



## **Emergency and Disaster Preparedness I**

Earth Quake, Fire , Flood and Typhoon, Loss of Consciousness

**PHILIPPINE PEDIATRIC SOCIETY, INC.**  
COMMITTEE ON ACCIDENT PREVENTION, DISASTER, ENVIRONMENTAL  
SAFETY and ASSISTANCE

and

**AMERICAN ACADEMY OF PEDIATRICS**  
FRIENDS OF CHILDREN

**EMERGENCY and DISASTER  
PREPAREDNESS**  
Earthquake, Fire, Flood and Typhoon, loss of  
Consciousness and Seizure

**INSTRUCTOR'S MANUAL**

**2018**

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PRE and POST TEST

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Earthquakes

Fire

Typhoon and Flood

Loss of Consciousness and Seizure

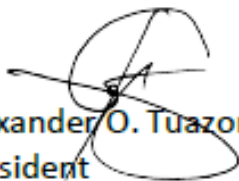
## MESSAGE

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The scope of child health care has expanded to address not only the general needs of children such as to be born healthy, to undergo optimal growth and development, and to receive health assessment maintenance but also to be raised in a nurturing environment and to receive anticipatory guidance. There is also a growing need to provide guidance on problems associated with the physical environment, including calamities.

To address this, the PPS Committee on Accident Prevention, Disaster, Environmental Safety and Assistance chaired by Dr. Michael Resurreccion has produced excellent materials. For our members, the Committee has prepared teaching modules on fire, earthquake, floods and typhoons, and loss of consciousness/seizure that can be downloaded from our PPS website. They have also produced an AVP in CD format designed for parents and their children on accident prevention at home, on the road and in school which will be shared to the training hospitals.

The PPS Board of Trustees would like to congratulate the Committee on their excellent work and contribution to our initiatives in protecting and nurturing our nation's children. We are confident that these well-designed educational materials will be very helpful and useful.



Alexander O. Tuazon, MD, MDE  
President  
Philippine Pediatric Society, Inc.

# MESSAGE

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Greetings!

The Committee on Accident Prevention, Disaster, Environmental Safety and Assistance takes pride with the first of two parts of the PPS Emergency and Disaster Preparedness module. This instructor manual is designed to guide pediatricians on how to instruct parents and school children when faced with fire, earthquake, floods and typhoons, and loss of consciousness/seizure. It is accompanied by PowerPoint presentations to enhance teaching and comprehension.

I thank our committee members for painstakingly investing their knowledge, time and effort to come up with this instructor's manual. It was a vision started during the presidency of Dr. Milagros Bautista and was eventually brought into reality during term of Dr. Alexander Tuazon.

We also thank the American Academy of Pediatrics Friends of Children for extending their support for the realization of this achievement.

Let this module be a testament of our dedication for the welfare of the Filipino children.

Thank you.



**MICHAEL M. RESURRECCION, MD, MHA, FPPS**

Chair

Committee on Accident Prevention, Disaster, Environmental Safety and Assistance

## SECTION I: EARTHQUAKES

<b>TOPIC 1</b>	<b>Lecture : What is an earthquake?</b>
Objectives	<ol style="list-style-type: none"> <li>1. To provide the students with knowledge on sources and why earthquakes happen.</li> <li>2. To demonstrate how long an average earthquake lasts.</li> </ol>
Procedure	<ol style="list-style-type: none"> <li>1. Start with a pre-test to cover all topics on earthquake preparedness.</li> <li>2. Introduce the topic by asking the students any previous encounters or personal experiences with earthquakes.</li> <li>3. Use your preferred audiovisual aids for the lecture.</li> <li>4. Use the question and answer format which will be most helpful for student's learning in this particular session.</li> <li>5. Engage the students for a more interactive session.</li> </ol>
Materials for Instructor	Powerpoint presentation Large clock with second hand
Materials for Students	Handouts, notebook and pen
Special Notes for Instructor	You may use the Philippine map to demonstrate why the country is earthquake prone
Content	<p><b><u>Lecture</u></b></p> <ol style="list-style-type: none"> <li>1. <b>Question:</b> What is an earthquake? <b>Answer:</b> An earthquake is a sudden motion or series of motions of the earth's surface, originating in a limited underground region and spreading from there in all directions</li> <li>2. <b>Question:</b> Can occurrence of earthquakes be predicted? <b>Answer:</b> No. There is no existing instrument / equipment or discovery that can tell when earthquakes are likely to happen. We cannot do anything to prevent earthquakes, but we can prepare ourselves to cope with it.</li> <li>3. <b>Question:</b> Are all regions in the Philippines equally likely to have earthquakes to happen ? <b>Answer:</b> Since occurrence of earthquakes cannot be predicted, any region in the Philippines is likely to be affected. However, through careful studies, areas with "fault lines" were already identified as dangerous areas.</li> <li>4. <b>Question:</b> Are all places equally likely to receive damage brought about by earthquakes? <b>Answer:</b> It depends on the magnitude and intensity of the</li> </ol>

earthquake, as well as the presence of hazards in the particular area affected.

**5. Question:** Is there a particular place in the Philippines that will not have earthquakes?

**Answer:** None

**6. Question:** Once an earthquake occurs, how long will an earthquake likely to last ?

**Answer:** An earthquake may last from seconds to minutes and may be followed after by episodes of aftershocks. Strong shaking from major earthquakes usually last 30-60 seconds.

**Activity :** For experience in timing earthquakes, have the students stay still and observe a large clock for 1 minute.



## SECTION I: EARTHQUAKES

<b>TOPIC 2</b>	<b>Lecture : What happens during an earthquake?</b>
Objectives	<ol style="list-style-type: none"> <li>1. To provide students with knowledge on events that happen during earthquakes.</li> <li>2. To provide information on how the intensity of earthquakes are measured</li> </ol>
Procedure	<ol style="list-style-type: none"> <li>1. Introduce the topic by asking the students previous experiences on how they felt during an earthquake.</li> <li>2. Engage the students for a more interactive session.</li> </ol>
Materials for Instructor	Powerpoint presentation
Materials for Students	Handouts, notebook and pen
Special Notes for Instructor	In order to clearly demonstrate the intensity of earthquakes, the <b>Modified Mercalli Intensity Scale</b> shall be explained to the students using simple terms.
Content	<p><b><u>Lecture</u></b></p> <ol style="list-style-type: none"> <li>1. <b>Question :</b> What happens during an earthquake?  <b>Answer :</b> <ul style="list-style-type: none"> <li>• The first indication of a damaging earthquake may initially be just a gentle shaking.</li> <li>• You may notice the swaying of hanging plants and light fixtures or hear sounds of objects on shelves.</li> <li>• You may hear a low or a very loud rumbling noise.</li> <li>• A second or two later, you will feel the shaking, and by this time, you will find it very difficult to move from one place to another.</li> <li>• Contrary to popular imagination, an earthquake does not cause the earth to open up and swallow people. Most injuries and casualties occur because the ground shaking moves loose objects in and on buildings, causing these to fall or collapse on people.</li> </ul> </li> <li>2. <b>Question :</b> How do we measure the intensity of an earthquake?  <b>Answer :</b> <p style="margin-left: 40px;">Earthquake Measurement:</p> <ol style="list-style-type: none"> <li>A. Intensity – perceived by humans and visible phenomena</li> <li>B. Magnitude – measured by instruments</li> </ol> </li> </ol>

### **MODIFIED MERCALLI INTENSITY SCALE**

- I. Detected only by simple instruments
- II. Felt by a few persons at rest especially in the upper floors  
; delicate suspended  
objects may swing
- III. Felt noticeable indoors
- IV. Felt indoors by many, outdoors a few
- V. Felt by most people, disturbance of tall objects
- VI. Felt by all, damage small
- VII. Everybody runs outdoors ; damage to building depending  
on the quality of  
construction
- VIII. Panel walls thrown out of frames, fall of walls, drivers of  
autos disturbed
- IX. Building shifted off foundations, ground cracked
- X. Frame structures destroyed, ground cracked, landslides
- XI. Bridges destroyed, fissures on ground, new structures  
remain standing
- XII. Damage total, waves seen on ground surface, objects  
thrown up into air

**Activity** : Show pictures and ask students to at least estimate the intensity of the earthquake.

## SECTION I: EARTHQUAKES

<b>TOPIC 3</b>	<b>Lecture : Hunting for Hazards in the Classroom and School</b>
Objectives	To identify the different hazards in the school setting related to earthquake events
Procedure	1. Introduce the topic initially through lecture format. 2. Use interactive sessions to encourage participation 3. Break out into groups for the activity part.
Materials for Instructor	Powerpoint presentation
Materials for Students	Notes, pen, Manila paper, pentel pens, masking tape
Special Notes for Instructor	The output of all groups will be submitted to school authorities.
Content	<p><b><u>Lecture</u></b></p> <p><b>1. Question :</b> What are considered earthquake hazards inside the classroom ?</p> <p><b>Answer :</b></p> <ul style="list-style-type: none"> <li>• Anything that can move, fall, or break when the ground starts to shake is an earthquake hazard if it can cause physical or emotional harm. For example: <ul style="list-style-type: none"> <li>➤ Free-standing cabinets, bookshelves, glasses are likely to topple and fall</li> <li>➤ Wall-mounted objects (such as clocks, art work) may shake loose and fly across the room</li> <li>➤ Suspended ceiling components may cause light fixtures and other components down with them.</li> <li>➤ Door frames may be bent by moving walls and may jam the doors shut.</li> <li>➤ Moving walls may bend window frames, causing glass to break and shatter into the room</li> </ul> </li> <li>• It's important to take "quake-safe" action at the first indication of ground shaking.</li> <li>• Don't wait until you're certain an earthquake is actually occurring.</li> <li>• As the ground shaking grows stronger, danger increases.</li> </ul> <p><b>General Rule:</b> Remove objects that could fall and cause injury during earthquake shaking. Objects that cannot be removed should be securely fastened.</p>

