



Teaching Resource

Key Stage One

University of Nottingham



Introduction

This learning resource of activities has been designed in response to the 'Florence Nightingale Comes Home', University of Nottingham research project funded by the Arts and Humanities Research Council.

In addition to activities for Key Stage 1 and 2, and curriculum links for Key Stage 3, the project has comprised of a book publication 'Florence Nightingale at Home' and an exhibition featured at the Weston Gallery, University of Nottingham, May 2021 - September 2021. All delivered by the project's core team (see acknowledgements). The activities have been designed for both use with a handling resource available for loan from the University of Nottingham Manuscripts and Collections Department or with online source materials.



Having consulted with teachers and headteachers the flexible selection of activities suggested can be easily adapted into schemes of work to suit different school and curriculum needs. Each section introduces some information, questions for discussion and activities. This resource centres on a question applicable across the curriculum, how can one person change the world?

Florence Nightingale and Mary Seacole

The existence of role models from a variety of fields and backgrounds is of vital importance to inspire interest and raise the aspirations of children and young people, as well as developing their understanding of people, places and the past. In recent curricula and pedagogy, Florence Nightingale is often compared to British-Jamaican businesswoman and folk doctor Mary Seacole, who provided first aid and medical assistance to British soldiers during the Crimean War, where she ran a general store and restaurant.

There is controversy among historians over comparing Nightingale and Seacole. Both were heroes to the British troops and celebrated in the press, but the memory of Seacole, unlike that of Nightingale, fell away in Britain after her death in 1881 before being revived in the 1980s. Commemoration of Seacole has subsequently grown significantly and she has been celebrated as the 'greatest Black Briton'. Some misunderstanding has occurred within this revival. Nightingale and Seacole have been turned into historical rivals, but they did not see each other as such, and their paths did not cross except for one brief, cordial meeting. Seacole never nursed in a formal capacity, and though she is often characterised primarily as a nurse, this misrepresents her fascinating story.

This resource seeks to focus on Nightingale's work in the development of professional nursing through the concept of 'Home'. Seacole is not included in this, but references to diverse modern and contemporary healthcare role models who faced their own challenges are featured - such as the nursing pioneer Kofoworola Abeni Pratt - with the aim of helping children and young people identify with, find interest in, and contextualise Nightingale's story.

Florence Nightingale Comes Home

A helpful introduction to this subject can be found in the free online exhibition *Florence Nightingale Comes Home*, with a useful brief introduction available [here](#). *Florence Nightingale at Home* authored by Professor Paul Crawford, Dr Anna Greenwood, Dr Richard Bates and Dr Jonathan Memel is also available to purchase. The book proposes 'a new understanding of Florence Nightingale's experiences of domestic life and how ideas of home influenced her writings and pioneering work. From her childhood homes in Derbyshire and Hampshire, she visited the poor sick in their cottages. As a young woman, feeling imprisoned at home, she broke free to become a woman of action, bringing home comforts to the soldiers in the Crimean War and advising the British population on the home front how to create healthier, contagion-free homes. Later, she created Nightingale Homes for nursing trainees and acted as mother-in-chief to her extended family of nurses. These efforts, inspired by her Christian faith and training in human care from religious houses, led to major changes in professional nursing and public health, as Nightingale strove for homely, compassionate care in Britain and around the world.'¹

Drawing on themes from the book, exhibition and published resources this education pack is designed to encourage students to think about Florence's work not just in the Crimea but how her home, home upbringing, illness and interest in improving homes and hygiene for all, influenced change in both health and domestic environments.

Online Sources and Handling Materials

This resource is structured so that activities can be delivered solely using online and online printable resources. For local schools there is an additional option of loaning the *Florence Nightingale Comes Home* Basket with replica and 19th century style objects and artefacts to enliven teaching through sensory and hands-on engagement. See the *Teachers Notes Introduction to Florence Nightingale Comes Home* for handling resource contents and links to online sources.

¹ University of Nottingham webpage <http://www.florencenightingale.org/book.aspx>

Curriculum links are suggested on the next page. If you would like further information about the loan resource and student led workshops connected to studies at the University of Nottingham such as medicine, mathematics and history please contact Hayley Cotterill Manuscripts and Special Collections or the Widening Participation Team.



LEA HURST, DERBYSHIRE.
(Photo by Keene, Derby.)

