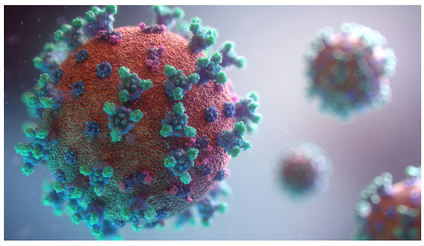


Hazard Literacy Center

Hazard Literacy Education Program

Hazard Literacy Center

The Unequal Recovery: Inequality After COVID-19



1. Program Overview

This program is a social-studies-linked disaster education unit exploring how the COVID-19 pandemic deepened existing inequality in the areas of education, healthcare, and the economy. Learners analyze sample materials (inequality in COVID-19 vaccine distribution, rising learning loss among low-income students, worsening income-distribution indicators) and each group conducts an in-depth inquiry into one topic before presenting it. The program is designed to help students critically recognize that infectious disease is not merely a public-health issue but is intertwined with structural social inequality, and to encourage reflection on more equitable disaster-response measures.

Grade Level	High school grades 1–3	Instructional Methods	Lecture, data analysis, group inquiry and presentation
Learning Environment	Regular classroom	Duration	Total 100 minutes (50 min × 2 sessions)
Required Materials	Statistical and news-article materials, worksheet		

2. Learning Objectives (Hazards Literacy Framework)

① Concretely explain cases in which social inequality deepened in the areas of education, healthcare, and the economy after COVID-19.
② Analyze the structural causes of infectious disease causing greater harm to vulnerable groups.
③ Propose equitable and fair disaster-response policies that take into account the degree of harm suffered by vulnerable groups.

Learning Objectives	Knowledge & Understanding		Reasoning & Skills					Values & Attitudes			Psychology & Emotion			Behavioral & Practical Enagement		
	A1	A2	B1	B2	B3	B4	B5	C1	C2	C3	D1	D2	D3	E1	E2	E3
Objective ①	O	O														
Objective ②		O	O		O					O						
Objective ③												O	O			O

3. Key Concpets

· The characteristics of pandemics and infectious-disease disasters: wide-ranging social ripple effects

· Disaster and social inequality: the same disaster causes greater harm to vulnerable groups

· Inequality in health, education, and employment, and the role of the social safety net

4. Program Sequence

	Learning Activities
Introduction	·Students share experiences — hardships during the COVID-19 pandemic such as remote learning ·Prompt: Were the hardships people experienced during COVID-19 all the same?
Inquiry1	·Present statistical data on inequality that deepened after COVID-19 (education, income, health), then examine patterns of deepening inequality ·Watch a news video on social inequality during COVID-19 and record notes on the worksheet
Inquiry2	·Each group chooses a topic from education / income / health and conducts an in-depth inquiry into the inequality that deepened after COVID-19: (1) Which group was most affected? (2) What kind of harm occurred? (3) What caused the inequality? (4) What are possible solutions? ·Prepare presentation materials on the inquiry results
Wrap-up	·Group presentation of discussion results and writing reflections on the worksheet

5. Theoretical Background and Activity Design for Disaster Education

According to a report by the Bank of Korea, "The Effects of the Spread of COVID-19 and Social Distancing on Wages and Income Distribution," COVID-19 and the resulting social distancing reduced overall labor supply in Korea's economy by 4.9% and wages by 2.6%. In particular, harm was concentrated among men, temporary and daily workers, and those with lower education and income, deepening income inequality. According to U.S. Centers for Disease Control and Prevention (CDC) data, the 2020 increase in COVID-19 death rates by race in the U.S. was highest, in order, among Hispanic, Native American, Asian, Black, and White populations. An analysis using Gyeonggi Education Panel Study data found that for every 10-day reduction in school attendance days due to COVID-19, participation in private (after-school) education increased by 2.6 percentage points and private-education spending increased by 9.5%. These cases suggest that, both domestically and internationally, COVID-19 deepened inequality or caused differing degrees of harm across various areas of income, health, and education depending on socioeconomic class. Through this program, students come to systematically and comprehensively understand the relationship between disaster and social inequality by independently researching, analyzing, and presenting on the state of inequality triggered by COVID-19.

6. Instructional Considerations

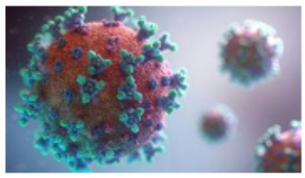
- Guide students to recognize inequality not as something arising from individual incompetence or failure but as a structural problem, and take care that no hostility toward a particular country or group arises.
  • When students propose solutions, use prompting questions to expand the discussion beyond individual practice to the level of social institutions and policy.
  • Provide in advance a list of statistical and news websites students can consult, so they use materials from reliable sources.

7. References

- https://news.kbs.co.kr/news/pc/view/view.do?ncd=5346164&ref=A
- https://www.khan.co.kr/article/202211301346001#ENT
- https://biz.heraldcorp.com/article/2619725
- https://www.sedaily.com/article/12971852

Hazard Literacy Center Education Program

Social Inequality Following COVID-19

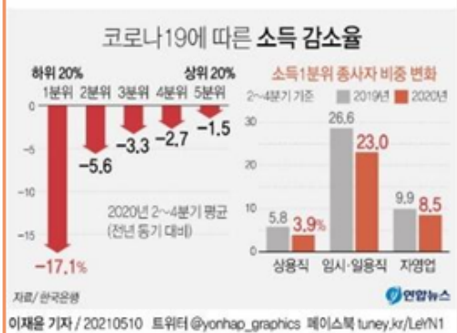
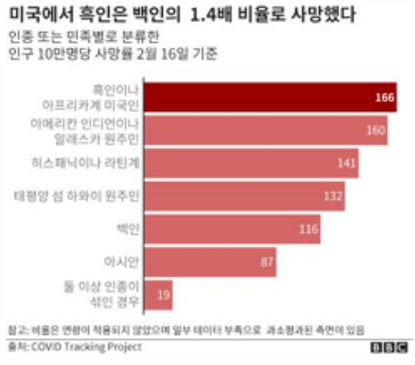


Topic	
What will we learn?	

① Opening Reflection

During COVID-19, were there hardships you experienced yourself or saw around you?

② Summarizing: Inequality Deepened After COVID-19

Income inequality	Educational inequality	Healthcare Inequality
		

4 Inquiry: Analyzing Cases of Inequality

Topic chosen by our group: ☐ Income inequality ☐ Educational inequality ☐ Healthcare inequality

Which group was most affected?	
What kind of harm occurred?	
What caused the inequality?	
What are possible solutions?	

5 Wrap-Up

Let's write down what you newly came to think about "disaster and inequality" through today's lesson.