	<p><b><u>Activity</u></b></p> <ol style="list-style-type: none"><li>1. Divide the students into groups. Make the group list hazards actually found in the school and write it down in the Manila paper provided for.</li><li>2. The group shall recommend what should be done with the identified hazards.</li></ol>
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## SECTION I: EARTHQUAKES

<b>TOPIC 4</b>	<b>Lecture : What to do during earthquakes</b>
Objectives	To provide the students knowledge and skills on what to do during occurrence of an earthquake.
Procedure	1. Introduce the topic through lecture format. 2. Use interactive sessions to encourage participation
Materials for Instructor	Powerpoint presentation
Materials for Students	Handouts, notes and pen
Special Notes for Instructor	Emphasize to the students not to panic, to be calm and have presence of mind during earthquakes.
Content	<p><b><u>Lecture</u></b></p> <p><b>1. Question :</b> What should one do during earthquakes ?  <b>Answer :</b></p> <p>A. <u>If one is inside the house or a building :</u></p> <ul style="list-style-type: none"> <li>• Seek shelter or protection under sturdy structures such as under the table, bed, sofa or at the back of the door. These structures will serve as shield from hard objects that are likely to fall during ground shaking.</li> <li>• STAY CALM AT ALL TIMES</li> </ul> <p>B. <u>If one is outside the house or building:</u></p> <ul style="list-style-type: none"> <li>• Immediately seek cover in a parked vehicle, or any large sturdy object or structure.</li> <li>• If one cannot seek cover immediately, go to a place away from high buildings with possibility of collapsing</li> <li>• Avoid cut live, electrical wires, high lamp or electric posts and objects likely to fall.</li> </ul> <p>C. <u>If one is inside a moving vehicle</u></p> <ul style="list-style-type: none"> <li>• If one is in a mountainous area, stop the vehicle in a place away from the side of a cliff or high steep areas with possibility of landslides.</li> <li>• Stay inside the vehicle</li> <li>• STAY CALM AT ALL TIMES</li> </ul> <p><b><u>Activity</u></b> : Show pictures of different earthquake scenarios and ask whether the actions shown are appropriate.</p>

## SECTION I: EARTHQUAKES

<b>TOPIC 5</b>	<b>Lecture : Demonstrate the “ Drop, Cover and Hold”</b>
Objectives	<ol style="list-style-type: none"> <li>1. To provide knowledge and skills on how students can protect their heads and bodies during a simulated earthquake.</li> <li>2. To demonstrate the proper way of doing the “drop, cover and hold” during practice drills.</li> <li>3. To check if the students are doing the “drop, cover and hold” the correct way.</li> </ol>
Procedure	<p><b>PHASE 1. ALARM</b></p> <ol style="list-style-type: none"> <li>1. A pre-arranged signal such as siren / bell should be known to all.</li> <li>2. During a drill, the alarm indicates earthquake shaking.</li> <li>3. Participants will be alerted by this signal</li> </ol> <p><b>PHASE 2. RESPONSE</b></p> <ol style="list-style-type: none"> <li>1. While the siren / bell is ongoing, everyone should move away from windows, glass or light fixtures.</li> <li>2. In this phase, everyone should perform the “<b>drop, cover and hold</b>” under desks, tables or chairs.</li> <li>3. Remain in this position until the shaking (represented by the bell) stops.</li> </ol> <p>Check the participants if they correctly performed in all phases.</p>
Materials for Instructor	Powerpoint presentation / video presentation
Materials for Students	Notes, pens
Special Notes for Instructor	Incorporate in the lecture what is usually being practiced by the students in performing earthquake drills. Ask the students what they practiced during school drills, as well as the frequency of conducting the drills.
Content	<p><b><u>Lecture</u></b></p> <p>The main point during earthquakes is to <b>immediately</b> protect yourself as best as possible wherever you are. Earthquakes occur without any warning and may be so violent that you cannot run or crawl. Therefore , you will most likely be knocked to the ground where you happen to be. In MOST situations, you will reduce your chance of injury if you:</p>

**DROP** where you are, onto your hands and knees. This position protects you from being knocked down and also allows you to stay low and crawl to shelter if nearby.

**COVER** your head and neck with one arm and hand

1. If a sturdy table or desk is nearby, crawl underneath it for shelter
2. If no shelter is nearby, crawl next to an interior wall (away from windows)
3. Stay on your knees; bend over to protect vital organs

**HOLD ON** until shaking stops

- Under shelter: hold on to it with one hand; be ready to move with your shelter if it shifts
- No shelter: hold on to your head and neck with both arms and hands.

**Activity** : At the first indication of ground shaking, instruct the students to crouch under a desk or table, tuck one's head, and keep hands on the side of your neck unless one needs to hold onto the legs of the "shelter" and move with it.

## SECTION I: EARTHQUAKES

<b>TOPIC 6</b>	<b>Lecture : Safe evacuation behavior during earthquakes</b>
Objectives	To demonstrate to the students what to do immediately after an earthquake and the proper way of evacuating.
Procedure	<ol style="list-style-type: none"> <li>1. This session will start by asking the students to point out the various hazards that might occur in the course of leaving a building and to discuss ways of dealing with various obstacles.</li> <li>2. The students will be asked what to do after the earthquake if one is in a house or building, and in a vehicle.</li> <li>3. The students will recall the procedure being done during school earthquake drills to include the following phases :</li> </ol> <p><b>PHASE 3. EVACUATION</b> Once the “shaking” ( represented by the bell) stops, participants should evacuate the hospital building and proceed using predetermined routes to go to identified evacuation areas. After the quake it is important to get out of the building and into a clear space, taking the emergency kit along with your roll book.</p> <p><b>PHASE 4. ASSEMBLY</b> At the designated evacuation area, participants must be grouped together according to the grade and class to which they belong.</p> <p><b>PHASE 5. HEAD COUNT</b> Designated leaders should check and make sure all participants are accounted for.</p>
Materials for Instructor	Powerpoint presentation, bell, chart folder and paper
Materials for Students	Notes, pen
Special Notes for Instructor	<ol style="list-style-type: none"> <li>1. Aftershocks are likely to occur without warning, minutes or even months after the major earthquake.</li> <li>2. Practice Drop, Cover, and Hold on the way out of the building, and in as many other settings as possible.</li> <li>3. Give the students several opportunities to ask questions and discuss their fears and concerns.</li> </ol>
Content	<p><b><u>Lecture</u></b></p> <ol style="list-style-type: none"> <li>1. <b>Question :</b> What does one do after an earthquake event? <b>Answer :</b> <ol style="list-style-type: none"> <li>a. If one is inside a house or a building :</li> </ol> </li> </ol>



- Slowly move out from your location
- Close all electrical sources and gas tanks
- Do not use matches especially if with high suspicion of a gas leak
- Store water for drinking and other use in containers with covers
- Listen to TV or radio for news, announcements or advise
- STAY CALM AT ALL TIMES

b. If one is inside a vehicle :

- Slowly start the vehicle and drive away from landslides, open cracked grounds, collapsed or tilted buildings, fallen posts and live wires.
- STAY CALM AT ALL TIMES

**Activity :** At the sound of a bell representing the end of the earthquake, students will be instructed to evacuate in an orderly manner and proceed to a designated evacuation area.

## SECTION 1: EARTHQUAKES

<b>TOPIC 7</b>	<b>Evaluation of knowledge gained on the topic on earthquakes</b>
Objectives	To evaluate the knowledge gained by the student after the lecture on earthquake sessions
Procedure	1. Give the appropriate instructions to the students. 2. Give the post-test to last for 15 minutes
Materials for Instructor	Post-test examination, timer
Materials for Students	Examination papers and pen
Special Notes for Instructor	Adhere to time frame of 15 minutes, but inform students to complete final answers 5 minutes before time
Content	Prepared post-test examination

## SECTION 2: FIRE

<b>TOPIC 1</b>	<b>Lecture : What to do in case of Fire ?</b>
Objectives	To provide students with knowledge on how to respond in case of fire.
Procedure	<ol style="list-style-type: none"> <li>1. Start with a pre-test to cover all topics on fire preparedness.</li> <li>2. Introduce the topic by asking students any previous encounters or experiences with fire (causes, outcome etc).</li> <li>3. Proceed with a powerpoint lecture.</li> <li>4. Ask the students questions after the lecture for a more interactive session.</li> </ol>
Materials for Instructor	Powerpoint presentation
Materials for Students	Handouts, notebook and pen
Special Notes for Instructor	Use school map to shop fire escape plan Demostrate how to do the <b>STOP! DROP! And ROLL!</b>
Content	<p><b><u>Lecture</u></b></p> <p>1. <b>Question</b> : What do you do in case of FIRE?  <b>Answer :</b></p> <ul style="list-style-type: none"> <li>➤ <b><u>Know Your Way Out / Have an escape plan</u></b>  The idea is to get outside <b>quickly and safely</b>. Smoke from a fire can make it hard to see where things are, so it's important to learn and remember the different ways out of your school/home. How many exits are there? How do you get to them from your room? It's a good idea to draw a map of the escape plan. It's possible one way out could be blocked by fire or smoke, so you'll want to know where the other ones are. And if you live in an apartment building, you'll want to know the best way to the stairwell or other emergency exits. Never use an elevator.</li> <li>➤ <b><u>Agree on a meeting place</u></b>  You'll also want to know where family members/school staffs will meet outside. This is helpful because then, everyone shows up in one place and you'll know that everyone is safe. You might choose the front porch of a neighbor's house or some other nearby spot.</li> <li>➤ <b><u>Safety Steps</u></b>  If you're in a room with the door closed when the fire breaks out, you need to take a few extra steps: <ul style="list-style-type: none"> <li>• Check to see if there's heat or smoke coming in</li> </ul> </li> </ul>

the cracks around the door. (You're checking to see if there's fire on the other side.)

- If you see smoke coming under the door — **don't open the door!**
- If you don't see smoke — touch the door. If the door is hot or very warm — **don't open the door!**
- If you don't see smoke — and the door is not hot — then use your fingers to lightly touch the doorknob. **If the doorknob is hot or very warm — don't open the door!**
- If the doorknob feels cool, and you can't see any smoke around the door, you can open the door very carefully and slowly. When you open the door, if you feel a burst of heat or smoke pours into the room, quickly shut the door and make sure it is really closed. If there's no smoke or heat when you open the door, **go toward your escape route exit**

➤ **Stay Low**

If you can see smoke in the house, stay low to the ground as you make your way to the exit. In a fire, smoke and poisonous air hurt more people than the actual flames do. You'll breathe less smoke if you stay close to the ground.

Smoke naturally rises, so if there is smoke while you're using your escape route, staying low means you can crawl under most of it. You can drop to the floor and **crawl on your hands and knees** below the smoke.

Exiting through a door that leads outside should be your first choice as an escape route, but also ask your parents/teachers about windows and if they would be possible escape routes. Even windows on a higher floor could be safe escape routes if you had help, like from a firefighter or another adult.

Ask your parents/teachers to teach you how to unlock the windows, open them, and remove the screen, if needed. Make sure you only do this in an emergency! Lots of kids are injured because they fall out of windows.

Sometimes, families/schools even have collapsible rescue ladders that can be used to escape from upper floors of a house.

➤ **Don't stop. Don't go back!**

It's normal to worry about your pets or a favorite toy, but if there is a fire, you have to leave them behind. The most important thing is that you get out safely. It's also important to know that you shouldn't stay in the house any longer than you must — not even to call **911**. Someone else can make that call from outside. Once you're out, **do not** go back in for anything — even pets. You can tell the fire rescue people about any pets that were left behind and they may be able to help.

**2. Question :** What if you can't get out right away?

**Answer :** If you can't get out fast, because fire or smoke is blocking an escape route, you'll want to yell for help. You can do this from an open window or call 911 if you have a phone with you.

Even if you're scared, **never** hide under the bed or in a closet. Then, firefighters will have a hard time finding you. Know that firefighters or other adults will be looking for you to help you out safely. The sooner they find you, the sooner you both can get out

In the meanwhile, keep heat and smoke from getting through the door by blocking the cracks around the door with sheets, blankets, and/or clothing. If there is a window in the room that is not possible to escape from, open it wide and stand in front of it. If you can grab a piece of clothing or a towel, place it over your mouth to keep from breathing in the smoke. This works even better if you wet the cloth first.

**3. Question :** What to do if your clothes catch fire?

**Answer :** A person's clothes could catch fire during a fire or by accident, like if you step too close to a candle. If this happens, don't run! Instead, stop, drop to the ground, cover your face with your hands, and roll. This will cut off the air and put out the flames. An easy way to remember this is: **Stop, Drop, and Roll!**

- **Stop!** - Do not run.
- **Drop!** - Drop to the ground right where you are.
- **Roll!** - Roll over and over to put out the flames. Cover your face with your hands.

### **Cool and Call!**

- **Cool** - Cool the burned area with water.
- **Call** - Call for help

**4. Question :** What are Fire Drills and how do we go about it?

**Answer :** It's great to talk about emergency plans, but it's even better if you practice them. Having a fire drill at school/home gives everyone a chance to see how they would react in a real emergency. You can see how quickly and safely everyone can get out of the school/house. You should practice this drill twice a year, every year.

A good rule of thumb during a school/home fire drill is to see if you can safely get out the school/house using the escape routes and meet outside at the same place within **3 minutes**. For an extra challenge, you might try variations, like pretending that the front door was blocked and you couldn't get out that way.

School safety tips for teachers and officials :

- Fire drills must be held at least once a month while school is in session.
- Principals, teachers or other school staff must inspect all exits daily to ensure that stairways, doors and other exits are working properly and are unblocked.
- On the day of the drill, the emergency drill alarm should be sounded on the school fire alarm system. Make sure that everyone can recognize the sound of the alarm and knows what to do when it sounds.
- Teachers, officials and staff should be familiar with the school's fire protection system, including the location of fire alarm pull stations and sprinklers.
- Every room in the school should have a map posted identifying two ways out. In schools with open floor plans, exit paths should be obvious and kept free of obstruction.
- On the day of the fire drill, everyone in the school should participate.
- Students with specific needs should be assigned an adult or a student buddy to assist them. Fire drills are a good opportunity to identify who among the student population requires extra assistance.
- While it's important to make sure that students leave the building as quickly as possible, order is more important than speed when it comes to conducting a

safe fire drill.

- Once everyone has safely exited the building, they should remain outside at a predetermined location until the 'all clear' has been given to reenter the school
  
- Use rosters to ensure that every student is accounted for.
- Fire drills should be held both at expected and at unexpected times, and under varying conditions in order to simulate the conditions that can occur in an actual emergency.

School fire drills are a model for students to use in their homes. Encourage students to practice their escape plans at home—just as they do at school.

**5. Question : How do we prevent fires ?**

**Answer :** Every year, kids of all ages start over 35,000 fires that hurt people and damage property. You can do your part to prevent fires by **never** playing with matches, lighters, and other fire sources. Also stay away from fireplaces, candles, and stoves.

By following this advice, you'll be doing important work — preventing fires in the first place!

**Activity** : Divide the students into two groups and let them identify the different exit points in their school. Let them reenact what to do in case they are trapped inside a room during a fire and what to do if their clothes catch fire( STOP—DROP—ROLL).

## SECTION 2: FIRE

<b>Topic 2</b>	<b>Evaluation of knowledge gained on the topic on FIRE</b>
Objectives	To evaluate the knowledge gained by the students after the lecture on FIRE .
Procedure	1. Give the appropriate instructions to the students. 2. Give the post-test to last for 15 minutes
Materials for Instructor	Post-test examination
Materials for Students	Examination papers and pen
Special Notes for Instructor	Adhere to time frame of 15 minutes, but inform students to complete final answers 5 minutes before time
Content	Prepared post-test examination



### SECTION 3 : TYPHOON and FLOOD

<b>TOPIC 1</b>	<b>Lecture: What is a typhoon ?</b>
Objectives	<ol style="list-style-type: none"> <li>1. To provide the students with knowledge on the definition of typhoon.</li> <li>2. To provide students with knowledge on the difference between cyclones, tropical depression, storm, and typhoon.</li> </ol>
Procedure	<ol style="list-style-type: none"> <li>1. Start with a pre-test which covers basic things about typhoon</li> <li>2. Introduce the topic by asking the students any previous encounters or personal experiences with typhoons.</li> <li>3. Use preferred audiovisual aids for the lecture.</li> <li>4. Engage the students for a more interactive session.</li> </ol>
Materials for Instructor	Powerpoint presentation
Materials for Students	Handouts
Special Notes for Instructor	You may use photos or videos of typhoons
Content	<p><b><u>Lecture</u></b></p> <ol style="list-style-type: none"> <li>1. <b>Question:</b> What is a cyclone?  <b>Answer:</b> A cyclone is an intense low pressure system which is characterized by strong spiral winds towards the center, called the “Eye” in a counter-clockwise flow in the northern hemisphere. Hazards due to tropical cyclones are strong winds with heavy rainfall that can cause widespread flooding/flashfloods, storm surges, landslides, storm surges and mudflows.  Tropical cyclones entering the <u>Philippine Area of Responsibility</u> are given a local name by PAGASA, which also raises public storm signal warnings as deemed necessary. Around 20 tropical cyclones or storms enter the Philippine Area of Responsibility in a typical year and of these usually 8 or 9 make landfall.</li> <li>2. <b>Question:</b> What are the classifications of cyclones?  <b>Answer :</b> <ul style="list-style-type: none"> <li>➤ <u>Tropical Depression</u> - maximum 10-minute sustained winds of 30 to 60 km/h</li> <li>➤ <u>Tropical Storm</u> - maximum 10-minute sustained winds of 61 to 88 km/h</li> <li>➤ <u>Severe Tropical Storm</u> - maximum 10-minute sustained winds of 89 to 117 km/h</li> <li>➤ <u>Typhoon</u> - maximum 10-minute sustained winds of more than 118 km/h</li> </ul> </li> </ol>

➤ Super Typhoon - maximum 10-minute sustained winds of more than 220 km/h.

