

Task 1 Introduction

- a) Watch the video without sound and describe to your partner who has not seen what is happening there.

<http://video.nationalgeographic.com/video/environment/natural-disaster> (0 - 1.00)

<https://www.youtube.com/watch?v=sITmwEVOaig> (26:53 -27.53)

What do we call these events?

- b) Give examples of the following categories. What are the risks associated with them?

natural hazards, e.g.

chemical hazards, e.g.

biological hazards, e.g.

social hazards, e.g.

personal hazards, e.g.

Task 2 Classifying into a system

Use a suitable diagram which will show the classification clearly and then describe your diagram using some of these verbs:

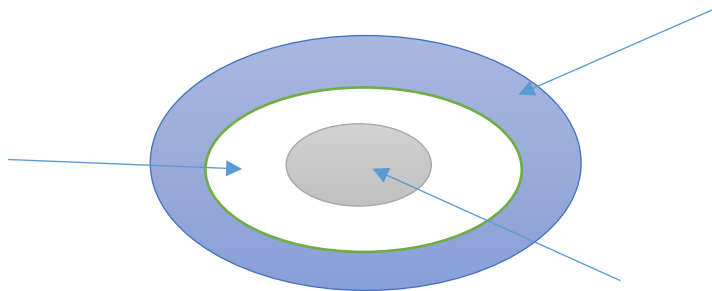
<i>be divided into</i>	<i>classify as</i> (dělit na kategorie)
<i>be classified into</i>	<i>constitute</i> (tvoří)
<i>include</i> (se člení na)	<i>form</i> (tvoří)
<i>comprise</i> (zahrnuje)	<i>consist of</i> (spočívá, tkví v)

- wildfires
- landslides
- floods
- occupational safety
- pollutants in air, water, soil and food
- viruses
- pollen
- smoking
- hailstorm
- transportation
- lahar
- avalanche
- parasites
- drinking
- dieting
- bacteria
- heatwave

Task 3 Differentiating between concepts

What is the difference between a *natural phenomenon*, *natural hazard*, and *natural disaster*?

Use the ovals in the scheme to illustrate the hierarchy. Give examples.



Label the scheme above with these characteristics.

physical event * potentially dangerous * has the potential to cause damage to humans, human structures, human activities * has a major impact on humans * damage to people or human infrastructure * separated into categories: atmospheric, geologic, hydrologic

Source: <https://disastrousideas.wordpress.com/2013/10/22/natural-phenomena-hazards-and-disasters-implications-for-data-and-measurement/>

Task 4 Visualizing relationships between concepts

What are the causes of natural hazards? What are the impacts of hazardous events on humans?

a) Write your suggestions into an affinity map.



Supplement your list after watching the video

https://www.youtube.com/watch?v=n73qtEojP_Y (0:17 - 0:59 – 1.23) American Geosciences Institute.

b) Discuss more details about the topic:

1. What kind of natural hazards can be intensified by human activities?
2. Give examples of sudden natural hazards and gradual hazards.
3. Can local hazards have distant effect? Give examples.
4. What can help us understand risks connected with natural hazards?
5. Can the risk from natural hazards be eliminated?
6. How can we deal with the risk so as to be able to reduce the consequences?

Watch the video and check your answers (see Big Idea 8 1:30 -4.10)

https://www.youtube.com/watch?v=n73qtEojP_Y (source: AGI American Geosciences Institute)

Task 5 Showing causes and effects by a fishbone diagram

Try to draw a fishbone for a part of the topic from the video.

Task 6 Planning a poster presentation

- Plan a design of a poster to present a piece of your work /a topic. Which visuals would you use?
- Using the poster plan, think about a brief explanation of your topic.
- Present your explanation to a partner along with your poster plan, answer your partner's questions.

Task 7 Read the text and discuss which type of a visual representation would be useful for the information it contains.

de Chazal, Edward, Mc Carter, Sam: Oxford EAP B2, OUP, 2012, p. 153

An avalanche is typically a falling mass of snow which may contain rocks, ice, or other debris. Avalanches are released by either an increase in stress (fresh snow or weight of a climber/skier) or a decrease in strength of the snowpack caused by the heat of the sun. In developed countries, around 150 people die annually in avalanches; estimates suggest that 90% of victims have triggered the avalanche themselves. Death rates in the high mountain ranges are unknown.

In high mountains snow can fall at any time of the year, and wilderness travellers will have to evaluate the risks of terrain and snowpack for themselves. Knowledge of avalanche assessment, prudent group management strategies, and the skills and equipment to effect the rescue of avalanche victims are prerequisites to back-country mountainous snow travel both in summer and winter.

Avalanche deaths result from:

- Burial and suffocation: 65% deaths
- Collision with obstacles: 25% of deaths
- Hypothermia and shock: 10% of deaths.

Overall, only 50% of victims fully buried by an avalanche survive; shallow burial and rapid retrieval significantly improve survival rates.

Glossary

Prudent – sensible and careful when you make decisions

Snowpack – layers of snow

Retrieval – the process of getting something back or recovering something

Suffocation – death because there is no air to breathe

HOMEWORK:

Prepare your poster either individually or in pairs (printed – 1 page A4 is a sufficient size) to be presented & discussed in a small groups of listeners (4-5 people in a group) in the class.

Bring the poster printed in colour to the following classes.

As you are about to create a poster, imagine that the conference has a new rule: Your poster cannot include text except for five sentences with a maximum of 15 words each, but it can include as many illustrations (drawings, photographs, etc.) as you wish. Which five statements would optimally tell about your work to your audience? How would you illustrate these statements? How would you arrange the five blocks (statement + illustrations) logically on your poster? What you come up with is probably a good basis for your poster. Now relax the rule slightly: Allow yourself just a few more statements, if useful, or a few words of explanation in addition to the illustrations. Do so only if the proposed extra words really add value to the poster.

(A task from <https://www.nature.com/scitable/ebooks/english-communication-for-scientists-14053993/contents>)