(To face p. 16.

Lea Hurst, late 19th century by Richard Keene, founder member of the Derby Photographic Society. Wikimedia Commons, Creative Commons licence

Curriculum Links



Florence Nightingale at Home



Credit: Lea Hurst, home of Florence Nightingale's family in Derbyshire.
Etching by F. Nightingale, ca. 1860. Wellcome Collection. Public Domain Mark

Introduction

Florence Nightingale was born in 1820 in Florence, Italy. Her wealthy family spent winters at their estate in Embley, Hampshire, and summers at Lea Hurst, Derbyshire. Florence and her older sister Parthenope were first educated by a governess and then from 1831 by their father, William Nightingale. She was accustomed to visiting those in the local community who were poor or unwell, and at the age of 16 felt a 'call' to nursing, even though it was not considered a respectable profession in early Victorian times.

Discussion

What makes a place a home? What types of homes do we live in?

What reminds you or makes you think of home?

What was Florence's early home life like? How does it compare to our lives today and how have homes changed over time?

- Talk about, draw or make a list of things that remind you of home/you enjoy most about being at home.
- Florence was educated at home. Being educated at home has both positives and negatives. Did you have to do some school work from home during the pandemic? What did you like/dislike about learning at home/in school?

Suggested Activities

Activity	Handling Resource	Online Sources
<i>History and English</i> Florence spent her childhood growing up at Lea Hurst and then in her later childhood it became her	A - beeswax C - costumes G - fountain pen, H - writing paper N - sea shells	15 - exhibition board 19 - photo Lea Hurst 20 - drone footage Lea Hurst

<p>summer home. Using investigative and questioning skills what can you find out about Florence's life during the 19th century? What do you think each object tells us about Florence's life then and how that compares to now? What did Florence use to light a room, to write? Where did she live and in what type of house? How was Florence's childhood similar or different from how we live today? What kind of person do you think she was? How did poorer people live? How aware was Florence of poverty? Florence visited local families and sought help from doctors.</p>	<p>O - Victorian street aroma P - spring aroma T - lavender aroma U - Pretty Stories with Pretty Pictures V - letter to Grandma W - Lea Hurst etching X - colour print of Florence and Parthenope</p>	<p>24 - tour of Derbyshire 31 - reading book for children 32 - letter from young Florence to Henry 33 - webpage on family, 34 - colour painting of Florence and Parthenope, 122& 124 - slum housing 123 - house interior with hearth, and simple furniture. 125 - digital FN timeline</p> <p>Teacher Information: 10 - Florence before the Crimea</p>
<p><i>Maths and Science Activity</i> Florence Nightingale had collecting hobbies and was very interested in maths, not just as an adult but also as a child. She had an extensive and highly organised shell collection. Carefully sort the shells into different types (size, colour, shape). Can you identify them? How could you represent Florence's shell collection? (a bar chart, for example)</p>	<p>N - Sea shells V - Letter from Florence to Grandma showing how she liked to organise, list and label.</p>	<p>78 - List of stores, 79&80 - List of contributions 91 - Line graph 127 - Interactive line graph 118 - Printable quotes document p1</p>
<p><i>Art and History</i> Florence was in some ways quite restricted by her family and what society was like at the time. Girls did not go to school. She was not allowed to train as a nurse and the expectation was that she would marry and then not work. Poorer children worked in places such as Cromford Mills and Lea Mills, Derbyshire. What does the portrait of Florence and her sister tell us about how their family wanted them to be seen? Do you think they decided what to wear and which item to hold? What objects are they holding and why? How are they standing/sitting? Recreate your own portrait with an object that says something about you and your interests.</p>	<p>X- colour print of Florence and Parthenope C-dress costumes</p>	<p>24- Florence Nightingale awareness of industrial workers and homes film, 4mins onwards.</p> <p>34 - colour print of Florence and Parthenope 47- expectation of Victorian women</p>
<p><i>Geography/RE/PSHE</i> Find your school location on a map, where is it in relation to</p>	<p>W - Lea Hurst etching</p>	<p>126 - google earth link 125 - interactive timeline</p>

Florence's Lea Hurst home in Derbyshire? Compare Florence's Lea Hurst Home with other 19th century homes and your own home today. How is it similar or different? Where did Florence travel to in her life? Locate the countries on a map and compare locations

Florence Nightingale and the Home Front



Edward M Wrench (Surgeon) Drawing of interior of his Tent 1855,
University of Nottingham Manuscripts and Special Collections.