**Activity :** Have students differentiate between the different classifications of cyclones and if they can remember the names of the cyclones that hit the Philippines in the past year.

### SECTION 3 : TYPHOON and FLOOD

<b>TOPIC 2</b>	<b>Lecture: What is a Public Storm Warning Signal ?</b>																								
Objectives	1. To provide the students with knowledge on the different public warning storm signals and their differences.																								
Procedure	1. Introduce the topic initially through lecture format. 2. Use interactive sessions to encourage participation 3. Use preferred audiovisual aids for the lecture.																								
Materials for Instructor	Powerpoint presentation																								
Materials for Students	Handouts																								
Special Notes for Instructor	The <b>Public Storm Warning Signals</b> shall be explained to the students using simple terms.																								
Content	<p><b><u>Lecture</u></b></p> <p>1. <b>Question:</b> What is a Public Storm Warning Signal?  <b>Answer:</b> Public Storm Warning Signals are raised to warn the public of incoming weather disturbances.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>PSWS</th> <th>LEAD TIME * (hrs)</th> <th>WINDS (KPH)</th> <th>IMPACTS OF THE WIND</th> </tr> </thead> <tbody> <tr> <td>#1</td> <td>36</td> <td>30 - 60</td> <td>No damage to very light damage</td> </tr> <tr> <td>#2</td> <td>24</td> <td>61-120</td> <td>Light to moderate damage</td> </tr> <tr> <td>#3</td> <td>18</td> <td>121-170</td> <td>Moderate to heavy damage</td> </tr> <tr> <td>#4</td> <td>12</td> <td>171-220</td> <td>Heavy to very heavy damage</td> </tr> <tr> <td>#5</td> <td>12</td> <td>more than 220</td> <td>Very heavy to widespread damage</td> </tr> </tbody> </table> <p>2. <b>Question:</b> How do you differentiate among the different storm warning signals?  <b>Answer :</b></p> <ol style="list-style-type: none"> <li>1. <u>Public Storm Signal # 1</u> <ul style="list-style-type: none"> <li>• WINDS: 30-60 kph may be expected in at least 36 hr</li> <li>• Very light or no damage to high risk structures</li> <li>• Slight damage to some houses of very light materials</li> <li>• Some banana plants are tilted, a few downed and leaves are generally damaged</li> <li>• Twigs of small trees may be broken.</li> </ul> </li> <li>2. <u>Public Storm Signal # 2</u> <ul style="list-style-type: none"> <li>• WINDS: 61-120 kph may be expected in at least 24 hr</li> </ul> </li> </ol>	PSWS	LEAD TIME * (hrs)	WINDS (KPH)	IMPACTS OF THE WIND	#1	36	30 - 60	No damage to very light damage	#2	24	61-120	Light to moderate damage	#3	18	121-170	Moderate to heavy damage	#4	12	171-220	Heavy to very heavy damage	#5	12	more than 220	Very heavy to widespread damage
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#5	12	more than 220	Very heavy to widespread damage																						

	<p><i>Storm surge possible at coastal areas.</i></p> <ul style="list-style-type: none"> <li>• Light to Moderate damage to high risk structures</li> <li>• Some old galvanized iron (G.I.) roofs may be peeled or blown off.</li> <li>• Some wooden, old electric posts are tilted or downed.</li> <li>• Some damage to poorly constructed signs/billboards.</li> <li>• Most banana plants, a few mango trees, similar trees are downed or broken.</li> <li>• Some coconut trees may be tilted with few others broken.</li> <li>• Rice and corn may be adversely affected.</li> </ul> <p>3. <u>Public Storm Signal # 3</u></p> <ul style="list-style-type: none"> <li>• WINDS: 121-170 kph may be expected in at least 18 hr <i>Storm surge possible at coastal.</i></li> <li>• Heavy damage to high–risk structures;</li> <li>• Houses of medium strength materials (old, timber or mixed timber-CHB structures, usually with G.I. roofings), some warehouses or bodega-type structures are unroofed</li> <li>• Almost all banana plants are downed, some big trees (acacia, mango, etc.) are broken or uprooted</li> </ul> <p>4. <u>Public Storm Signal # 4</u></p> <ul style="list-style-type: none"> <li>• WINDS: 171-220 kph may be expected in at least 12 hr <i>Storm surge 2-3m possible at coastal areas.</i></li> <li>• Very heavy damage to high –risk structures.</li> <li>• Considerable damage to structures of light materials (up to 75% are totally and partially destroyed); complete roof structure failures.</li> <li>• Many houses of medium-built materials are unroofed, some with collapsed walls; extensive damage to doors and windows</li> <li>• All signs/billboards are blown down.</li> <li>• Most mango trees and similar types of large trees are downed or broken.</li> <li>• Coconut plantation may suffer extensive damage.</li> </ul> <p>5. <u>Public Storm Signal # 5</u></p> <ul style="list-style-type: none"> <li>• WINDS: &gt; 220 kph may be expected in at least 12 h <i>A Super Typhoon will affect the locality.</i> <i>Storm surge more than 3 meters possible at coastal areas</i></li> <li>• Widespread damage to high-risk structures</li> <li>• Complete roof failure on many residences and industrial buildings. Severe and extensive window and door damage</li> <li>• Electrical power distribution and communication services severely disrupted.</li> </ul>
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- |  |   |
|--|---|
|  | <ul style="list-style-type: none"><li>• All signs/billboards blown</li><li>• Most tall trees are broken, uprooted or defoliated;</li><li>• Coconut trees are stooped, broken or uprooted.</li></ul> |
|--|---|

**Activity** : Have students identify the Public Storm Warning Signals on pictures shown and description of events.

### SECTION 3 : TYPHOON and FLOOD

<b>TOPIC 3</b>	<b>Lecture: What to do in cases of typhoons?</b>
Objectives	1. To provide the students with knowledge on what to do during occurrences of typhoons.
Procedure	1. Introduce the topic initially through lecture format. 2. Use interactive sessions to encourage participation 3. Use preferred audiovisual aids for the lecture.
Materials for Instructor	Powerpoint presentation
Materials for Students	Handouts
Special Notes for Instructor	Emphasize to the students not to panic, to be calm and have presence of mind during a typhoon.
Content	<p><b><u>Lecture</u></b></p> <p><b>1. Question:</b> What do we do <u>before</u> a typhoon arrives?  <b>Answer:</b></p> <ul style="list-style-type: none"> <li>• Have a handy survival kit. It should contain battery-operated transistor radio, flashlight, emergency cooking equipment, candles, matches and first aid kit.</li> <li>• Learn about typhoon and other weather disturbances, their signs and warnings, effects and dangers and where to evacuate in case necessary</li> <li>• Move to higher places or far away from shore</li> <li>• Repair the damaged part of the roof or part of the house</li> <li>• Store food, clean water in areas that will be not flooded</li> <li>• Know the rainfall and public storm warning signal</li> </ul> <p><b>2. Question:</b> What do we do <u>during</u> a typhoon?  <b>Answer :</b></p> <ul style="list-style-type: none"> <li>• Monitor through radio or other reliable sources the latest official report of PAGASA on the typhoon</li> <li>• Gather the students in the most stable, strong and safe school building when it is no longer safe for them to go home</li> <li>• Advise students to stay indoors and away from windows</li> <li>• Coordinate with the proper school officials on possible immediate evacuation measures especially if the school is located in a low-lying area</li> <li>• Ensure that students will remain calm by keeping them informed of the latest developments</li> </ul>

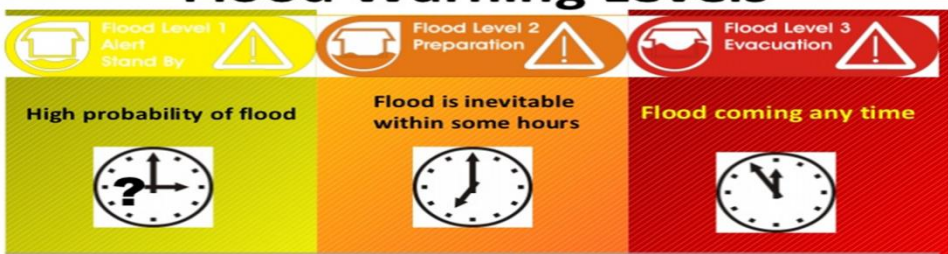
**3. Question :** What do we do after a typhoon?

