



Narodowe Centrum
Badań i Rozwoju



UNIwersytet
Warszawski

Scenario 9: Man prepared for disaster. Humanitarian significance of natural disasters in the world.

Brief description lesson	In the lesson, students learn about the social consequences of events such as natural disasters and the effects of climate change on their everyday life as well as mental and physical health.
Objectives of the classes	<ul style="list-style-type: none">- Students learn that the consequences of a natural disaster and the effects caused by climate change do not only concern spatial aspects (destruction of a given space), economic (the need to incur certain financial outlays to adapt a given space or its reconstruction) or natural (destruction of a given ecosystems), but also the mental and physical health of the community.- Students also learn about civic education, environmental social inequalities, or climate gentrification.
Detailed objectives:	<ul style="list-style-type: none">- Based on the interviews posted on the Citadine website, students learn how certain types of natural disasters affect both the physical and mental health of a given community.- Students learn (on the basis of the suggested materials) what environmental inequality is.- Students learn about the mental convection of climate change.- Students learn the concepts - environmental inequality, climate gentrification.
Messages: - the student knows and explains, knows how.	<ul style="list-style-type: none">- Students know and understand the impact of climate change and climate disaster events on the physical and mental health of local communities, as well as on their well-being.- The student knows and explains such concepts as: environmental inequality, climate gentrification.
Method	Discussion - how to talk about climate change. The discussion is moderated by the teacher, students read the attached texts.
Time	- 45 minutes per lesson - work with the teacher + time to prepare for lessons at home.
Aids	Materials proposed as an attachment to this scenario, materials available on the Citadine website.
Course of the lesson	<p>Students at home prepare for lessons by reading the attached materials.</p> <p>In the lesson, the teacher asks the following questions at the beginning:</p> <ul style="list-style-type: none">- How do people behave in the face of a natural disaster?- What is environmental justice and climate gentrification?- What spaces are most vulnerable to climate change?- What is the impact of climate migration on the formation of districts with substandard buildings?- Asks what social groups can be classified as vulnerable communities?- How are we supposed to talk about climate change so that the public obeys us? <p>These questions are intended to encourage students to discuss the social effects of climate change. They are also intended to encourage students to reflect on how to talk about climate change and how to protect vulnerable communities not only</p>

	from some kind of catastrophe, but also from environmental injustice and climate gentrification.
Completion/ Summary	The teacher summarizes the discussion, highlighting how much we can learn about dealing with the aftermath of disasters from people who experienced them in the past.
Aids	<p>Materials on the Citadine website - display. Interviews of people on a given type of natural disaster.</p> <p>Bohdaonowicz Z., 2021, Wpływ zmiany klimatu na nierówności i migracje na świecie, [w:] Budziszewska M., Kardaś A., Bohdanowicz Z., (red.) "Klimatyczne ABC. Interdyscyplinarne podstawy współczesnej wiedzy o zmianie klimatu", Wydawnictwa Uniwersytetu Warszawskiego</p> <p>Budziszewska M., 2021, Konsekwencje psychologiczne zmiany klimatu, [w:] Budziszewska M., Kardaś A., Bohdanowicz Z., (red.) "Klimatyczne ABC. Interdyscyplinarne podstawy współczesnej wiedzy o zmianie klimatu", Wydawnictwa Uniwersytetu Warszawskiego</p> <p>Budziszewska M., 2021, Co ludzie czują wobec zmiany klimatu? [w:] Budziszewska M., Kardaś A., Bohdanowicz Z., (red.) "Klimatyczne ABC. Interdyscyplinarne podstawy współczesnej wiedzy o zmianie klimatu", Wydawnictwa Uniwersytetu Warszawskiego</p>
Online references	<p>https://drive.google.com/file/d/1VF3NWIq2LJ2xj2ZmFs-ixYS6mAojKuYX/view</p> <p>https://drive.google.com/file/d/1r2DJLw0SOonC0p7LWo-X71iRSKrSXy0T/view</p> <p>https://drive.google.com/file/d/10XJ5rwA8IEI9WkvLmUT_NTBCycLAQUlr/view</p> <p>https://www.facebook.com/CentrumNaukiKopernik/videos/608361870179493/</p> <p>https://globalresilience.northeastern.edu/climate-gentrification-why-we-need-to-consider-social-justice-in-climate-change-planning/</p> <p>https://www.nrdc.org/stories/what-climate-gentrification</p>