

Supporting Documents

for

Flooding Booklet

These notes are provided to help teachers understand the content of the booklet by providing some background information. Some of the notes are direct quotes from the Our Climate, Our Health report and others are paraphrases. Whilst sharing this information verbally with the class it could be good to ask lots of questions too.



Page 1

1

Climate change means that sea levels are rising. It also means that the weather is getting more extreme and unpredictable. London is a very old city and therefore our plumbing system is very complex. The Thames Barrier is a system that stops the river Thames (which runs along the top of Southwark) from flooding. However the Thames Barrier is in need of an upgrade. For all of these reasons combined, Southwark has a risk of flooding.

2

Flooding causes displacement, damage to homes and belongings, road closures, business closures, school closures, illnesses, emergency healthcare problems and mental health issues.

3

Are we prepared in Southwark for flooding?

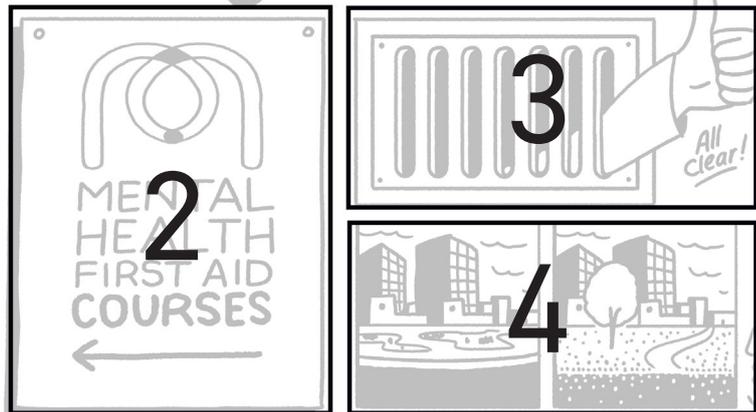
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What *Southwark* Council is doing about it?



Page 2

1
Southwark Council works across its departments to identify the people who are most vulnerable to flooding. These groups are older people, pregnant women, people who are not fluent in English and young children.

2
They also signpost mental health first aid courses so that people know where to seek help for their mental health in the event of a flood.

3
Drains are regularly checked so that the council knows that they are clear.

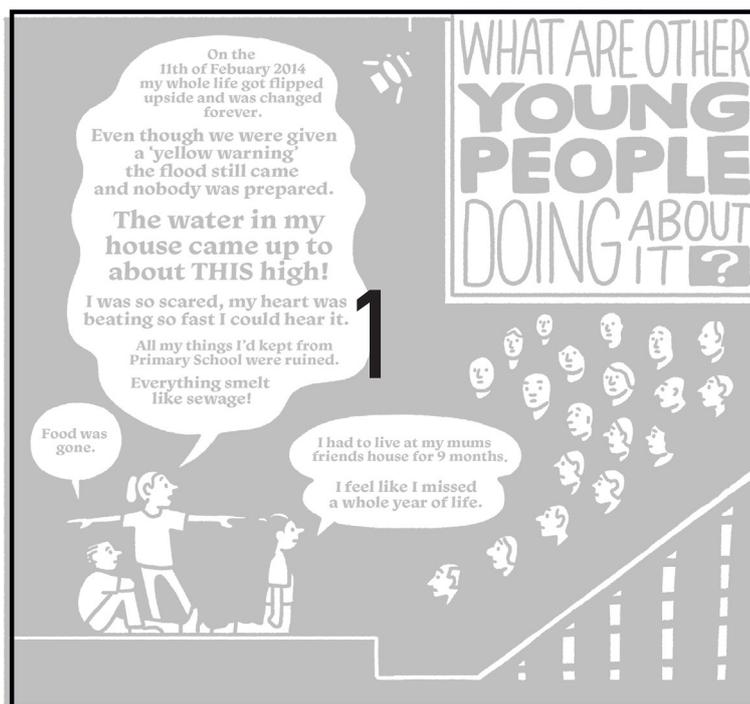
4
There is also a commitment to creating more green spaces where there is currently concrete. Green spaces help to absorb rainfall/flooding and concrete surfaces do not.

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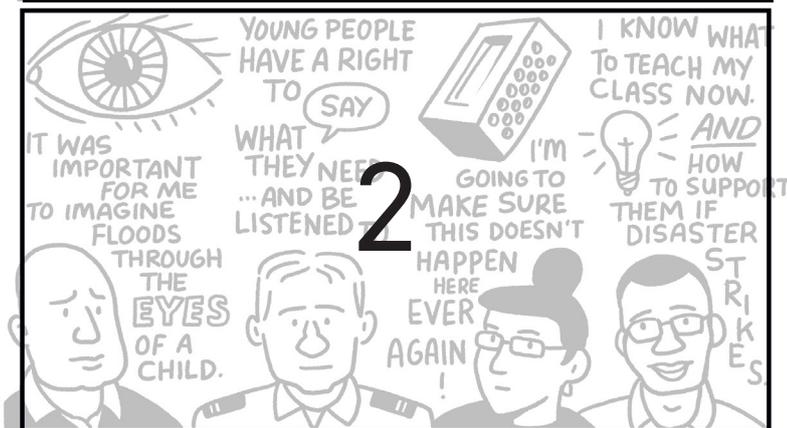
Page 3



1
 Young people from the city of Staines, who have lived through flooding have put on performances that communicate their personal experiences of flooding to adult audiences.

(It might be good here to ask one member of the class to read out the monologue in the speech bubble).

2
 Young people sharing their experiences and concerns can help adults understand how important it is to be properly prepared for flooding. It can also help them to understand how they can care for young people in the event of a disaster such as flooding.



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WHAT COULD
YOU
DO ABOUT IT?

THINK

- * PREPARATION
- * RAISING CONCERNS
- * WARNINGS
- * SUPPORT
- * NEIGHBOURS
- * ON YOUR STREET
- * CONVERSATIONS
- * ONLINE
- * SAFETY
- * ROOT OF THE PROBLEM

* AS AN INDIVIDUAL
* AS A CLASS
* AS A SCHOOL
* AS A FAMILY

1

2

3



Page 4

1

It could be helpful to ask the students to think through what they could do about flooding either as an individual, as a class, as a school or within their families.

2

There are some keywords here to help get the creative juices flowing. At this stage it could be good to go round the class and chat individually to students about their ideas and help to figure them out.

3

Drawings and words (particularly slogans) should be encouraged at this stage and can be added to the booklets in this blank space.