



SEPA FLOOD AWARENESS

TEACHER GUIDE

INTRODUCING THE FLOOD RISK SQUAD

These resources have been designed to help pupils in P5 – 7 develop their understanding of how to prepare for and respond to flooding. The resources support the following learning outcomes:

- I can explain the importance of water
- I can explain why water might be dangerous
- I can explain who SEPA are and give examples of the work that they do
- I can explain what a flood is and how it is caused
- I can give examples of the different types of flooding and define these
- I can give examples of organisations who manage the risk of flooding
- I can describe ways to prevent/limit flood damage
- I can explain how to prepare for a flood / what to do during a flood to stay as safe as possible
- I can describe some of the ways flooding affects communities
- I can give examples of where recent flooding has occurred
- I can identify which services may assist in flood recovery.

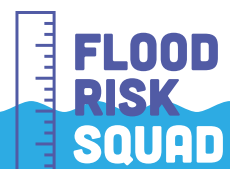
The topics featured in these resources link to Science, Health and Wellbeing, and Social Studies curricula, and the activities help pupils strengthen skills such as communication, problem solving and contributing to the community.

The content has been developed to be used flexibly to suit your needs and the time available to you. You may choose to use it to deliver a whole school assembly, or in a class setting, across a whole day or spread out across a term.

This pack contains:

- an overview of the content and activities
- delivery guidance
- presentation slides
- supporting resources (to be printed).

The following table details all the Flood Risk Squad resources, along with approximate timings, to support your planning.



FLOOD RISK SQUAD RESOURCES

Activity name	Details	Format	Approx timings
Activities supported by presentation slides			
Introduction to the Flood Risk Squad	<p>Two animated videos for pupils to watch, before answering relevant questions to check their understanding and embed learning.</p> <p>Video 1 introduces SEPA and discusses what flooding is, and how it is caused. Video 2 covers tips on how to prepare for a flood and what to do during a flood to stay as safe as possible.</p>	<p>Two animated videos and comprehension questions.</p> <p>Note: this activity can be run as part of a longer teacher-led activity or as a standalone animation and Q&A.</p>	<p>Each video is approximately 2 minutes long.</p> <p>Videos and comprehension activity = 15-20 minutes</p>
True or false	An interactive true or false activity where pupils will consider information about rainfall and climate change.	Teacher-led activity using the presentation slides.	20 minutes
Flooding timeline - Steps to safety	Pupils will sort a list of actions related to preparing and responding to local flooding, into a sensible order.	Teacher-led activity using the presentation slides and print outs.	10 minutes
Creating your flood kit	Pupils will analyse a range of items and decide which to pack in a flood kit.	Teacher-led activity using presentation slides and supporting props.	15 minutes
Hazard spotting	Pupils will develop their knowledge of risks and appropriate behaviour during flooding, as they spot hazards in a series of images.	Teacher-led activity using the presentation slides.	15 minutes

FLOOD RISK SQUAD RESOURCES CONTINUED

Activity name	Details	Format	Approx timings
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Activities supported by presentation slides

Joshua's story	Pupils will read a story about a family affected by flooding, and answer comprehension questions.	Teacher-led activity using Joshua's story from the Flood Stories pack.	20–30 minutes
Flood Stories pack	Four stories from Joshua, Zaniib, Jenny and James along with comprehension questions.	Four written stories supported by illustrations.	20–30 minutes per story

Activity name	Details	Format	Approx timings
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Digital interactive resources that can be used in the classroom or accessed individually by the children for homework.

Welcome to Waterville	An interactive activity where pupils must find safe routes around town to avoid flooding or flood-related hazards.	Online digital interactive	20–25 minutes
Flood Preparation Camp	An interactive activity that encourages pupils to consider different ways they can prepare for and respond to flooding. Upon completion of this activity, pupils will have a printable action plan to take away with them.	Online digital interactive	20–25 minutes
Protect the Home	An interactive activity where pupils make a home more flood-resilient by making changes outside and inside.	Online digital interactive	20–25 minutes

Supporting resources

Printable 'steps to safety'	Sentences from the 'Flooding timeline – steps to safety' activity ready to print. These can be found at the end of this teacher guide.	Seven steps in large font (One per page)	N/A
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BEFORE YOU DELIVER THIS CONTENT...

- Review the activities you are planning to deliver, to ensure you are familiar with the content.

Note: It is worthwhile remembering that some families in your community may have been affected by flooding. It is therefore important to review the content carefully and adapt your delivery appropriately for your audience.

