

LESSON 3

Learning Area	SCIENCE V: Communicating the risks of storm surge and other extreme events.
I. Learning Objectives	
A. Content Standards	The learner will gain knowledge and skills for increasing message effectiveness by designing messages to be easily understood and passed on by the public. The learner will understand how messages, because they are too technical and routine, can be ignored or misinterpreted by the public. The learner will understand how messages can be improved through translation, personalization, contextualization, and dramatization.
B. Performance Standards	The learner shall be able to redesign messages (through personalization, contextualization, and other techniques) to improve understanding among recipients. The learner shall learn how to be an effective risk communicator.
C. Learning Competencies	At the end of the session, the learners are expected to: <ul style="list-style-type: none"> • Be able to translate ineffective or technical messages into easily understood ones. • Be more prepared to act as risk communicators in real life. CODE: S5FE-IVf-6
II. Content/ Subject Matter	Improving message text design.
III. Learning Resources	1. Teacher’s Guide Communicating the Risks of Storm Surge and Other Extreme Events Online Toolkit and Tutorial, page 8

References	<p>1.) BEAM 5. Unit 6. 16 Blowing in the Wind. Distance Learning Modules. DLP 51.</p> <p>2.) Science and Technology I: Integrated Science Textbook for First Year. Villamil, Aurora M., Ed.D. 1998. pp. 207-210. *</p> <p>3.) Science 8 Learner's Module. Campo, Pia C., et al. 2013. pp. 149-151.</p> <p>4.) NFE. Typhoons in the Philippines. 200</p>
1. Teacher's Guide	Pages 114 to 121
2. Learner's Materials pages	Pages 160 to 164
3. Textbooks/s	Pages 174 to 179
B. Other Learning Materials	Online Toolkit and Tutorial; ppt; meta cards; marking pens.
IV. PROCEDURE	
Teacher's Activity	Pupil's Activity
<p>A. ACTIVITY</p> <p>A.1 Preliminary Activity Greeting and prayer.</p> <p>A.2 Review Can anyone remind us what we were discussing the last time? Yes, elements of the message... can someone else try to recall what those elements are?</p> <p>A.3 Motivation Game: Message relay. Make 4 groups, 7 members per group. The message should be given to the first person in the group (written on a sheet of paper), but not shown to any other member of the group. The message will then be passed on by whispering into the next person's ear, and so on down the line. The last group member will write down the message on a sheet of paper so that the two versions can be compared. The message should be rather long or complicated, so that when the last person's message is compared with the first, that it will almost certainly be worded differently (see sample message in the Supplementary Material</p>	<p>The necessary elements of a good message. (Students can volunteer elements –source, recipient, etc.).</p> <p>Students play the game. The last member of the message relay writes the message, as she/he interprets it, on paper. The two messages (the initial and the final) are then compared.</p>

at the end of this document). The lesson is that it is okay to put it into one's words as long as the meaning is correct and clear. In fact, it may be necessary to put it into one's own words.

A. Unlocking of difficulties:

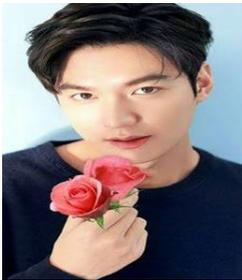
Introduce the following terms to the class.

1. Translate: Use non-technical terms and local language, like everyday speaking
2. Personalize – rewrite words so that it addresses someone directly
3. Localize – identify a specific group of people or location
4. Dramatize – add words or sentences that describe the coming event.

MAIN IDEA: Talk just like you are talking to a friend or family member. (Ask the students, why is it good to tell a message in everyday language instead of very technical language?)

A.4 Main Activity

Class I will distribute a strip of paper with one important message. Read carefully the message.



Lee min Ho, a Korean superstar is coming to robinson's place tacloban March 29, 2019, 2pm.

Any volunteer from any group? Kindly stand up. I have something for you to, very simple and exciting. Kindly tell the information you have read in the paper to your classmate using our own dialect. Put life to the message or make it very exciting.

-Let us give your classmates a "Kokak Clap"

Let the pupils see also this.

Let the pupils read:

1. Translate: Use non-technical terms and local language, like everyday speaking
2. Personalize – rewrite words so that it addresses someone directly
3. Localize – identify a specific group of people or location
4. Dramatize – add words or sentences that describe the coming event.

Pupil 1 – "Wow, Lee Min Ho is coming to Tacloban; how exciting!"

Pupil 2 – "Really makadi ha tacloban an akon crush?"

Pupil 1 – Friends good news maakdto na ako bahay ni kuya, DBA BONGGA?



You were chosen as one of the housemates of PBB OTSO, telecast is on April 3, 2019.

-Okay class, in relation to what your classmates just did, our next activity is all about how to relay information in matter wherein the recipient can easily believe and be convinced. The main idea is that the messages can be in ordinary language just like your messages earlier.

Key Activity

Now, we will show four ways we can make technical messages easier to understand. Here are the four, will someone volunteer to read each?

- 1.Translate: Use layman terms and local language. This includes replacing technical terms with more common terms.
- 2.Personalize – rewrite words so that it addresses someone directly
3. Localize – identify a specific group of people or location
4. Dramatize – add words or sentences that describe the coming event.

Let us the illustrate each of these techniques.

(1) First, translating technical terms into ordinary language (it can be english, tagalog, waray, or a combinaion). For example, put in your own words, the following: "Over 48 hours, heavy precipitation will inundate low-lying areas."

(2) Now, to personalize means to rewrite a message so that it is being directly being addressed to someone you are speaking to. Try it for this sentence: "Residents should transfer to evacuation center immediately."

Pupil 2 – OHHHH really? Too dba ito? Hala excited na ako Makita ka ha TV.
Pupil 1 – Yeess friend,, mag aartista na ako..
Pupil 2 – Oyy,, friend ig-greet ako ha TV ha..

Students read the following:

- 1.Translate: Use layman terms and local language. This includes replacing technical terms with more common terms.
- 2.Personalize – rewrite words so that it addresses someone directly
3. Localize – identify a specific group of people or location
4. Dramatize – add words or sentences that describe the coming event.

Examples of responses:

"It will rain very much in the next two days, and lower areas and places near the water will be flooded very badly."

"You and your family should leave your home now. Go directly to the evacuation center. Don't waste time."

<p>(3) Third, we localize, which means we identify local areas, barangays or streets where people are, etc. Try this for this example: "Barangays near the coastline will be affected."</p> <p>(4) Lastly, dramatization means describing the event in more dramatic or colorful terms, using your own words. Try describing this: "5-foot storm surge" (and imagine the video of the storm surge we watched the other day). You can also translate –instead of "storm surge", use more common terms to describe it.</p> <p>Another good way to dramatize is to describe what you would experience. For example, describe what you experienced during the last typhoon.</p> <p>(Note: the teacher should judge if sharing experiences would be helpful or, perhaps, too stressful –in the latter case, feel free to skip this part.)</p> <p>Group Activity: I will divide the class into 2 groups. You pick one roll of paper inside the box. On my right is group 1 and on my left is group 2. Once you have the paper, read the NWS Bulletin carefully.</p> <p>NWS Bulletin RED ALERT: Brgy. Magallanes Tacloban City coastal residents. Storm surge 4m danger high, evacuation begins Tues 2pm, call 119.</p> <p>Each group is just given only 3 minutes to talk and write in the Manila paper the following:</p> <ol style="list-style-type: none"> 1.Translate: Use layman terms and local language 2. Personalize – rewrite words so that it addresses someone directly 3. Localize – identify a specific group of people or location 4. Dramatize – add words or sentences that describe the coming event. <p>Key Thought: imagine telling the message directly to your friend or family member.</p>	<p>"Barangays 74, 75, 76, etc. will be hardest hit, including the area near Port, Magsaysay Blvd, etc."</p> <p>"The storm surge will come like a strong wave or tsunami that is as high as a small house. It can destroy homes in its path."</p> <p>"The wind was so strong, our neighbor's roof flew away. The water in the street got so high it started filling our ground floor, and we had to go upstairs." etc.</p> <p>Reporting: (examples below)</p> <p>TRANSLATE</p> <p>► NWS Bulletin: RED ALERT: Mga taga San Pablo, labi na gud it mga nasasakupan hit Brgy.1,2,3.,an mga naukoy hit mga balay nga ahrani hit dagat, bisan pa semento iyo balay or building, alayon paglikas na kay mayda posibilidad nga mga storm surge hin maabot upat kametros it kahataas. Makaradlok ini hin duro. Baga hin usa ka building it kahataas-on. Kailangan gud lumikas dayon kay baadaw makamaratay ini nga dire kita maaram kun pwedi pa mas hataas pa hit lubi it tubig.</p> <p>PERSONALIZE</p> <p>-RED ALERT: Barangay Chairman ngan tanan nga mga opisyaes hit Munisipyo hit San Pablo, gin aabi abi kamo</p>
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After the given time, pupils will do the reporting of output.

