



# The impacts of flooding

**Time needed for activity** 30 minutes

**Location** Indoors or outdoors

## Context

This activity shares ideas to support learners to identify the immediate and long-term impacts of flooding.

Natural Resources Wales' purpose is to pursue sustainable management of natural resources in all of its work. This means looking after air, land, water, wildlife, plants and soil to improve Wales' well-being, and provide a better future for everyone.

## Curriculum for Wales

Humanities	Languages, Literacy and Communication	Health and Well-being
<ul style="list-style-type: none"><li><b>What matters</b> Our natural world is diverse and dynamic, influenced by processes and human actions.</li></ul>	<ul style="list-style-type: none"><li><b>What matters</b> Understanding languages is key to understanding the world around us.</li></ul>	<ul style="list-style-type: none"><li><b>What matters</b> How we process and respond to our experiences affects our mental health and emotional well-being.</li></ul>
<ul style="list-style-type: none"><li><b>What matters</b> Events and human experiences are complex, and are perceived, interpreted and represented in different ways.</li></ul>	<ul style="list-style-type: none"><li><b>What matters</b> Expressing ourselves through languages is key to communication.</li></ul>	<ul style="list-style-type: none"><li><b>What matters</b> Our decision-making impacts on the quality of our lives and the lives of others.</li></ul>

## Objectives

### Learners will be able to:

- Consider their own and other people's emotional responses to the effects of flooding.
- Work together to explain the possible immediate and long-term impacts of flooding on people, property and communities.

## Suggested equipment and resources

- Resource cards - The impacts of flooding



### Background information

Natural Resources Wales and other organisations work with people and communities at risk of flooding; helping to prevent and prepare for flooding and providing support for those affected.

If you or your learners would like to know more about your flood risk and what to do in the event of a flood, visit our [webpages](#).

### Suggestions to complete this activity

- You could begin this activity by asking your learners how they think they would feel if their home was flooded. Has anyone in the group ever experienced the effects of flooding?
- Your learners could discuss how flood water may impact their day to day lives? For instance, the impacts of flooding might mean that they:
  - Would not be able to use a local sports field or play in their favourite park.
  - Would have to adapt to only being able to use the upstairs area of their home.
  - Could not live at home for a while. If a home is badly damaged by flooding, it may take up to a year or longer for it to be restored and become habitable again. This is mainly due to the time it takes to safely decontaminate, dry out and repair a property after it has been flooded. On average most people who have to leave their homes because of flooding are unable to live in their properties for approximately six to nine months.
  - Would be unable to have pets living with them.
  - Might need to learn at a different school or attend a different location temporarily if their school has been flooded.
- Can your learners discuss what effects they would expect flood water to have on their homes and belongings? Could flood water compromise the structure of the building? Could there be external damage to their home? Your learners could think systematically about each room in their home to visualise the possible impacts from flood water.
  - Can they consider what they think the effect of flood water on their household electrical items like fridges, smart devices or televisions would be?
  - What would happen to the different types of flooring in the house such as carpet, tiles or laminate?
  - What about the soft furnishings, furniture and general décor?
  - Can they think of anything in their home that would not be impacted?
- Are your learners able to discuss the impacts of flooding on people and local communities? What impacts would flooding have on the natural environment? Or on local infrastructure? What immediate (the first few days) or long-term (weeks/months/years) impact might flooding have? Our [Resource cards - Impacts of flooding](#) could be used to aid discussion or your learners could create their own. You could ask each group to feedback to the wider group and discuss and compare their thoughts and ideas. Do your learners consider some impacts to be worse than others?
- You could encourage your learners to be physically active by challenging them to run, fetch and sort the cards. If the resource cards are laid out on a flat, open piece of ground can one team run, identify and retrieve all the cards that highlight the impacts of flooding on infrastructure? Another all the impacts on the natural environment? Alternatively, you could give half your group immediate impact cards and the other half long-term impact cards and challenge them to identify and make the links between the impacts accordingly.



### Suggested key questions

- Imagine you have just returned to your home after a flood. What sort of damage do you think there might be?
- How would this make you feel?
- What immediate and long-term impacts do you think flooding has on people? On communities? On the environment? On transport systems?

### Suggestions for adapting for different needs/abilities

- Complete the activity as a whole group.
- Look at some of the immediate effects of flooding with your learners and discuss some of the problems they might cause.
- Can your learners identify other impacts that aren't listed and create their own resource cards?
- Instead of giving out the resource cards, give out blank cards and ask the pupils to make a list based on what they think are the immediate and long-term effects of flooding.

### Suggestions for follow up activity/extension

Try out our:

- [Activity plan - The dangers of flood water](#)
- [Activity plan - How to prepare for a flood](#)
- [Activity plan - Writing a flood plan](#)
- [Activity plan - Investigating the emotional and psychological effects of flooding](#)

**Learning in, learning about, and learning for the natural environment.**

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Alternative format; large print or another language, please contact:

[enquiries@naturalresourceswales.gov.uk](mailto:enquiries@naturalresourceswales.gov.uk)

0300 065 3000