- Decide how you would like to deliver the content, e.g. during an assembly, with one class during lesson time.

FLOOD MAPS

SEPA are responsible for producing the flood maps for Scotland. You may wish to use a flood map of your local area to highlight the areas that are most at risk of flooding: [Flood maps – Scottish Environment Protection Agency \(SEPA\)](#).

Note: This activity should be delivered in a measured manner so as not to cause concern. Please read the background to using the flood maps. [Flood map frequently asked questions – Scottish Environment Protection Agency \(SEPA\)](#)

Make your pupils aware that these maps are used by a range of helpful services to ensure they are able to help local residents in the event of flooding.

FLOOD KIT ACTIVITY

The in-person 'Creating your flood kit' activity requires a range of props to support pupils' learning about items they may need in the event of a flood. Before delivering the activity, we recommend, if possible, gathering the following items (or similar):

Sensible items to pack:

- Warm and waterproof clothing
- Mobile phone
- Radio with batteries
- Bottled water
- Non-perishable food / snacks (long shelf-life items, canned food etc.)
- Medicine
- Torch
- First aid kit
- Important documents (e.g. passport)
- Home / car keys
- Baby food
- Hand gel
- Toiletries
- Blanket
- Whistle
- Teddy bear
- Nappies

See next page for 'red herring' items.

Make sure to throw in some 'red herring' items such as:

- Cuddly toy (this is not an emergency item but can be important for emotional support)
- Gaming device
- Large books (too big and heavy to move in an emergency)
- Big board game

- Nail varnish
- Football boots
- Pencil case and colouring book
- Toy cars/dolls

Please note: As an alternative to real items, images of the items could be printed.

DELIVERY GUIDANCE

PRESENTATION (FOR ASSEMBLY OR CLASS SETTING)

INTRODUCTION

Welcome your pupils to the lesson/ assembly.

Let your pupils know that they are going to be thinking about different types of flooding and how we can prepare for and respond to flooding if it happens in the local area.

Show **slide 2** and ask your pupils if any of them know who is responsible for letting us know if there is a risk of flooding? Take some answers from the children. They may offer the news, radio, newspapers as options. Some children may mention SEPA. If not ask them: *"Has anyone heard of SEPA?"*

Show **slide 3** and tell pupils: *"SEPA are the Scottish Environment Protection Agency and they are responsible for looking after the environment and supporting us to prepare for and respond to flooding."*

"SEPA create flood maps which help us plan for the future. They tell us if our local area could become more likely to be affected by flooding in the future."

If appropriate you may wish to show the flood map of your local area on the screen to establish the risk of flooding in the local area: [Flood maps – Scottish Environment Protection Agency \(SEPA\)](#)

Tell pupils *"The most important thing that I want everyone to remember is that there are lots of organisations and people in our communities who are very knowledgeable about flooding – they know the best ways for us to prepare and they are always ready to help if there is an emergency."*

"SEPA want all children and young people in Scotland to become part of the Flood Risk Squad, and they want pupils and their families and friends to improve their knowledge and skills about flooding, by completing a series of challenges. Shall we hear a little more about this?"

INTRODUCTION TO THE FLOOD RISK SQUAD

Access the videos which are linked on **slide 4**.

Direct links: [Video 1](#) and [Video 2](#).

Before sharing the first explainer video with your pupils, let them know that there will be questions about the video afterwards (you may wish to share the questions with them in advance, for support). As pupils watch the video, they should make a note of any information they think is important (or write down their answers if you have shared the questions in advance).

All questions are listed on slide 5, and questions and answers are on slides 6-21.

Questions (and answers) to discuss after video 1:

1. What does the Flood Risk Squad do?

The Flood Risk Squad are children and young people who have the skills and knowledge to plan and take action to reduce the impact of flooding to their family and community.

2. Why is the chance of flooding becoming higher?

Our climate is changing, we're seeing warmer, wetter winters, rising sea levels and an increase in heavy storms in both summer and winter.

3. When does flooding occur in Scotland?

Flooding happens regularly in Scotland, and can happen at any time of the year.

4. What is flooding?

It is where water covers land that is normally dry.

5. What are the three main sources of flooding in Scotland?

River flooding, coastal flooding (from the sea) and surface water flooding (from excess rainwater).

Repeat this process for video 2.