Call someone from each group to volunteer, or the entire group can report.

B. ANALYSIS

How different are the messages you created from the original technical bulletin?

Do you think your messages would work better in informing the public? Why?

How can you use this lesson in real life (for example, your barangay receives a short technical bulletin)?

C. ABSTRACTION/GENERALIZATION

In your own words:

-What's the difference between "dramatize" and "localize"?

-What about "personalize" and "localize, how do they differ?

Compare the following:



pagpadangat hini nga importante nga impormasyon ha iyo mga mulopyo labi na hit ligid dagat. Mayda storm surge nga maabot hit upat ka metros it kahataas-on, ipalikas na hira tikng hit Martes 2pm, tawag kamo ha 199 kun kinahanglan hin bulig.

LOCALIZE

RED ALERT: Mga taga San Pablo, labi na gud it nasasakupan hit **Brgy. 1,2,3.**, it naukoy hit mga balay nga harani hin dagat, **bisan pa semento it iyo balay or building**, alayon paglikas na kay mayda mga posibilidad nga mga storm surge hin maabot upat ka metros it kahataas. It paglikas magtitikang hit Martes alas dos hit kulop, tawag kamo 911.

DRAMATIZE

Instead of merely giving the technical, factual description of the event, the message can provide more vivid imagery or more explicit detail. If this is an unusual or once in-a-lifetime event, then say so.

(Responses from the students.)

(Examples of answers).

TRANSLATE

Use words like we are talking to friends.

LOCALIZE

The message should describe where the event will happen. Messages can also identify local landmarks or known places

<p>Generalization</p> <p>-What is the importance of giving clear and correct messages and information?</p> <p>-What are the ways of relaying information in a more convincing and reliable way?</p> <p>-Why do we need to enhance or improve the way we deliver information?</p> <p>Key Points: If the message is written in terms that are easy to understand, then: (1) the public will understand and more readily act on the message, and (2) the public themselves (just like you students) will participate in communicating the message to others.</p> <p>D. APPLICATION</p> <p>Let the pupils do the activity. Randomly ask each pupil to:</p> <ol style="list-style-type: none"> 1. Translate into nontechnical terms 2. Dramatize and describe events 3. Localize and refer to area and community 4. Personalize and address people directly 	<p>that will help the recipient imagine where the event will take place.</p> <p>PERSONALIZE</p> <p>Write the message so that it identifies, and addresses directly to the recipient of the message. This can be done when you write a message directly addressed to someone or a group of people of directly identifies which group or community is being affected.</p> <p>-To maintain the credibility of the news and to help the community/person get the appropriate information. Because through giving accurate message we are at times saving the person from upcoming hazardous event.</p> <p>-To make the information more convincing and understandable we can translate, personalize, dramatize and localize it.</p> <p>- We need to translate, etc. so the public can more easily understand the message and pass it on.</p> <p><u>Possible answers</u></p> <p>PERSONALIZE</p>
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Leyte News Bulletin:
 Storm Surge Warning: Coastal areas along Brgy. Anibong, storm surge of 2 meter-high on early Tuesday. Affected communities, please consult your mayor's office or CDRRMC for evacuation instruction.

Read your answer/s aloud so that your classmate would hear it. Let the pupils have a chance to share their answers.
 To become more understandable, let the pupils use local places and names. Any language will do.

-RED ALERT: **Barangay Chairman ngan tanan nga mga opisyaales hit Brgy. Anibong han Tacloban City**, gin tatawagan an tanan nga mulopyo labi na hit ligid dagat. Mayda storm surge nga maabot hit upat ka metros it kahataas-on, ipalikas na hira tikng hit Lunes 1pm, tawag kamo ha 199 kun kinahanglan hin bulig or tawag ha Mayor's office para han sakto nga pangandaman.