**Answer :**

- Avoid damaged buildings/properties
- Avoid flooded areas and damaged electrical posts
- Avoid food/water contaminated by flood
- Attend to victims immediately. For minor cuts and wounds apply first aid. Seek necessary medical assistance at a disaster station or a hospital.

**Activity :** Divide the students into groups and let them write down all the materials and equipments to pack and prepare if anticipating a typhoon, and then let them identify possible evacuation areas in the school and the community.

## SECTION 3 : TYPHOON and FLOOD

<b>TOPIC 4</b>	<b>Lecture: What to do in case of a FLOOD?</b>
Objectives	1. To provide the students with knowledge on what to do during occurrences of flood.
Procedure	1. Introduce the topic initially through lecture format. 2. Use interactive sessions to encourage participation 3. Use preferred audiovisual aids for the lecture.
Materials for Instructor	Powerpoint presentation
Materials for Students	Handouts
Special Notes for Instructor	Emphasize to the students not to panic, to be calm and have presence of mind during occurrences of flood.
Content	<p><b><u>Lecture</u></b></p> <p><b>1. Question:</b> What is a flood?  <b>Answer:</b> Flood is the inundation of land areas which are not normally covered by water. A flood is usually caused by a temporary rise or the overflowing of a river, stream, or other water course, inundating adjacent lands or flood-plains. It could also be due to a temporary rise of lakes, oceans or reservoirs and/ or other enclosed bodies of water, inundating border lands due to heavy and prolonged rainfall associated with tropical cyclones.  Two key elements are rainfall intensity and duration. Intensity is the rate of rainfall, and duration is how long the rain lasts.</p> <div style="text-align: center;"> <h3>Flood Warning Levels</h3>  <p>The graphic illustrates three flood warning levels with corresponding icons and descriptions:</p> <ul style="list-style-type: none"> <li><b>Flood Level 1 (Alert Stand By):</b> High probability of flood. Icon: A clock with a question mark.</li> <li><b>Flood Level 2 (Preparation):</b> Flood is inevitable within some hours. Icon: A clock with a hand pointing to the 12 o'clock position.</li> <li><b>Flood Level 3 (Evacuation):</b> Flood coming any time. Icon: A clock with a hand pointing to the 12 o'clock position.</li> </ul> </div> <p><b>2. Question:</b> What do we do <u>before</u> a flood occurs?  <b>Answer :</b></p> <ul style="list-style-type: none"> <li>• Find out the frequency of occurrence of floods in the locality and how fast the water floods and how high it rises.</li> <li>• Know the flood warning levels</li> <li>• Have a handy survival kit. It should contain battery-operated transistor radio, flashlight, emergency cooking equipment,</li> </ul>



candles, matches and first aid kit.

- If it has been raining hard for several hours, or steadily raining for several days, be alert to the possibility of a flood.
- Use a radio or a portable, battery powered radio (or television) for updated information.

**3. Question :** What do we do during a flood?

**Answer :**

- Keep the students calm and update them with the status of the situation and safety reminders on what to do and where to go in case of evacuation.
- Listen continuously to a radio, or a portable, battery-powered radio (or television) for updated emergency information.
- Remind students not to attempt to cross flowing streams, avoid areas prone to flash flooding and be cautious of water-covered roads, bridges, creeks
- Warn students not to go swimming or boating in swollen rivers.
- Watch out for snakes in flooded areas.
- Advise students to eat only well cooked food and drink only clean or preferably boiled water and throw away all food that has come into contact with flood water.

**4. Question :** What do we do after a flood?

**Answer :**

- Report broken utility lines (electricity, water, gas, etc.) immediately to appropriate agencies/authorities.
- Ensure that electrical appliances are checked by a competent electrician before switching them on.
- Avoid affected areas.
- Continue to listen to a radio or local television stations and return home only when authorities indicate it is safe to do so.
- Stay away from any building that is still flooded.

**Activity :** Show pictures of different flood scenarios and let students identify which should and should not be done.

### SECTION 3 : TYPHOON and FLOOD

<b>TOPIC 5</b>	<b>Evaluation of knowledge gained on the topic on typhoon and flood</b>
Objectives	1.To evaluate the knowledge gained by the student after the lecture on typhoon and flood.
Procedure	1. Give the appropriate instructions to the students. 2. Give the post-test to last for 15 minutes
Materials for Instructor	Post-test examination
Materials for Students	Examination papers and pen
Special Notes for Instructor	Adhere to time frame of 15 minutes, but inform students to complete final answers 5 minutes before time
Content	Prepared post-test examination

## SECTION 4 : LOSS OF CONSCIOUSNESS / SEIZURES

<b>TOPIC 1</b>	<b>Lecture: What is loss of consciousness?</b>
Objectives	<ol style="list-style-type: none"> <li>1. To provide the students with knowledge on the definition of loss of consciousness.</li> <li>2. To provide students with knowledge on common precipitating factors of loss of consciousness.</li> </ol>
Procedure	<ol style="list-style-type: none"> <li>1. Start with a pre-test which covers basic things about loss of consciousness and seizures.</li> <li>2. Introduce the topic by asking the students any previous encounters or personal experiences with a person who had loss of consciousness/ seizures.</li> <li>3. Use preferred audiovisual aids for the lecture.</li> <li>4. Engage the students for a more interactive session.</li> </ol>
Materials for Instructor	Powerpoint presentation
Materials for Students	Handouts
Special Notes for Instructor	You may use photos or videos showing different causes of loss of consciousness
Content	<p><b><u>Lecture</u></b></p> <p><b>5. Question:</b> What is loss of consciousness?  <b>Answer:</b> Loss of consciousness is a state of partial or complete unawareness of self and the surrounding environment or lack of response to sensory stimuli. It is most often used synonymously with syncope which is loss of consciousness from which a person recovers spontaneously, and with coma which is a deep, prolonged unconsciousness.</p> <p><b>6. Question:</b> What are the causes of loss of consciousness?  <b>Answer :</b> Loss of consciousness can be classified according to several underlying etiologies: autonomic ( vasovagal, situational and orthostatic syndromes), respiratory ( hypoxia), cardiac ( heart attack and arrhythmias), metabolic (hypoglycemia) and neurologic ( seizures, strokes).</p> <p><b><u>Activity :</u></b> Have students identify possible causes of loss of consciousness based on pictures being shown.</p>

## SECTION 4 : LOSS OF CONSCIOUSNESS / SEIZURES

<b>TOPIC 2</b>	<b>Lecture : How do you elicit responsiveness in a seemingly unconscious person?</b>
Objectives	To provide students with knowledge and skills on how to recognize an unresponsive or unconscious person.
Procedure	<ol style="list-style-type: none"> <li>1. Introduce the topic by asking the students what they will do in case a person becomes unresponsive.</li> <li>2. Engage the students in an interactive session.</li> </ol>
Materials for Instructor	Powerpoint presentation
Materials for Students	Handouts
Special Notes for Instructor	You may demonstrate skills in checking for responsiveness in adults, child, and infant based on the American Heart Association CPR guidelines
Content	<p><b><u>Lecture</u></b></p> <ol style="list-style-type: none"> <li> <p><b>1. Question :</b> How do you elicit responsiveness in an adult ?  <b>Answer :</b> First, make sure the scene is safe. Look for anything nearby that might hurt you as well. Once you have established that the scene is safe, tap both shoulders of the person and shout “ <i>Are you okay</i>”. If the person does not move, speak, blink or otherwise react, then he is unresponsive.</p> </li> <li> <p><b>2. Question :</b> How do you elicit responsiveness in a child ?  <b>Answer :</b> First, make sure the scene is safe. Look for anything nearby that might hurt you as well. Once you have established that the scene is safe, tap both shoulders of the child and shout “ <i>Are you okay</i>”. If the child does not move, speak, blink or otherwise react, then he is unresponsive.</p> </li> <li> <p><b>3. Question :</b> How do you elicit responsiveness in an infant?  <b>Answer :</b> An infant is someone who is younger than 1 year. First, make sure the scene is safe. Look for anything nearby that might hurt you as well. Once you have established that the scene is safe, flick the soles or rub the back of the infant and shout “ <u>Baby, are you okay</u>”. If the infant does not move, cry, blink or otherwise react, then he is unresponsive.</p> </li> </ol> <p><b><u>Activity :</u></b> Let students demonstrate how to elicit responsiveness using manikins or group them into 2 and let them practice with one another.</p>

## SECTION 4 : LOSS OF CONSCIOUSNESS / SEIZURES

<b>TOPIC 3</b>	<b>Lecture: What to do if an unresponsive person regains consciousness versus what to do in case of persistent unresponsiveness despite stimulation.</b>
Objectives	<ol style="list-style-type: none"> <li>1. To provide students with knowledge and skills on how to position and manage persons who regain consciousness after an episode of unresponsiveness.</li> <li>2. To provide students with knowledge and skills on how to do cardiopulmonary resuscitation for a person who remains unconscious and not breathing.</li> </ol>
Procedure	<ol style="list-style-type: none"> <li>1. Introduce the topic through lecture format.</li> <li>2. Use interactive sessions to encourage participation</li> <li>3. Break out into groups for the activity part.</li> </ol>
Materials for Instructor	<p>Powerpoint presentation Video presentation</p>
Materials for Students	Handouts
Special Notes for Instructor	<p>Emphasize the need to be calm at all times and the importance of calling for help. You may use manikins for demonstration purposes or show videos relevant to topic.</p>
Content	<p><b><u>Lecture</u></b></p> <ol style="list-style-type: none"> <li>1. <b>Question</b> : What to do when a person regains consciousness spontaneously ? <b>Answer</b> : For persons who regain consciousness spontaneously or with help : <ul style="list-style-type: none"> <li>• Position person on their back ( if a person suddenly vomits, let him lay on his side to prevent aspiration)</li> <li>• Loosen clothing around neck and waist</li> <li>• Elevate feet to allow blood to flow to the brain</li> <li>• Give nothing by mouth</li> <li>• Control bleeding if present</li> <li>• Keep person lying down for at least 10-15 minutes while you call for additional help</li> <li>• Once stabilized, transfer to an institution with advanced medical care if needed</li> </ul> </li> <li>2. <b>Question</b> : What to do when a person does not regain consciousness despite help or stimulation ? <b>Answer</b> : For persons who have no regain of consciousness</li> </ol>

despite stimulation :

- Call for help and phone your emergency response number
- Check if the person is breathing by looking for chest rise or chest movement
- If the person is not breathing at all or only “gaspings”, be prepared to do CPR (Cardiopulmonary resuscitation). Gaspings is not considered regular or normal breathing and is usually a sign of cardiac arrest in an unresponsive person.

**3. Question :** What is the proper way of doing Cardiopulmonary Resuscitation ?

**Answer :**

- Move clothes out of the way
- Position your hand :  
Adult – Put the heel of 1 hand on the lower half of the breastbone, then put the heel of the other hand on top of the first hand  
Child – Put the heel of 1 hand on the lower half of the breastbone  
Infant – Put 2 fingers of 1 hand on the breastbone just below the nipple line
- Push down on the chest about 2 inches deep ( adults and child), and 1.5 inches deep (infants) delivering 30 compressions at a rate of 100-120 per minute. Allow chest recoil in between compressions
- Deliver 2 breaths( blow for 1 second each) after each 30 compressions, making sure that there is chest rise
- Keep giving sets of 30 compressions and 2 breaths until the person begins to breathe/move, or until someone with advanced training arrives and takes over.

**Activity :** Divide the students into groups and let them practice on manikins if available

## SECTION 4 : LOSS OF CONSCIOUSNESS / SEIZURES

<b>TOPIC 4</b>	<b>Lecture : What is a seizure, its causes, and signs and symptoms?</b>
Objectives	<ol style="list-style-type: none"> <li>1. To provide the students knowledge on recognizing a person with ongoing seizure.</li> <li>2. To provide the students knowledge on the different causes and symptoms of seizure</li> </ol>
Procedure	<ol style="list-style-type: none"> <li>1. Introduce the topic through lecture format.</li> <li>2. Use interactive sessions to encourage participation</li> </ol>
Materials for Instructor	Powerpoint presentation
Materials for Students	Handouts
Special Notes for Instructor	You may use photos or video images to show the different types of seizures
Content	<p><b><u>Lecture</u></b></p> <ol style="list-style-type: none"> <li>1. <b>Question :</b> What is a seizure ?  <b>Answer :</b> A seizure is a sudden attack of physical manifestations or changes in behavior that occur after an episode of abnormal electrical activity in the brain. It is often used interchangeably with “convulsions”.</li> <li>2. <b>Question :</b> What causes seizures ?  <b>Answer :</b> The causes of seizures include : <ol style="list-style-type: none"> <li>a. Genetic</li> <li>b. Metabolic -- high fever, hypocalcemia, hyponatremia, hypoglycemia</li> <li>c. Infection – meningitis, encephalitis</li> <li>d. Traumatic brain injury</li> <li>e. Strokes/hemorrhages</li> <li>f. Structural –epileptic syndromes</li> </ol> </li> <li>3. <b>Question :</b> What are the symptoms of seizures?  <b>Answer :</b> Seizures may present like the following : <ol style="list-style-type: none"> <li>a. Episodes of sudden loss of tone with or without loss of consciousness</li> <li>b. Cyanosis or color change</li> <li>c. Staring spells ( absence seizure)</li> <li>d. Automatisms ( lip-smacking, swallowing, chewing)</li> <li>e. Complex motor phenomena ( bicycling and kicking movements)</li> </ol> </li> </ol>

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|  | <ul style="list-style-type: none"><li>f. Focal twitching of an extremity or eye</li><li>g. Spasms of the muscles of the neck, trunk and extremities</li><li>h. Rolling of eyeballs</li></ul> |
|--|--|

**Activity** : Have students identify possible causes and the different signs and symptoms of seizures.



## SECTION 4 : LOSS OF CONSCIOUSNESS / SEIZURES

<b>TOPIC 5</b>	<b>Lecture : Demonstrate what to do when a person goes into seizure</b>
Objectives	1. To provide knowledge and skills on how to approach a person with ongoing seizure.
Procedure	1. Introduce the topic through lecture format. 2. Use interactive sessions to encourage participation.
Materials for Instructor	Powerpoint presentation / video presentation
Materials for Students	Handouts
Special Notes for Instructor	Emphasize the need to be calm at all times and to block hazards while trying to manage a seizing person. You may use pictures or posters on first aid for seizures.
Content	<p><b><u>Lecture</u></b></p> <p><b>1. Question :</b> What do you do when you are faced with a seizing person ?</p> <p><b>Answer :</b> When you are faced with a seizing person :</p> <ul style="list-style-type: none"> <li>➤ Stay calm and reassure people nearby</li> <li>➤ Look around for hazards that may harm you and the person and clear the area</li> <li>➤ Note the time the seizure starts with a watch</li> <li>➤ Cushion their head with something soft if they have collapsed to the ground.</li> <li>➤ Loosen neck ties or anything around the neck that may make breathing difficult</li> <li>➤ Turn the person gently onto one side to keep the airway clear</li> <li>➤ Don't hold the person down or try to stop the movements</li> <li>➤ Don't put anything in their mouth.</li> <li>➤ Check the time again. If a convulsive (shaking) seizure doesn't stop after 5 minutes or they have no recovery from the seizure, call for help and phone your emergency response number</li> <li>➤ After the seizure has stopped, put them into the recovery position and check that their breathing is returning to normal. Gently check their mouth to see that nothing is blocking their airway such as food or false teeth. If their breathing sounds difficult after the seizure has stopped, call for an ambulance.</li> <li>➤ Stay with them until they are fully recovered.</li> </ul>

	<p><b><u>Activity</u></b> : Let the students demonstrate how to properly position a seizing patient and what to do during the event</p>
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#### SECTION 4 : LOSS OF CONSCIOUSNESS/ SEIZURES

<b>TOPIC 6</b>	<b>Evaluation of knowledge gained on the topic on loss of consciousness and seizures</b>
Objectives	1. To evaluate the knowledge gained by the student after the lecture on loss of consciousness and seizures.
Procedure	1. Give the appropriate instructions to the students. 2. Give the post-test to last for 15 minutes
Materials for Instructor	Post-test examination
Materials for Students	Examination papers and pen
Special Notes for Instructor	Adhere to time frame of 15 minutes, but inform students to complete final answers 5 minutes before time
Content	Prepared post-test examination

**PHILIPPINE PEDIATRIC SOCIETY  
EARTHQUAKE MODULE  
PRE and POST TEST**

1. The following statement is TRUE about earthquakes:
  - a. Its occurrence can be predicted using the latest technologies
  - b. The damage caused by earthquakes are always serious
  - c. It occurs in cycles
  - d. The first indication of a damaging earthquake may initially be just a gentle shaking**
  
2. If ever an earthquake occurs, how long does it usually last?
  - a. 30 minutes
  - b. 60 minutes
  - c. 60 seconds**
  - d. 10 minutes
  
3. One of the following statements is NOT TRUE regarding earthquakes:
  - a. Only areas with high mountains are prone to earthquakes**
  - b. There is no region in the Philippines that will not experience earthquakes
  - c. It is now possible to identify areas with "fault lines" as earthquake prone
  - d. Casualties from an earthquake depends on the population present in the area of occurrence.
  