The drawing above was made by Edward M Wrench, a surgeon from Derbyshire who was based near the Battle. This is his temporary home whilst he was working at the front when Florence was working 300 miles away treating the soldiers in Scutari.

Before Florence arrived in Scutari she was in some ways quite restricted by her family and what society was like at the time. When she was 25, her parents did not allow her to train as a nurse at Salisbury Hospital as she wished. It was more socially acceptable for a young lady to travel in Europe, and ironically this allowed Florence to learn about nursing at Kaiserswerth in Germany. Her work in nursing abroad and for a short time in London along with her family political networks resulted in 1954 in Florence leading a team of 38 nurses to Scutari, to work in the military hospitals during the Crimean War.

Florence understood that more soldiers were dying due to the poor conditions in the hospitals than from their battlefield wounds, she travelled to live and work in Scutari where using her observations and experience she worked out some of the problems that were causing a high number of preventable soldier's deaths in the hospital.

Florence Nightingale was well known in the 1850s and 60s. Newspaper reports helped to increase her fame and news would have reached home in England about two weeks after it happened, by contrast to the immediate news we received today via social media, radio, television, newspaper websites. It was reports on Florence's work and the proliferation of her image that galvanised people at home in England to help soldiers during

the war. Learning of poor conditions and lack of resources, the public sent donations such as spare cotton sheets for bandages.

Discussion

- Where do you think soldiers, surgeons and nurses would have lived?
- How did Florence's work in Scutari help make changes to health at home?
- Florence is so famous she had an asteroid named after her! Why is she remembered?
- How do we know the stories about Florence are true? How could we find out about her life and the changes she made?



Camp
the

of
97th

Regiment Camp, before the Siege of Sebastopol, 1855,
University of Nottingham Manuscripts and Special Collections

Suggested Activities

Activity	Handling Resource	Online Resource
<i>History/Geography</i> Warfare in 19 th Century during the Crimean war was known to be very tough with inadequate medical supplies. What would a battle ground have smelt like? What weapons were used? What would the challenges have been? Food, water, clothing. medicine	D - costume K - Crimea war medal S- gunpowder aroma, Y&Z - war photos	68 - Crimean War Photographs 67- Edward M Wrench and a drawing of interior of the Tent 71 - soldier's Uniform 19th century example 67 - Scutari British Hospital

<p>supplies. How would the home front be different to home in England?</p> <p>History detectives: Which of the objects in the resource give clues about what was making soldiers ill and what helped them to get better? What other items would have helped?</p> <p>How did people in England find out about what was happening in other places, countries? What and where was the Home Front? Can you find Scutari (Istanbul) on a map and Sebastopol? Explore using google earth link, see 126.</p>	<p>Q- sewer aroma F - medicine bottle J- brush A - beeswax BB - Florence Nightingale Illustrated Times B - Florence Barbie R - soap suds aroma</p>	<p>72 - webpage about soldiers' war experience 77 - Scutari hospital conditions, transformation and fever 64 - Florence Nightingale's Medicine Chest 81 & 82 - letter with list of illnesses</p>
<p><i>English and History</i></p> <p>Imagine you are Florence writing a diary or a letter home to say how things have started to change for the better or respond to the child's letter in the newspaper, source 83. Draw a picture, write a poem to describe before and after Florence's arrival. Write or draw what you think Florence may have missed most about home. What would you miss?</p>	<p>EE - image of the Hospital Scutari BB - Illustrated News engraving CC - Lady's Own Newspaper E - lamp</p>	<p>83 - Dear Miss Nightingale, child's letter printed in newspaper. 56 - hospital before Florence's arrival 61 - hospital after Florence's arrival Teacher source: 70 Edward Wrench quotes about war and Miss Nightingale</p> <p>5 - state of hospitals</p>
<p><i>Maths</i></p> <p>Students could 'help Florence with her observations and data'. Maths activities inspired by sources, for example simplify the lists for number activities such as addition and subtraction, discuss data presentation and Florence's work.</p>	<p>A - Barbie AA, BB - images of FN</p>	<p>78 - Quartermaster's general store list 79-80 contributions list 84 - Nightingale and big data 91 - comparing soldiers' deaths with men at home</p>
<p><i>History/Art/English</i></p> <p>How do we know what is true? Some sources are more reliable than others. How is Florence portrayed in public statues, documents, paintings?</p>	<p>A - Barbie AA, BB - Images of FN CC - Lady's Own Paper E - lamp and compare with source 59</p>	<p>36 - photo portrait 45 - bronze statuette, 53-uncomfortable with publicity 60 - poem 62 - The Mission of Mercy 63 - lamp oil painting</p>