Questions (and answers) to discuss after video 2:

6. What can you do to prepare for a flood?

Make sure your family are signed up to Floodline, create a flood plan and prepare a flood kit.

7. What other things should you consider?

- Keep away from flood water.
- Look at your flood plan and take action to minimise the impact of flooding on your home.
- Listen to emergency services.
- Remember that even if your home is not affected by flooding, other places you visit could be affected so stay up to date with information from SEPA and Floodline.

8. How were people using or enjoying water at the end of the video?

- Someone was drinking from a water bottle (and a dog was drinking from the water too).
- People were fishing.
- People were kayaking.

After the videos and questions:

Explain to pupils that today they are going to be improving their knowledge and skills, and that by the end of the session, they'll be able to do the following things that will help them become part of the Flood Risk Squad.

- Explain why water might be dangerous.
- Describe ways to prevent flood/limit flood damage.
- Explain how to prepare for a flood / what to do during a flood to stay as safe as possible.
- Describe some of the ways flooding affects communities.

Note: A more detailed list of outcomes is included at the start of this teacher guide.



TRUE OR FALSE

Show **slide 23** and let pupils know that they are going to be playing a game of True or False where they should put their hands on their head if they think the statement is true, or on their hips if they think it is false. Use **slides 24-39**.

Statements and answers for your reference:

Scotland's warmest years all happened before 1997.

False. Scotland's 10 warmest years on record have all occurred since 1997.

Rainfall in Scotland has increased over recent years.

True. In the last ten years, it rained 9% more on average than it did between 1961 and 1990. In winters, it rained 19% more. These patterns mean we are likely to have more flooding in Scotland.

Due to climate change, Scotland's winters are likely to get wetter, meaning that flooding is more likely.

True. As a result of climate change, the biggest increase in rainfall is likely to be in western Scotland where rain will get heavier, especially on the rainiest days. More rainfall means flooding will be more likely.

Due to climate change, Scotland's summers are likely to cool down over the next few years.

False. The opposite is true! Scotland's summers are likely to get warmer.

Scotland's warmer summers will have less rain.

False. Although rain in summer will become less likely, extreme rain events are still likely to happen. These extreme rain events are likely to cause flooding.

Changes to our climate are more likely if we do not reduce our greenhouse gas emissions.

True. Our planet is heating at a much faster rate due to greenhouse gas emissions. Climate change can be slowed if our emissions are lower.

Despite our climate changing, sea levels will remain the same.

False. Climate change means that sea levels are likely to increase, this means that coastal flooding is likely to happen more often.

Scotland is making preparations for climate change and there are lots of things we can do to adapt and get ready for these changes.

True. Information about the weather and climate has been collected for many years and Scotland is working hard to ensure everyone is ready for changes to our climate.

Explain to pupils:

“It’s clear that our climate is changing. However, humans have always been particularly good at adapting to their environments and there are actions we can take to try to slow the changes to our climate, and also lots we can do to ensure we are as prepared as possible for flooding. Let’s explore some of the things we can do to prepare for flooding.”

FLOODING TIMELINE – STEPS TO SAFETY

Share **slide 40** and tell pupils:

“There are lots of different things we can do to prepare and respond to flooding. We’re going to do an activity where we’ll need to review some steps you can take to stay safe, and put them in the correct order.”

Choose seven volunteers to come to the front of the class/hall. Give each volunteer a print-out of a step on the timeline. Alternatively, you could print out the steps and give them to the children to work with in small groups. Each volunteer should read out the sentence on their piece of paper and show the class the step they are holding. Once the rest of the pupils have had a chance to discuss what they think the correct order should be, they should give the volunteers directions on which order to place themselves, in a row.

During this activity, take the opportunity to check for understanding of terms. You may need to explain the concept of a flood kit, which is a bag you and your household take if you have to leave your home as a result of flooding. The flood kit should contain essential items that you would need in an emergency.

Once you feel the pupils have had enough time to discuss, bring the activity to a close and compare the order of their steps to the answers on **slide 42**. (Also below for your convenience).

Steps in the correct order:

1. Check the level of risk for your home and review areas that you regularly travel to – is your school or a member of your family living in an area where there is a high risk of flooding?
2. Get an adult you live with to sign up to Floodline – this organisation sends out warnings about flooding.

