Scenario 1: Natural disaster, natural disaster, natural hazards, extreme phenomena, elementary disasters - a variety of concepts.	
Brief description of the lesson	On the basis of the selected text, students will learn about the differences between the terms: natural disaster, natural calamity, natural hazards, extreme phenomena, elementary disasters. Students can explain what tectonics-based or climatic events can be attributed to particular concepts.
Objectives of the classes	- The objective of the course is to familiarize students with the concepts of: natural disaster, natural calamity, natural hazards, extreme phenomena, elementary disasters, which will allow them to correctly describe various types of weather or tectonics-based events in a correct way. - The aim of the course is to show students various events of the nature such as natural disaster, natural calamity, extreme phenomena or elementary disasters that have recently taken place in various regions of the world.
Detailed objectives:	- Students learn the concepts of: a) Natural disaster. b) Natural calamity. c) Extreme phenomena. d) Elementary disasters. They can properly assign a given climatic or tectonic event to a specific concept.
Messages: - the student knows and explains	The student knows and explains the concepts: a) Natural disaster b) Natural calamity c) Extreme phenomena d) Elementary disasters It correctly assigns weather or tectonics-based phenomena to the above-mentioned concepts.
Method	Student's own work at home / or during the lesson: The student learns the definitions of: natural disaster, natural calamity, natural hazards, extreme phenomena, elementary disasters on the basis of the text: Dr. Dorota Rucińska (link to the item below). In the lesson: the use of the brainstorming method - to assign various types of tectonics-based or climatic events to the above-mentioned concepts.
Time span	Completion time 45 minutes
Aids	For the task performed in the lesson: - Necessary aids: 5 large sheets of wrapping paper, colored felt-tip pens, colored sheets, tape for fixing sheets of paper and colored sheets of paper.
Course of the lesson	- Before the lesson, the teacher gets acquainted with the content of the proposed literature. Selects text fragments that allow students to understand the diversity of concepts (natural disaster, natural calamity, natural hazards, extreme phenomena, elementary disasters) and sends students to study at home or in the classroom. - On colored cards, he/she writes down various types of tectonic or climatic events that have occurred over the last 100 years, in order for students to assign them later to selected concepts (natural disaster, natural calamity, natural hazards, extreme phenomena, elementary disasters). - Before the lesson, the teacher hangs large pieces of wrapping paper on the wall / blackboard and names them in turn: natural disaster, natural calamity,

	natural hazard, extreme phenomenon, elementary disaster - Then he/she asks his/her students to assign to each of the above-mentioned phrases the terms with which the phrase is associated (which is possible after reading the text proposed by the teacher). Students use felt-tip pens to write them on sheets of paper. - Then students try to find common features of these concepts and write / or mark them with colored markers. - Then the teacher hands out colorful cards to his/her students, where there are data about events of the nature: natural disaster, natural calamity, natural hazard, extreme phenomenon or elementary disaster, and asks the students to match the given card with a given event to the appropriate definition on the sheets of paper. (The teacher uses data from the Citadine website, their own knowledge or knowledge from scientific literature). - At the end of the lesson, the teacher asks students to take photos of the prepared boards and archive them - for use in other classes.
Completion/ Summary	- The aim of the course is to raise students' awareness of the events affecting the functioning of local communities around the world and to define them appropriately. Working in the classroom is to activate all students in the class.
Bibliography	Rucińska D., Ekstremalne zjawiska przyrodnicze a świadomość społeczna [Extreme natural phenomena and social awareness], Warsaw University - Faculty of Geography and Regional Studies, 2012, Warsaw (pages 28-43)
Online references	Citadine platform https://www.researchgate.net/profile/Dorota_Rucinska/publication/262010086_Ekstremalne_zjawiska_przyrodnicze_a_swiadomosc_spoleczna/links/54f954fa0cf2ccffe9e0bb99/Ekstremalne-zjawiska-przyrodnicze-a-swiadomosc-spoleczna.pdf