

8



Learning Activity Sheet for Science

Quarter 3

Lesson

6

GOVERNMENT PROPERTY
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Learning Activity Sheet for Science Grade 8
Quarter 3: Lesson 6 of 8 (Week 6)
SY 2025-2026

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LEARNING ACTIVITY SHEET

Learning Area:	Science	Quarter:	3 rd Quarter
Lesson No.:	Lesson 6 Subtopic 2	Date:	
Lesson Title/Topic:	Precautionary Measures Before, During, and After Typhoon		
Name:		Grade & Section:	8

I. Activity No.: Activity #1: Reveal and Discuss (10 minutes)

II. Objective(s):

- a. *Identify and explain the precautionary measures before, during, and after typhoon.*

III. Materials Needed: Printout pictures, worksheets, visual aids

IV. Instructions: Observe the picture and reveal the correct word and give explanation of its significance during typhoon.

Scenario 1



Image Source: kansai-td.co.jp

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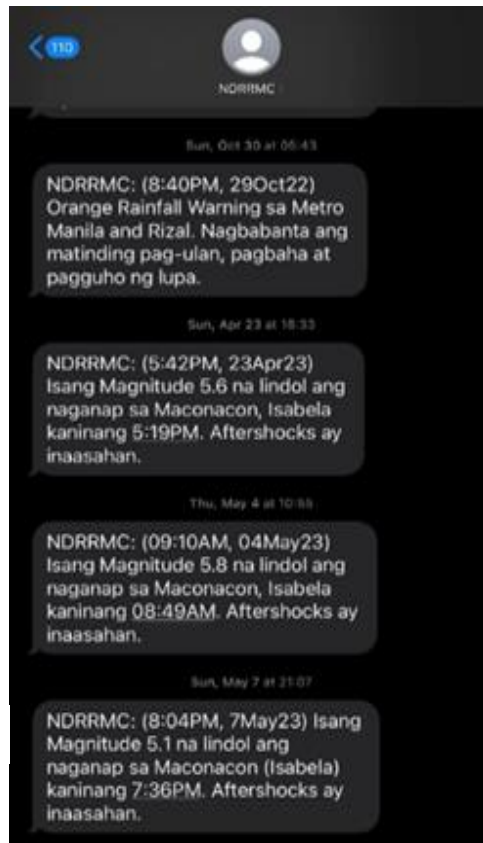
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Explanation:

Scenario 2

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Image Source: moneymax.ph



Explanation:

Scenario 3

TROPICAL DEPRESSION Signal No. 1	30-60 kph may be expected in at least 36 hrs Wave Height: 1.25-4.0 meters	Slight damage to high risk structures and makeshift houses in exposed communities. Banana plants are tilted, trees' twigs are broken & rice crops in flowering stage are significantly damaged.
TROPICAL STORM Signal No. 2	61-120 kph may be expected in at least 24 hrs Wave Height: 4.5-14.0 meters <i>Storm surge possible at coastal areas.</i>	Moderate damage to high risk structures, old roofs, electric posts and poorly constructed signs are damaged. Banana, mango and ipil-ipil trees are broken, coconut trees are tilted, rice and corn adversely affected.
SEVERE TROPICAL STORM Signal No. 3	121-170 kph may be expected in at least 18 hrs Wave Height: > 14.0 meters <i>Storm surge possible at coastal areas.</i>	Heavy damage to high risk structures & house of light materials. Old houses of medium strength materials are unroofed. Almost all bananas and big trees are uprooted. Hybrid coconut trees are downed and trees with heavy foliage blown off.
TYPHOON Signal No. 4	171-220 kph may be expected in at least 12 hrs Wave Height: > 14.0 meters <i>Storm surge 2-3 meters possible at coastal areas.</i>	Very heavy damage to medium and high-risk structures. Up to 75% of structures in a community are totally destroyed. Banana plants are totally damaged, large trees are broken, coconut, rice and corn plantations suffer severe losses.
SUPER TYPHOON Signal No. 5	> 220 kph may be expected in at least 12 hrs Wave Height: > 14.0 meters <i>Storm surge more than 3 meters possible at coastal areas.</i>	Heavy damage to all structures, complete roof, window & door damage to residences and industrial buildings. Electrical power distribution & communication services severely disrupted. Total damage to banana & coconut plantations. Most tall trees are broken and few plants can survive.

INCREASE
PHILIPPINES: INCREASING THE RESILIENCE TO NATURAL HAZARDS



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Image Source: rilhub.org

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Explanation:



Image Source: asahi.com

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Explanation:

V. Synthesis/Extended Practice/Differentiation (if needed):

1. What are the essential items that should be included in an emergency kit and why are items important?

2. What steps should individuals take to stay safe if they are sheltering in place during a typhoon?

3. What immediate actions should be taken after a typhoon passes to ensure safety?

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I. Activity No.: Activity #2: To-Do List (15 minutes)

II. Objective(s):

- a. *Identify and categorize key precautionary measures to take before, during, and after a typhoon to enhance their understanding of disaster preparedness and response.*

III. Materials Needed: Worksheets

IV. Instructions: Give the precautionary measures before, during and after the typhoon by filling the three columns.

Before	During	After

V. Synthesis/Extended Practice/Differentiation (if needed):

1. Why it is crucial to prepare before, during, and after typhoon?

2. What are the best sources of information during a typhoon?

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I. Activity No.: Activity #3: Disaster Response Agencies: Roles and Functions (10–15 minutes)

II. Objective(s):

- a. *Identify the roles and functions of various government agencies during a disaster by examining the logos, names, and responsibilities of these agencies.*

III. Materials Needed: Worksheets

IV. Instructions: Identify the name of disaster response agencies and give their roles and functions.

Logo of Government Agency	Name of Government Agency (write abbreviation and full name)	Role and Function During Disaster
		
		
		
		



		
		

Image Sources:

commons.wikimedia.org/Logos_of_government_agencies_of_the_Philippines

commons.wikimedia.org/Seals_of_the_Government_of_the_Philippines

V. Synthesis/Extended Practice/Differentiation (if needed):

1. Discuss the roles of different disaster government agencies and why they are important.

2. Discuss the impact of misinformation and fake news during disasters.

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I. Activity No.: Activity #4: Let us check! (10 minutes)

II. Objective(s):

a. Evaluate the accuracy and reliability of typhoon advisories.

III. Materials Needed: Worksheets

IV. Instructions:

1. Read the provided scenario carefully, noting the conflicting information regarding class suspension during a typhoon advisory.
2. Identify the sources of information mentioned in the scenario, including official announcements from the Department of Education or local government, and unofficial sources such as social media posts or rumors.
3. How will you respond to this scenario?

Scenario:

During a typhoon advisory, your school received conflicting information from different sources regarding whether classes would be suspended. Some sources, such as official announcements from the Department of Education or local government, indicated that classes would be suspended due to the approaching typhoon. However, other sources, such as social media posts or rumors circulating among students, suggested that classes would proceed as usual. As a student, you need to decide whether to rely on official announcements or unofficial sources for information about class suspension.

Reflection:

V. Synthesis/Extended Practice/Differentiation (if needed):

1. What are the potential risks of relying on unofficial sources for information about class suspension during a typhoon?

2. How might inaccurate or misleading information impact decision-making and safety during an emergency?

3. How can media literacy skills help individuals discern reliable information from misinformation or rumors during a typhoon advisory?