3. If there could be a risk of flooding, it's time to create a flood kit and talk with your family about your plans should you be affected by flooding.
4. Are there some easy ways to protect your home and your belongings from flooding?
5. Flood Alert – this is the first indication that flooding is possible. You should be aware that your area could be affected by flooding and make sure you are prepared.
6. Flood Warning for your area – this means that flooding is expected. You should listen to local news and check social media for updates and take action that will ensure you are safe.
7. If you are advised by emergency services to leave your home, it's time to move to a safe place. This could be a building in your local community or the home of a family member that is living in an area unlikely to be affected by flooding.

As you present the correct order, this is also a chance to pose relevant questions such as "Can anyone think of ways homes and belongings can be protected from flooding?" Example answers include:

- Flood barriers in front of main doors.
- Ensuring that special items and important documents are kept in sealed plastic wallets.
- Moving objects to higher levels.
- Choices that can be made about flooring (tiles are better choices than carpets for homes that are likely to be affected by flooding).

CREATING YOUR FLOOD KIT

Ahead of this activity, decide if you are going to use slides 43 – 45, real objects, or printed images. Display the items at the front of the room or ask for volunteers to hold them so that the whole class/assembly can see them.

Tell pupils: *"Now we know what to do to prepare for a flood, we're going to think a little bit more about flood kits or grab bags as they are sometimes known."*

As you can see, I have a number of objects you are likely to find at home. Some of these items would be useful in an emergency and should be part of your flood kit, other items would just be heavy and/or not essential.

I'd like you to have a think and/or have a chat with the people near you. Which items do you think should go into a flood kit? Would you add anything else to your flood kit?"

Allow pupils to come up to the front of the room to choose items to place into a flood kit. As they make their choices, ask them to tell you why they think those items are essential or non-essential.

Once the pupils have made their choices, encourage them to review what they have packed. Emphasise the importance of packing essential items, and highlight any items they have missed, or any unnecessary items they have packed. There is a list of items to pack, and 'red herring' items near the start of this teacher guide.

Note: The 'Flood Preparation Camp' online interactive includes a flood kit activity. Consider using the interactive as a follow-up activity for pupils to complete independently, to embed learning following this teacher-led activity.

HAZARD SPOTTING

Show **slide 46** and explain to pupils that flooding happens regularly in Scotland and can happen at any time of year. Make reference to local flooding if appropriate.

"Flood water can be incredibly dangerous; it can be contaminated with sewage and it can hide dangerous objects that have been swept along with flood water. Who can tell me what "hazard" means?"

Take responses. The pupils should understand that it means something dangerous.

"On the screen you are going to see three different images of a town that has been affected by flooding. With the person next to you, I would like you to spot as many hazards as possible. Along the way you might see some examples of good behaviour or preparation – keep your eye out for that too!"

Show **slide 47** for a coastal flooding scenario. Allow pupils time to reflect and discuss with the person next to them, before discussing as a class and sharing answers on **slide 48**.

Coastal flooding image answers:

- Very strong, high waves (danger of being knocked over the water and/or swept into the sea).
- Smashed window at a house near the coast (damage and risk of injury from debris being thrown around by the powerful water).
- Broken sea wall (rubble which could be a trip hazard or be moved by the waves and cause injury).
- Positive = There doesn't appear to be anyone near the coast. People have moved to safer locations.

Show **slide 49** and repeat the process for the river flooding scenario. Answers on **slide 50**.

River flooding image answers:

- Someone standing close to the floodwater (risk of illness from potential sewage/pollutants in water, or falling into the water/being swept away).
- Fast-flowing water (even shallow water can move objects or people very quickly).
- A wheelie bin in the floodwater (could cause injury).
- Hidden river edge (risk of falling in)
- Positive = Flood barriers on the front doors of the houses (reducing the chance of water entering).

Show **slide 51** and repeat the process for the surface water flooding scenario. Answers on **slide 52**.

Surface water flooding image answers:

- Hidden kerbs (trip hazard).
- Metal/glass in the water (risk of injury).
- People trapped in their houses as flooding is right by their homes (unable to leave safely).
- Positive = Shops are closed (not encouraging people to travel to the area).

JOSHUA'S STORY

Show **slide 53** and tell pupils they are going to read about Joshua's experience of flooding.

Show Joshua's story (from the Flood Stories pack) on screen and/or print copies for pupils.

Ask for volunteers to read the story aloud.

Joshua's story questions and answers:

Once you have finished the story, ask pupils the following questions:

1. How did Joshua know there was likely to be flooding in his area?

The alert from Floodline.

2. How did Joshua's family prepare for the flooding? (Consider all of Joshua's story)

- Wrote a flood plan.
- Prepared a flood kit.
- Made sure important documents were protected.

- Temporarily stayed in a safe location away from flood waters.
- Took pets with them to a safe location.
- They also have a flood barrier they can use for their front door.

3. What were Joshua's special belongings? How did he keep them safe?

His yearbook and his football cards, which his dad put somewhere safe. e.g. the loft.

4. How did Joshua's family keep up to date with news about the flooding?

The radio and messages / social media updates from Floodline.

5. What surprised Joshua about the flooding?

That he couldn't return home immediately.

6. Which different people helped Joshua's family and local community?

The fire brigade helped some of Joshua's friends get out of their homes safely. Volunteers from the local community made sure Joshua's family were doing ok.

7. What would Joshua's advice be?

Check if your home could be at risk of flooding, sign up to Floodline and make a plan. If you are affected by flooding, follow the advice of emergency services and accept the support and advice of people in your community that can help.

Note: There are three other flood stories (and comprehension questions) in the Flood Stories pack. You could use these in future sessions or allocate different stories to different groups.



SUMMARY

Show **slide 54** and congratulate pupils for completing the session.

“Well done everyone, you have completed lots of activities to help improve your knowledge and skills relating to flooding – you are well on your way to becoming a part of the Flood Risk Squad! I’d like you to all think about the positive things that you can do to prepare for and respond to flooding.

Who is going to create a flood plan?

Who is going to make sure you know what will go in your flood kit?

Who is going to tell someone else about all of the things you have learnt today? You could speak to people you live with about Floodline and all the things you’ve learnt about flooding today.

You can find out even more about becoming a part of the Flood Risk Squad on the SEPA website where there are more interactive challenges and activities to learn about flooding.”

INTERACTIVE ACTIVITIES

FLOOD PREPARATION CAMP

Direct link: [Flood Preparation Camp](#)

Overview:

1. Personalised flood kit

In Step One of this interactive, pupils prepare a flood kit, choosing from a range of items presented to them.

If they select an item which is not appropriate for a flood kit, they will see a message which explains this and prompts them to choose another item. If they choose a sensible item, they will see a message which reminds them why this is a good choice.

Note: Pupils must choose at least one item for each of the categories (Essential food, Clothing, Navigation and communication, Other useful flood kit items). However, do encourage them to explore the different items and choose more than one item per category for maximum learning opportunities.

2. Personality quiz

Step Two is a fun quiz designed to help pupils feel empowered as they explore the role they might want to play in supporting their community to prepare and recover from a flood.

Pupils answer twelve multiple-choice questions about their personality, strengths, and interests. At the end of the quiz, pupils receive their results (they will be either the Thinker, the Entertainer, or the Doer) which includes some suggested actions, such as encouraging their household to make a flood plan, or spreading the word

about the impact flooding can have.

Note: This quiz is not science-based. It is designed to be a fun activity to encourage pupils to consider how they can play a part in preparing for or recovering from a flood.

3. Flood checklist

In Step Three, pupils answer eight yes/no questions designed to get them thinking about some of the steps to take to prepare for a flood.

Note: Encourage pupils to read each question (and extra details carefully) and let them know that you will be discussing them afterwards. There are discussion questions provided for you, below.

4. Download your poster

At the end of the interactive activity, pupils can download their very own poster.

It shows the flood kit they prepared, suggests some ideas about how they could help if flooding takes place, and gives them a handy checklist to take home.

Discussion questions:

Q Can you tell me some important items to pack a flood kit? And why?

Q Can you tell me which items you did not pack and why?

Q How can Floodline help?

A If you are signed up to Floodline, they will send notifications if the area you live, work or travel through is at risk of flooding.

Q What can you do to help protect belongings?

A Move them to a higher floor, if possible. If that's not possible, put them in protective containers and move them onto a higher shelf or into a higher cupboard.

PROTECT THE HOME

Direct link: [Protect the Home](#)

Overview:

Pupils explore the outside and inside of Joshua's home and identify ways to make it more flood resilient. The activity starts outside the house, before moving inside to make changes to the bedroom, living room, kitchen and hallway.

Key information:

Pupils should click the buttons with the '+' sign to read about the change they can make. Once they've read the information, they should click the 'tick' button. The scene will then update to reflect the change they have made. There are also seven facts to be found along the way, which can be found via the '?' buttons.