DRAMATIZE

► **Leyte news Bulletin:**
 RED ALERT: Mga taga Brgy. Anibong han Tacloban City, labi na gud it mga nasasakupan hit Brgy.1,2,3.,an mga naukoy hit mga balay nga ahrani hit dagat, bisan pa semento iyo balay or building, alayon paglikas na kay mayda posibilidad nga mga storm surge hin maabot upat kametros it kahataas. **Makaradlok ini hin duro.** Baga hin usa ka building it kahataas-on. Kailangan gud lumikas dayon kay baadaw makamaratay ini nga dire kita maaram kun **pwedi pa mas hataas pa hit lubi it tubig.**

LOCALIZE

RED ALERT: pasabot para han mga taga **Brgy. Anibong Tacloban City, labi na gud it nasasakupan hit Brgy. 1,2,3.,** it naukoy hit mga balay nga harani hin dagat sugad man liwat an mga balay nga ada na mismo dagat, **bisan pa semento it iyo balay or building,** alayon paglikas na kay mayda mga posibilidad nga mga storm surge hin maabot upat ka metros it kahataas. It paglikas magtitikang hit Martes alas dos hit kulop, tawag kamo 911.

V. EVALUATION

One sheet of paper, translate, localize, personalize and dramatize the PAGASA bulletin below

Teacher can give another bulletin and let the student do it in a piece of paper, individually. This activity will be allotted 8 minutes to finish. (Note: feel free to substitute a different event/hazard, like mudslides in a hilly area due to monsoons.)

-Brgy. Magallanes Tacloban City coastal residents. Storm surge 4m danger high, evacuation begins Tuesday 2pm, call 321 at mayor's office for guidance.

Students will translate the message, as done in class. The students can do the work on their own or in groups and submit their answers on paper. They can use any language.

So, class, we learned a lot these last few days about the risks from a typhoon or other natural hazard. What is important to understand is that each of you have an important role to play as communicators. When you see any official bulletin or other warning about a coming typhoon, storm surge, or other hazard, you can communicate this to others in your home, neighborhood, and school, using language that everybody can understand. In doing this, you can help save lives.

Possible Answer for Evaluation intended for regular classes.

Gin-papasabot an mga naukoy ha Brgy. Magallanes Tacloban City coastal residents. Para ini hit mga naukoy harani dagat, delikado it iyo lugar kay neada Storm surge nga 4 ka metros it kahataas. Makamaratay ini nga storm surge kay evacuate na kamo tana. Ayaw hulata nga meada na liwat mawara nga kinabuhi. Ayaw kita pag basol ha katapusan. Evacuation begins Tuesday 2pm, call 321 at mayor's office for guidance.

VI. Assignment

Make a sample hazard message following the rules of translating the information (dramatize, localize and personalize). Imagine that the upcoming hazardous event is happening in your locality. They can start with the official/technical bulletin provided in the Supplementary Material at the end of this document.

SUPPLEMENTARY MATERIAL

Part A.3

Message for Relay Game

Announcement: promotional annual sale at the Gaisano department store on Saturday. Discounted sales of up to 30% off on all fine clothing. Attire requirement: wear a red shirt or blouse and, secondly, bring a red handkerchief. Additional 20% discount will apply if you construct a sign with lettering that says "I♥G and G♥Me". Annual sale commences at 8 am.

Part VI. Assignment

Official Bulletin for Assignment

Heavy precipitation due to Tropical depression Using is forecast for the Visayas region on Thursday. Up to 250 mm. of rain is projected over a 12-hour period which, in conjunction with ground saturation due to prolonged precipitation over the preceding week, brings risk of sudden mudslides and slope failure to steep slopes in the eastern part of Samar province. Severe threat of debris flows and slope failure to homes on slopes.

This Lesson Plan can be cited and referenced as:

Lejano, R., E. Casas, Jr., Yanger, M. J., and M. Pormon (2019). Hazards, Risk, and Resilience: Lesson Plans for Teaching Risk Communication in Primary Schools. New York University and the University of the Philippines Visayas Tacloban College, New York City and Tacloban City.

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