the community.

### **Day 3:**

#### **A. Engagement:**

1. Show pictures of places affected with typhoon.
2. Ask:  
What do you think was the storm signal raised in this place?  
What do you think is the extent of damage in this situation?

#### **B. Exploration:**

1. Group the pupils into four.
2. Refer to LM Activity – Role Playing

#### **C. Explanation:**

Let the groups present their play.

#### **D. Elaboration/Extension:**

The teacher discuss further about the effects of typhoon on the community.

### **Day 4:**

#### **A. Engagement:**

What are the most important things to prepare in case there is a typhoon?

#### **B. Exploration:**

1. Group the pupils into three.
2. Refer to LM Activity No. 4 – “Do You Know Me”  
Emergency Kit



**C. Explanation:**

Let the pupils explain the usage of all things they they've got from the box.

**D. Elaboration/Extension:**

The teacher discuss further the usage and importance of each thing in the emergency kit.

**Background Information for Teachers:**

**Emergency Kits**

In an emergency, you will need some basic supplies. You may need to get by without power or tap water. Be prepared to be self-sufficient for at least 72 hours.

You may have some of the items already, such as food, water and a battery operated or wind-up flashlight. The key is to make sure they are organized and easy to find. Would you be able to find your flashlight in the dark? Make sure your kit is easy to carry and everyone in the household knows where it is. Keep it in a backpack, duffle bag or suitcase with wheels, in an easy-to-reach, accessible place, such as your front-hall closet. If you have many people in your household, your emergency kit could get heavy.

It's a good idea to separate some of these supplies in backpacks. That way, your kit will be more portable and each person can personalize his or her own grab-and-go emergency kit.

**Basic Emergency Kit**

You may have some of these basic emergency kit items already, such as a flashlight, battery-operated radio, food, water and blankets. The key is to make sure they are organized, easy to find and easy to carry (in a suitcase with wheels or in a backpack) in case you need to evacuate your home. Whatever you do, don't wait for a disaster to happen.

**Top of Form**

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**Basic Emergency Kit Items**



**Easy to carry**

Think of ways that you can pack your emergency kit so that you and those on your emergency plan can easily take the items with you, if necessary

☐ **Water**

Two litres of water per person per day (Include small bottles that can be carried easily in case of an evacuation order)

☐ **Food**

That won't spoil, such as canned food, energy bars and dried foods (remember to replace the food and water once a year)

☐ Manual can opener

☐ Flashlight and batteries

☐ Battery-powered or wind-up radio

☐ Extra batteries

☐ First aid kit

☐ **Special needs items**

Prescription medications, infant formula or equipment for people with disabilities

☐ Extra keys for your car and house

☐ **Cash**

Include smaller bills, such as \$10 bills (travellers cheques are also useful) and change for payphones

☐ **Emergency plan**

Include a copy of it and ensure it contains in-town and out-of-town contact information

Clear checkboxes

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Bottom of Form

**Day 5**

**E. Evaluation:**

A. Write five(5) effects of typhoon on the community.

B. Write five(5) things in the emergency kit.

**IV.Assignment:**

Cut off pictures on the magazine or newspaper about the effects of typhoon and paste it on your notebook and write something what you feel after you see that pictures.