Encourage pupils to make a note of the changes being made in each room, and the key facts they find along the way, to support class discussion afterwards.

Pupils can click the room icons in the top left, to revisit the rooms they have completed.

Discussion questions:

Q How many homes are at risk of flooding in Scotland?

A 284,000 homes.

Q What are some of the items you moved upstairs?

A Floor lamp, rugs, valuables (like a vase and books).

Q What can you do with valuable items?

A Put them in a protective container, move them to a high up cupboard or upstairs.

Q Which items did you put into the flood kit?

A Torch, cuddly toy, first aid kit, long-lasting food, mobile phone, waterproof clothing, wellies.

Q Why is it a good idea to have electrical sockets higher up the wall?

A So that they are not damaged by flood water.

Q Why are tiles a better option than carpet on the ground floor?

A Easier to decontaminate after flooding, more resistant and less likely to be damaged by floodwater.

Q Can you remember the fact about mould?

A Areas that stay wet or damp for more than 48 hours can grow mould. If carpets, clothing, paper, and other absorbent materials cannot be completely dried, it is best to throw them out.

Q What does a water butt do?

A Collects excess rainwater.

Q If someone in your household has a car, what should they do if there is a flood warning?

A They should move the car to higher ground.

Q What changes can you make to doors, to prepare for a flood?

A Flood barrier for front door.

Fit a door with a flood-resistant seal to avoid water getting in.

Fit special hinges on internal doors, so doors can be easily removed if flooding is expected.

Q Why are air brick covers useful?

They help stop flood water from entering a building through the air brick (which would usually provide ventilation).

WELCOME TO WATERVILLE

Direct link: [Welcome to Waterville](#)

Overview and key information:

In this interactive activity, pupils navigate the town of Waterville after three different flooding scenarios: river, coastal and surface water flooding. Pupils are introduced to each scenario before being asked to identify a safe route from one location to another by clicking the '?' route buttons. As they navigate, they can click the '!' buttons to identify some of the hazards that the flooding has caused to receive more information about them.

Note: The coastal flooding scenario is a red herring. The correct choice is not to travel towards the coast at all. This scenario is designed to emphasise the importance of staying away from the coast when there is (a risk of) coastal flooding.

After navigating their routes, there is a quiz to help embed pupils' learning. Discussion questions are included below for you to use afterwards.

Discussion questions:

Q What causes river flooding?

A River flooding can be caused by a variety of factors including heavy rainfall, long periods of rain, melting snow, and not enough surfaces that are able to soak up water.

Q What are some of the hazards of river flooding?

A Hidden river edges and water deep enough to drown in.

Fast-flowing water which can knock you off your feet.

Sewage and pollutants that could make you ill.

Objects in the water (e.g. glass, metal, lifted manhole covers, or even cars) which could cause injury or infection.

Q How many centimetres of fast flowing water does it take to knock you off your feet?

A 15 cm

Q How many centimetres of fast flowing water does it take to move a car?

A 30 cm

Q How does coastal flooding happen?

A A combination of factors - high tide, strong wind, and large waves.

Q What are some of the hazards of coastal flooding?

A Being injured by debris being carried in from the sea.

Strong waves which could knock you over or drag you into the sea.

Q What causes surface water flooding?

A Surface water flooding happens when there is heavy rainfall on hard surfaces overwhelming drainage and sewers.

Q What are some of the hazards of surface water flooding?

A Objects in the water (e.g. glass, metal, lifted manhole covers) which could cause injury or infection.

Sewage or possible pollutants that are dangerous to our health.

Trip hazards like hidden kerbs.

Water deep enough to drown in.

Road erosion making the road unstable.



SUPPORTING RESOURCES

PRINTABLE 'STEPS TO SAFETY'

If you are advised by emergency services to leave your home, it's time to move to a safe place. This could be a building in your local community or the home of a family member that is living in an area unlikely to be affected by flooding.

Flood Alert – this is the first indication that flooding is possible. You should be aware that your area could be affected by flooding.

Are there some easy ways to protect your home and your belongings from flooding?

Flood Warning for your area – this means that flooding is expected. You should listen to local news and check social media for updates and take action that will ensure you are safe.

Get an adult you live with to sign up to Floodline - this organisation sends out warnings about flooding.

Check the level of risk for your home and review areas that you regularly travel to - is your school or a member of your family living in an area where there is a high risk of flooding?

If there could be a risk of flooding, it's time to create a flood kit and talk with your family about your plans should you be affected by flooding.