4. The most common cause of injuries to people brought about by earthquakes is:
  - a. Opening of the ground with a lot of people falling
  - b. Injuries from falling objects or structure**
  - c. Contagious disease
  - d. None of the above
  
5. An intensity 6 earthquake is one of the following:
  - a. Can destroy even strong bridges
  - b. Not felt by all people in the area
  - c. Felt by all in the area involved but with small damage
  - d. Objects can be seen flying around the air**
  
6. If an earthquake occurs inside a building, one of the following is the best thing to do:
  - a. Immediately run outside once the shaking starts and gets stronger.
  - b. Stay inside the bathroom and lock the door
  - c. Seek protection under a sturdy table, while the ground is still shaking**
  - d. Tell everyone to lie flat on the floor

7. If an earthquake occurs while one is inside a vehicle, one of the following is the best thing to do:

- a. The driver should stop the vehicle under a big tree for protection
- b. The driver should stop the vehicle under a big lamp post for protection
- c. The driver should continue driving while the shaking is on-going until a safe place is reached.
- d. The driver should stop the vehicle in a place away from tall buildings**

8. What is the most important thing to remember when an earthquake occurs?

- a. Stay calm with presence of mind at all times**
- b. Turn off the lights
- c. Stay flat on the ground
- d. Secure your valuables

9. Which of the following conditions will pose a danger to the students during earthquakes:

- a. Standing cabinet
- b. Glass window
- c. Ceiling fan
- d. All of the above**

10. During a school earthquake drill, what does ringing of the alarm or bell represent:

- a. The students attention are being alerted
- b. Sign that the earthquake drill is finished
- c. Break for recess from the drill
- d. It represents the start and end of ground shaking**

11. In an earthquake drill what should the student do when the alarm or bell is ringing ?

- a. Time to get out of the room
- b. Start to assemble outside the room'
- c. Look for the teacher coordinator
- d. Stop and do the "drop, cover and hold"**

12. During an earthquake evacuation drill, all of the following should be observed except:

- a. Get out of the building and into a clear space
- b. Take the emergency kit along with your roll book upon evacuating
- c. Run as fast out of the building**
- d. Do again the "drop, cover, and hold" in case you were told that there was an after shock while evacuating

13. The following measures should be done after an actual earthquake shaking stops:
- a. Slowly move out from your location
  - b. Store water for drinking and other use in containers with covers.
  - c. Listen to TV or radio announcements for news and advise
  - d. All of the above**
14. Which parts of the body need to be protected first in the event of an earthquake?
- a. Legs and knees
  - b. Head and neck**
  - c. abdomen
  - d. chest
15. The following should be done if one is inside a vehicle when an earthquake occurs:
- a. Increase the speed of the vehicle to quickly get away from the area
  - b. Stay inside the vehicle while the earthquake is going on**
  - c. Immediately get out of the vehicle at any time
  - d. Just stop the vehicle anywhere

**PHILIPPINE PEDIATRIC SOCIETY  
PAGSUSULIT PARA SA PAKSA NG LINDOL**

**Instruksyon :** Bilugan ang **TAMANG** sagot sa mga sumusunod na katanungan

1. May sapat na kaalaman o instrumento na makapagsasabi kung kalian darating ang lindol.

**TAMA**                      **MALI**

2. Ang lindol ay tumatagal hanggang 30 minuto.

**TAMA**                      **MALI**

3. Ang bahagyang malakas na lindol ay mararamdaman ng karamihan sa loob at labas ng gusali.

**TAMA**                      **MALI**

4. Ang lakas ng lindol ay nasusukat sa pamamagitan ng nararamdaman at nakita ng tao na mga pangyayari.

**TAMA**                      **MALI**

5. Ang dapat gawain kung may lindol ay: HOLD, DROP, COVER.

**TAMA**                      **MALI**

6. Kung lumindol at nasa labas ng bahay, sumilong sa isang nakaparadang sasakyan o anumang malaki at matibay na bagay.

**TAMA**                      **MALI**

7. Kung lumindol at nasa loob ng sasakyan, mabilis na lumabas ng sasakyan.

**TAMA**                      **MALI**

8. Pagkatapos ng unang pagyanig at nasa loob ng bahay, marahang lumabas sa kinalalagyang lugar.

**TAMA**                      **MALI**

9. Gumamit ng elevator kung may lindol

**TAMA**                      **MALI**

10. Maging mahinahon kung may lindol

**TAMA**                      **MALI**

**PHILIPPINE PEDIATRIC SOCIETY  
MODULE ON FIRE  
PRE and POST TEST**

1. When you hear the sound of a fire alarm in your area or school, race with each other towards the door or exit  
**TRUE** **FALSE**
2. If there is a fire in the building, it is better to use the elevator to get out quickly  
**TRUE** **FALSE**
3. When there is a fire, go and gather at a fixed place.  
**TRUE** **FALSE**
4. Once there is a fire, try to open all closed doors immediately.  
**TRUE** **FALSE**
5. If thick smoke is present, try to fan it out to be able to see your path.  
**TRUE** **FALSE**
6. If your clothes catch fire, stop, lie down, and roll on the floor.  
**TRUE** **FALSE**
7. If you left something important inside a burning room or place, stop and go back.  
**TRUE** **FALSE**
8. When locked inside a burning room, go to an open window and shout for help  
**TRUE** **FALSE**
9. Regular safety training and fire drill is essential even without disaster.  
**TRUE** **FALSE**
10. Students in 4th to 6th grade are allowed to use things that light up.  
**TRUE** **FALSE**



**PHILIPPINE PEDIATRIC SOCIETY  
PAGSUSULIT PARA SA PAKSA NG SUNOG**

1. Kapag narinig ang hudyat na may sunog sa inyong lugar o paaralan , mag unahang makalabas ng silid o paaralan  
**TAMA** **MALI**
2. Kung may sunog sa gusali, sumakay sa elevator upang makalabas ng mabilis.  
**TAMA** **MALI**
3. Kapag may sunog, pumunta o magtipon sa nakatakdang lugar.  
**TAMA** **MALI**
4. Sa sandaling magkasunog, mabilis na buksan ang nakasarang pinto.  
**TAMA** **MALI**
5. Kung makapal ang usok, paypayan ng makita ang iyong dadaanan  
**TAMA** **MALI**
6. Kung nasusunog ang iyong damit, huminto, humiga,at magpagulong gulong.  
**TAMA** **MALI**
7. Kung may naiwang mahalagang bagay, sandaling tumigil at ito ay balikan.  
**TAMA** **MALI**
8. Kung nakulong sa silid, lumapit sa isang bukas na bintana at humingi ng tulong  
**TAMA** **MALI**
9. Mahalaga ang regular na pagsasanay kahit walang kalamidad.  
**TAMA** **MALI**
10. Ang mag-aaral sa ika 4 hanggang ika 6 na baiting ay maaari nang gumamit ng mga bagay na nagsisindi.  
**TAMA** **MALI**

**PHILIPPINE PEDIATRIC SOCIETY  
MODULE ON FLOOD and TYPHOON  
PRE and POST TEST**

1. Which agency is mandated to provide protection against natural calamities and to insure the safety, well-being and economic security by monitoring tropical cyclones and issues warnings if they fall within the Philippine Area of Responsibility?
  - a. Philippine Weather Bureau
  - b. Philippine Atmospheric, Geophysical and Astronomical Services Administration**
  - c. Department of Science and Technology
  - d. Department of Environment and Natural Resources
  
2. On the average, how many typhoons do we get in a year in the Philippines?
  - a. 10
  - b. 15
  - c. 20**
  - d. 25
  
3. What is the classification of a tropical cyclone with the highest intensity?
  - a. Tropical Depression
  - b. Severe Tropical Storm
  - c. Typhoon
  - d. Super Typhoon**
  
4. How many public storm signals do we have in our country?
  - a. Three
  - b. Four
  - c. Five**
  - d. Six
  
5. During tropical cyclone season, how soon can you find out that typhoon is on your way?
  - a. Several days or more beforehand, so you have sometime to prepare**
  - b. Less than an hour beforehand, so you have to act quickly
  - c. Few minutes before it enters Philippine area of responsibility
  - d. There is no way to predict a typhoon
  
6. During a typhoon, one should:
  - a. Seek shelter in a basement or low ground
  - b. Seek high grounds due to flooding**
  - c. Go outside your house, it is safe anyway
  - d. Stay near the window and watch the rain

7. What is the best thing to do if you come upon flood waters?
  - a. Try to walk through the waters
  - b. Try to swim through the waters
  - c. Stop, turn around and find another way**
  - d. Take the chance to play with the water
  
8. What factors contribute to flooding?
  - a. Rainfall intensity
  - b. Rainfall duration
  - c. Both are correct**
  - d. Both are incorrect
  
9. A “ flood warning” is issued when a flooding situation is a definite reality at least how many hours before actual flooding occurs?
  - a. At least 6 hours
  - b. At least 12 hours
  - c. At least 24 hours**
  - d. At least 36 hours
  
10. TRUE statement about Floods
  - a. Floods cannot be prevented
  - b. Floods can be controlled effectively
  - c. Both are correct**
  - d. Both are incorrect
  
11. A RED Flood warning would mean
  - a. Flood will not happen in the area
  - b. Flood may happen in a few hours, you need to prepare
  - c. Flood may come anytime, and its time to evacuate**
  - d. None of the above

**PHILIPPINE PEDIATRIC SOCIETY  
PAGSUSULIT PARA SA PAKSA NG BAGYO AT BAHA**

1. Anong ahensya ang inatasang magbibigay ng mga babala tungkol sa baha, bagyo at pampublikong taya ng panahon?
  - a. Philippine Weather Bureau
  - b. Philippine Atmospheric, Geophysical and Astronomical Services Administration**
  - c. Department of Science and Technology
  - d. Department of Environment and Natural Resources
  
2. Sa karaniwan, ilang bagyo ang dumadating sa Pilipinas sa loob ng isang taon?
  - a. 10
  - b. 15
  - c. 20**
  - d. 25
  
