RESILIENCY AND RECOVERY AFTER THE GREAT FLOOD

by:
Edward T. Flaviano
Teacher II, Colo Elementary School

Students and teachers must be equipped with knowledge on mitigating and managing hazards and risks brought by natural disasters.

DepEd Order no. 50 s.2011 entitled Creation of Disaster Risk Reduction and management Office (DRMO) which mandates the said office to initiate and spearhead the establishment of mechanisms which prepare, guarantee protection and increase resiliency of the Department of Education (DepEd) constituents in the face of disaster.

Many public schools are also highly vulnerable to flood damage due to their location. Recently, several schools in low-lying areas are blasted with floods. Most classroom resources were washed out, from the school children’s learning materials, teacher’s personal files and school concrete fences. Resiliency among teachers and cooperation among parents were greatly shown in social media, posting their ‘before and after’ photos of the flood damages. Just as it is very heart melting to see one’s second home become devastated, it is also with great importance to cite post-storm recovery for teachers and students.

As generated from http://www.ncef.org/content/flooding-and-schools, these are what teachers can do to help their students recover after a flood.

What Teachers Can Do to Help Their Students

• In a school with many students affected by floods, plan shorter lessons, go at a slower pace, give less homework than usual, and expect a decline in performance for a short time.
• Identify students who had direct experience with the floods, particularly those who suffered losses or had to evacuate, as they are at increased risk for distress.
• Monitor conversations you and your colleagues have about the floods, as you may share perceptions, feelings, and memories in ways that make children feel more anxious.
• Encourage distressed students to meet with the school counselors.
• Stay in touch with your students' parents and/or caregivers about academic performance and behavior.
• Suggest that your school review its crisis and emergency plans in order to better respond to future events.
• For those schools heavily affected by the flood, consider a post-disaster mental health recovery program for students and school personnel.

What Teachers Can Do to Help Themselves

Here are some self-care suggestions for teachers:

Take care of yourself emotionally. You and your family may have had a stressful experience and suffered losses like those of your students. To be able to support them, you must have support yourself.

Take care of yourself physically.

Communicate with others.

Give yourself a break. Try not to overdo clean-up activities.

Put off major decisions. Avoid making any unnecessary life-altering decisions during this stressful, post flood period.
Take care of your own family. Even though you may be very committed to your students, you also need to spend time with and meet the needs of your own family members or friends.

References: