



How to prepare for a flood

Time needed for activity 15 to 25 minutes

Location Indoors or outdoors

Context

This activity shares suggestions to encourage learners to think about what they would do to prepare for a flood event and encourages them be flood ready.

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

Languages, Literacy and Communication

- **What matters**
Understanding languages is key to understanding the world around us.

- **What matters**
Expressing ourselves through languages is key to communication.

Humanities

- **What matters**
Informed, self-aware citizens engage with the challenges and opportunities that face humanity, and are able to take considered and ethical action.

- **What matters**
Our natural world is diverse and dynamic, influenced by processes and human actions.

Health and Well-being

- **What matters**
Our decision-making impacts on the quality of our lives and the lives of others.

Objectives

Learners will be able to:

- Describe possible actions to take before and during a flood to help keep themselves, others and their possessions and property safe.
- Discuss, sort and agree what are essential and useful items for their flood kit.
- Create a basic flood plan for their setting, home or local community.

Suggested equipment and resources

- [Information note - What goes in your flood kit?](#)
- [Resource cards - What goes in your flood kit?](#)
- [Resource cards - Organisations that can help with flooding](#)



Suggestions to complete this activity

- You could begin this activity by asking your learners if they have ever experienced a flood event or if they have seen or heard news stories focussed on flooding. Can they think about what might cause flooding to happen? You could ask them to consider whether flooding is caused by natural or man-made reasons or both? For example, extreme weather events and building on flood plains.
- Can your learners think of any organisations whose work involves trying to prevent floods happening or who might be involved in helping those affected in the event of a flood? There are several agencies and authorities that have different responsibilities. The degree to which they get involved during a flood event will depend on the scale and impact of the flood. Can your learners sort their roles and responsibilities correctly using our [Resource cards – Organisations that can help with flooding](#). Alternatively, they could be challenged to create their own resource cards.

- You might want to explain to your learners that to prepare for flooding it helps to know what the risk of flooding to their home or community might be.

Do they know how close their home or school is to a water source? They could estimate and then go on to use websites such as [DataMapWales](#) to measure the distance.

Can they predict what the risk of flooding might be in their area? You might want to bear in mind that this information could be alarming, but it is all part of being prepared for the worst. If you think appropriate, your learners can investigate their flood risk by visiting our website. Learners could [check flood risk by postcode](#) or on a [flood risk assessment map](#).

- Natural Resources Wales (NRW) monitors [river levels, rainfall and sea data](#) to provide 24/7 flood forecasting, allowing NRW to issue flood warnings across much of Wales. Learners could encourage their families or setting to sign up to receive free flood warnings. By [signing up to receive flood warnings](#), settings and homes are notified by text message, phone call and/or email of warnings for their location as soon as they are issued. This should give those affected time to prepare.
- Can your learners consider how they might prepare themselves and their home for a flooding event? You could run this as a scenario and pretend that there is an imminent risk of coastal, river or flash flooding to add context.

You could challenge your learners to consider and discuss:

- How would they know if a flood was expected?
- What things would they want to protect?
- Where could precious items be kept safely?
- Could anyone else help them to get their home/setting ready?
- What steps could they take to be flood ready and prepared? For example, they could prepare a flood kit, a bag that is ready to 'grab and go' if they were ever to receive a flood warning. A flood kit contains some essential and useful items that would keep a family going if they had to leave their home at short notice. Our [Resource cards - What goes in your flood kit?](#) could be used to aid discussion or you could give your learners a range of actual objects to decide what should be included. Can your learners agree what would be essential, useful or not useful, and why? Once the cards/items have been sorted, you could ask each group to explain their choices to the wider group. Guidance on what we advise should be included in a flood kit is available on our ['Preparing for a flood' webpage](#).
- Can they identify where water could enter their home/setting? For example, through windows and doors, the sewer system and cracks in the foundations.
- What actions could they take to try to prevent water entering their home or school? You could challenge them to research into the advantages and disadvantages of different flood protection products.



- What would they do if floodwater entered their home/setting while they were present?
- How could they keep themselves, friends and family safe?
- Who do your learners think they could approach for help and support during a flood event?
- Could they do anything to make it easier to clean up water after the flood has dissipated?

Further information and guidance

For further information you and your learners may wish to view our [‘Flooding’ suite of webpages](#).

Suggested key questions

- How can you keep yourself and others safe during a flood?
- What actions could you take to protect your home, school or community?
- What personal items are essential, useful or not useful in the event of a flood?
- What could you do to protect important personal or household items?
- Who could you contact for help and advice during a flood event?
- How could we reduce the impacts of a flood event on families? On schools? On local communities?

Suggestions for adapting for different needs/abilities

- Give out fewer resource cards. Tell your learners how many ‘essential’ and ‘non-essential’ cards there are. Can they sort them into categories?
- Working in groups, you could ask your learners to diamond rank the cards, prioritising the objects they feel are most important.
- Give out 10 blank cards and challenge your learners to write down items they consider important to include in their flood kit.
- What information should be included in a flood plan?

Suggested follow up activity/extension

- [Activity plan - Dangers of flood water](#)
- [Activity plan - Writing a flood plan](#)
- [Activity plan - Impacts of flooding](#)

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

Looking for more learning resources, information and data?

Visit <https://naturalresources.wales/learning>

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

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