



Investigating the emotional and psychological effects of flooding

Time needed for activity 40 minutes

Location Indoors

Context

This activity encourages learners to explore and investigate the impacts that being involved in a flood event can have on mental health and emotional well-being. It shares ideas to help learners discuss and consider the emotional and psychological effects of flooding.

Natural Resources Wales' purpose is to pursue sustainable management of natural resources in all 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

Health and Well-being	Languages, Literacy and Communication	Expressive Arts
<ul style="list-style-type: none">What matters How we process and respond to our experiences affects our mental health and emotional well-being.	<ul style="list-style-type: none">What matters Expressing ourselves through languages is key to communication.	<ul style="list-style-type: none">What matters Creating combines skills and knowledge, drawing on the senses, inspiration and imagination.
<ul style="list-style-type: none">What matters Our decision-making impacts on the quality of our lives and the lives of others.	<ul style="list-style-type: none">What matters Understanding languages is key to understanding the world around us.	

Objectives

Learners will be able to:

- Identify and share how floods can affect people both emotionally and psychologically.
- Empathise with those impacted by flooding.
- Discuss how flooding might affect different people within the community.
- Identify where they can seek emotional and psychological help and support for those affected by flooding.



Suggested equipment and resources

[Resource cards – Investigating the emotional and psychological effects of flooding](#)

Suggestions to complete this activity

- You could start this activity by discussing with your learners how they think a flood event might affect members of a community emotionally and psychologically? Have any of your learners been exposed to a flood event? How did they feel?
- What reactions do they think people might have? Your learners could work in pairs or as a group to create a list. You may want to reassure your learners that these feelings and reactions are completely normal.
- You could ask your learners if they think that everyone will react the same? You may want to reassure them that everyone is unique, that people will have different ways of responding. Circumstances can vary greatly, from those who live alone and don't have friends or family living in the area to those with strong extended social networks.
- How might people who have been flooded in the past feel?
- Some people may already be under stress for different reasons – the additional stress of a flood could compound things. Can your learners think how these people might feel?
- Can your learners think what people's immediate reactions and concerns might be on discovering they have been the victim of or have been affected by a flood event? You could give the [Resource cards – Investigating the emotional and psychological effects of flooding](#) out to aid your learners' discussion or alternatively can they write their own scenario cards. Can each group feedback to the wider group, explaining their scenario, the feelings and particular difficulties that the person on their card may experience? You could ask your learners to consider what actions should they take? Who could they contact?
- You could go one step further and challenge your learners to prepare a short news report on their scenario, nominating one person to be the reporter and another one or two people to be the characters affected by the flooding. You could use a newspaper flooding headline to set the scene. Can the reporters empathise and come up with some open questions to encourage the flood victims to share their feelings and concerns? Can learners taking on the role of those affected by flooding express their feelings and emotions effectively? Your learners might want to perform their interviews to the wider group, or you could challenge them to write a press article.
- Flooding can have profound effects on people's mental health and emotional well-being that may continue over extended periods of time. You could ask your learners to do some research to find out where they can get help and support if they found themselves in a similar situation or were concerned about someone else's mental health and emotional well-being. Can they come up with a list of useful suggestions on what to do to help someone recover?

For example:

- Don't take on too much.
- Don't bottle up your feelings – talk to others and share your concerns.
- Take time to sleep and rest.



Suggested key questions

- How would you feel if you were affected by a flood?
- What might have happened to your home or business?
- What actions could you take and who could you contact for help?
- What might the short, medium and long-term psychological and emotional impacts of flooding be on an individual or community?

Suggestions for adapting for different needs/abilities

- Discuss one or two of the cards as a group, encouraging everyone to feed in ideas.
- Ask your learners to write their own scenario cards.
- You could ask your learners to research the emotional and psychological effects of flooding.
- Challenge your learners to think about how they might help other vulnerable people in the community during a flood event.

Suggested follow up activity/extension

Try out our:

- [Activity plan - Dangers of flood water](#)
- [Activity plan - How to prepare for a flood](#)
- [Activity plan - Impacts of flooding](#)

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

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