Curriculum Unit Title	Psychological Vulnerability in Disasters	**Author**	Shelby Borst

KEY LEARNING, ENDURING UNDERSTANDING, ETC.

Individuals experience disasters differently, based on a variety of psychological factors. In fact, there are parts of the brain that adapt to disaster-driven trauma. It is essential that we identify how individuals may be psychologically vulnerable to a disaster and how to prevent any additional psychological harm before, during, and after a disaster.

ESSENTIAL QUESTION(S) for the UNIT

How does one's psychological vulnerability influence mental health before, during, and after a disaster?

How should individuals, loved ones, and the community help to prevent trauma in those who need additional psychological support in a disaster?

CONCEPT A	**CONCEPT B**	**CONCEPT C**
Changes to the brain	Psychological effects of disasters	Strategies to prevent harm
ESSENTIAL QUESTIONS A	**ESSENTIAL QUESTIONS B**	**ESSENTIAL QUESTIONS C**
How does the brain change and adapt to disaster-driven trauma? How does psychological vulnerability influence the productivity and function of the brain?	How does a disaster affect people differently? How do various factors contribute to psychological vulnerability before, during, and after a disaster?	How can individuals plan ahead and mentally prepare for a disaster? How can others best assist individuals who are psychologically vulnerable in a disaster?
VOCABULARY A	**VOCABULARY A**	**VOCABULARY A**
Amygdala, Prefrontal cortex, HPA Axis, fear conditioning, Watson's Little Albert Experiment, fMRI	Psychological vulnerability, distrust, anxiety, PTSD, stressors, prevalence, resilience, socioeconomic status	Collective trauma, grief, disaster recovery, atypical behaviors, mental health surveillance, adaptation monitoring

ADDITIONAL INFORMATION/MATERIAL/TEXT/FILM/RESOURCES

During the unit, students will be tasked with using technology to expand their learning as well as research specific topics related to disaster-driven trauma. Students should consistently use reliable search engines that will help provide students with valid information related to their searches. The search engines that students use here are ERIC, Google Scholar, and UDLibSearch from the University of Delaware.

Students will also use Koshland's Interactive: Brain Anatomy online at Koshland's Virtual Museum to explore areas of the brain and their functions. This source will be useful to enhance student spatial awareness of the brain as it is a 3D interactive model with the functions of each brain region.