3. Ano ang kategorya ng pinakamalakas na bagyo?
  - a. Tropical Depression
  - b. Severe Tropical Storm
  - c. Typhoon
  - d. Super Typhoon**
  
4. Ilan ang public storm signals sa ating bansa?
  - a. Three
  - b. Four
  - c. Five**
  - d. Six
  
5. Sa panahon ng bagyo, kailan natin nalalaman na ang bagyo ay paparating na sa ating bansa?
  - a. Ilang araw bago ito dumating, kaya may pagkakataon ng tayo ay maghanda**
  - b. Isang oras bago ito dumating, kaya kailangan kumilos kaagad
  - c. Ilang minuto bago ito dumating, kaya walang pagkakataon na maghanda
  - d. Walang paraan na malaman bago ito dumating
  
6. Sa panahon ng bagyo, ikaw ay kinakailangan na...
  - a. Manatili sa isang mababang lugar tulad ng basement
  - b. Humanap at manatili sa mataas na lugar na hindi aabutin ng pagbaha**
  - c. Lumabas ng bahay o gusali ano man ang taya ng panahon
  - d. Manatili sa loob ng bahay o gusali na malapit sa bintana
  
7. Ano ang nararapat gawin kapag inabutan ka ng baha sa daan?
  - a. Subukan tawiriin ang baha
  - b. Lumangoy sa baha

- c. Humanap ng ibang daan**
  - d. Maglaro sa baha
  
- 8. Anong mga kadahilanan ang maaaring magdulot ng pagbaha?
  - a. Lakas ng ulan
  - b. Tagal ng oras ng pag-ulan
  - c. A & B ay tama**
  - d. A & B ay mali
  
- 9. Tamang payahag tungkol sa Baha
  - a. Ang pagbaha ay hindi pwedeng pigilan
  - b. Ang pagbaha ay maaaring ma-kontrol
  - c. A & B Tama**
  - d. A & B Mali
  
- 10. Ang kahulugan ng RED Flood warning ay...
  - a. Hindi babaha
  - b. Maaaring bumaha, ngunit walang kailangang gawin
  - c. Maaaring bumaha sa ilang oras, kaya kailangang maghanda
  - d. Maaring bumaha ano man oras, kaya kailangan ng lumikas**

**PHILIPPINE PEDIATRIC SOCIETY  
MODULE ON LOSS OF CONSCIOUSNESS  
PRE and POST TEST**

1. Which among the following is considered an acceptable way of eliciting responsiveness in an unconscious person:
  - a. Tapping the shoulders
  - b. Pouring water over the face
  - c. Shout on both ears
  - d. A and B
  - e. **A and C**
  
2. Infants can be stimulated by :
  - a. Tapping the shoulders
  - b. **Flicking the soles**
  - c. Shaking the body
  - d. All of the above
  - e. None of the above
  
3. The following are possible causes of loss of consciousness EXCEPT :
  - a. Accidents
  - b. Low blood sugar (hypoglycemia)
  - c. Heat stroke
  - d. **none of the above**
  - e. all of the above
  
4. How do you properly position an unresponsive patient who regains consciousness?
  - a. Let the person stand and walk as soon as consciousness is regained
  - b. **Place person on his/her back with the feet elevated**
  - c. Place person on his/her back with the head elevated
  - d. Place person on prone position
  - e. None of the above
  
5. If an unresponsive person does not regain consciousness on stimulation, what is the next thing to check?
  - a. Blood sample for sugar and electrolytes
  - b. **Breathing**
  - c. Pupil size and corneal reflex
  - d. All of the above
  - e. None of the above

6. If an unresponsive person is not breathing:
  - a. Place patient on side-lying position
  - b. Give mouth to mouth resuscitation
  - c. Provide CPR**
  - d. Leave patient and call for help
  - e. All of the above
  
7. A person suddenly collapses in front of you but regains consciousness spontaneously after 2 minutes . Which statement is correct?
  - a. Loosen clothing especially around the neck
  - b. Do not give anything by mouth
  - c. Place person on his/her back with the feet elevated
  - d. Call for help
  - e. All of the above**
  
8. All unconscious patients are having seizures
  - a. True
  - b. False**
  
9. A person with seizure can present as loss of consciousness
  - a. True**
  - b. False
  
10. Seizures can be caused by :
  - a. Fever
  - b. Infection
  - c. Accidents
  - d. All of the above**
  - e. None of the above
  
11. The following can be done to a person with ongoing seizure :
  - a. Tighten clothing that becomes loose during the episode of seizure
  - b. Try to stop the seizure by holding down the person
  - c. Place person on side-lying position to clear the airway**
  - d. B and C only
  - e. All of the above
  
12. Leaving a seizing person is okay in order for you to call additional help
  - a. True
  - b. False**

13. You can put a spoon in the mouth of a person with seizure to prevent biting the tongue
- a. True
  - b. False**
14. Seizures can present as the following EXCEPT :
- a. Spasms
  - b. Staring
  - c. Chewing motions
  - d. None of the above**
  - e. All of the above
15. The “recovery position” for a person who underwent seizure consists of :
- a. Placing the person on his back
  - b. Placing the person in a side-lying position**
  - c. Placing the person in a sitting position
  - d. Placing the person in a prone position
  - e. None of the above



**PHILIPPINE PEDIATRIC SOCIETY**  
**PAGSUSULIT PARA SA PAKSA NG PAGKAWALA NG MALAY**

1. Alin sa mga sumusunod ang tamang paraan upang malaman kung ang isang bata ay walang malay?
  - a. Tapikin ang magkabilang balikat
  - b. Buhusan ng tubig ang ulo at mukha
  - c. Sumigaw sa magkabilang tainga
  - d. **A at C**
  
2. Ano ang dapat gawin sa isang sanggol na walang malay?
  - a. Tapikin ang magkabilang balikat
  - b. **Tapikin ang magkabilang paa**
  - c. Yugyugin ang katawan ng sanggol
  - d. Kadatin ang kahit anong bahagi ng katawan
  
3. Ang mga sumusunod ay mga posibleng dahilan ng pagkawala ng malay maliban sa:
  - a. Aksidente
  - b. Mababang asukal sa katawan
  - c. Matinding init
  - d. **Lahat ng pangungusap ay tama**
  
4. Ano ang DAPAT gawin kapag ang isang tao ay nagbalik-malay?
  - a. Hayaang tumayo at maglakad ang isang tao kapag ito ay nagbalik-malay
  - b. **Panatilihing nakahiga ang tao at bahagyang iangat ang mga paa sa loob ng 10-15 minuto**
  - c. Panatilihing nakahiga ang tao na mas mataas ang ulo kesa sa paa
  - d. Iposisyon ang tao nang nakadapa

5. Kung ang isang tao ay nananatiling walang malay, ano ang sunod na dapat gawin?
- Eksaminin ang “asukal ” sa katawan
  - Tingnan kung humihinga ang tao**
  - Tingnan ang mata kung ito ay gumagalaw
  - Tawagin ang pangalan
6. Ano ang DAPAT gawin sa tao na walang malay at hindi humihinga?
- Iposisyon ang tao nang nakatagilid
  - Tulongang huminga sa pamamagitan ng pagbuga ng hangin sa bibig ng tao na walang malay
  - Simulan ang CPR ( cardiopulmonary resuscitation)**
  - Iwanan ang tao at tumawag ng tulong
7. May tao na nawalan ng malay, nagising matapos ang 2 minuto. Alin sa mga sumusunod ang DAPAT gawin?
- Higpitan ang damit lalo sa may leeg.
  - Painumin o pakainin agad ang tao
  - Panatilihing nakahiga at bahagyang iangat ang mga paa sa loob ng 10-15 minuto**
  - Iwanan ang tao at tumawag ng tulong
8. Lahat ng taong walang malay ay kinukumbulsyon?
- Tama
  - Mali**
9. Ang isang tao na kinukumbulsyon ay maaaring walang malay?
- Tama**
  - Mali

10. Ang mga sumusunod ay maaaring dahilan ng kombulsyon
- Pagtaas at pagbaba ng lagnat
  - Impeksyon
  - Aksidente
  - Lahat ay tama**
11. Ang mga sumusunod ay tamang gawin kapag may tao na kinukumbulsyon
- Higipitan ang damit upang hindi mahubaran ang tao
  - Subukang pigilin ang kombulsyon sa pamamagitan ng paghawak sa tao
  - Itagilid ang biktima kung may kasamang pagsusuka o paglalaway**
  - Maglagay ng matulis na bagay sa bibig
12. Maaaring iwanan saglit ang taong kinukumbulsyon upang makatawag ng karagdagang tulong
- Tama
  - Mali**
13. Maaaring maglagay ng kutsara sa bibig ng taong kinukumbulsyon nang hindi nito makagat ang dila
- Tama
  - Mali**
14. Ano ang mga sintomas ng kombulsyon ?
- Panginginig at paglalaway
  - Pagkatulala
  - Pagkawala ng malay
  - Lahat ay tama**
15. Ano ang “recovery position” na ginagawa sa isang taong kinumbulsyon?
- Panatiliing nakahiga sa kanyang likod ang tao
  - Panatiliing nakatagild ang tao**
  - Panatiliing nakadapa ang tao
  - Lahat ng pangungusap ay tama