Discuss primary and secondary sources: Why is it as important to consider who is writing/making a representation of her and for what purpose?		68- Crimean war photographs 79&80 - list of contributions to Scutari
<p><i>Computing and English</i></p> <p>Florence Nightingale was and is well known. Which famous people do you know of? What are the good/bad things about being famous'?</p> <p>If you were famous what do you think would be good and bad about fame? How do you find out about people today? If Florence was alive today and using the internet what would she need to be careful about? What might she have to say?</p>	<p>B- Barbie</p> <p>CC - newspaper</p> <p>DD - postcard</p>	<p>113 - Dame Sarah Gilbert</p> <p>114 - Marcus Rashford</p> <p>117 - influencers and online abuse</p>

Florence Nightingale, Health in the Home



F. Nightingale and Sir H. Verney, Claydon House, Welcome Collection

When Florence returned, she was very unwell from an illness called brucellosis, much less common now and had to stay in bed for much of the next 20 years of her life. Florence did much of her work from home during that time. She was extremely productive but in very challenging circumstances: writing, analysing, advocating and using her influence to fight for change. Florence was shaken and depressed on her return from Scutari, but we know that she kept herself busy and distracted with work; she asked for support from her family; she tried to help people; she kept in touch with others through letter writing; and she enjoyed the company of her cats.

Less well known was her work in other areas. Improving health in the home, founding a school for nurses at St Thomas' Hospital, improving conditions in hospitals and workhouses, trying to develop healthcare in India. Following her work in the Crimea Florence continued improving hospitals, cleanliness and health care for all people including working classes and the poor. Manuals of household management were also fashionable at this time to encourage people to improve themselves and their homes and Florence wrote some important instructions in *Notes on Nursing* and *Notes*

on Hospitals. Florence was a firm believer in keeping clean, cleaning houses and having fresh air as well as warmth. In Notes on Nursing Florence suggests 'there are five essential points in securing the health of houses:

1. Pure air.
2. Pure water.
3. Efficient drainage. 'Within the last few years, a large part of London was in the daily habit of using water polluted by the drainage of its sewers and water closets. This has happily been remedied. But, in many parts of the country, well water of a very impure kind is used for domestic purposes'
4. Cleanliness.
5. Light. - A dark house is always an unhealthy house, always an ill-aired house, always a dirty house. Want of light stops growth, and promotes scrofula, rickets, &c., among the children.'

Notes on nursing is also a guide to healthy homes and looking after sick people in your care. A nurse, by Florence's standards, was expected to be punctual, clean, observant to understand the patient's condition and administer correct doses of medicine, to provide comfort, such as arranging pillows so the patient can breathe as well as possible and manage a patient's diet, to doctor's orders. This role could also be informally applied to wife, mother and sister in the home too.

'Every nurse ought to be careful to wash her hands very frequently during the day. If her face, too, so much the better.' F. Nightingale

Discussion

- What do we do today to stay healthy in our homes? What did people do in 19th century?
- How did Florence make a difference to healthy living in the home through her work?
- How did Covid change the amount of time we spent at home? What did it feel like being at home so much? What did you like? What did you miss?

Suggested Activities

Activities	Handling Resource	Online Sources
<p><i>English Drama/ History/PSHE</i></p> <p>What were conditions like in working class and wealthy homes?</p> <p>Write your own notes, or select words to write a list/ instructions or make a poster to help people to stay healthy at</p>	<p>O - Victorian street</p> <p>A - beeswax</p> <p>F- brush</p>	<p>11 - Introduction to Florence and health in the Home with images and quotes</p> <p>103 - new workhouse image</p> <p>108 - Florence influence on workhouse film</p>

<p>home (today or in the past). Try to write in the character of Florence. What would she advise the family to do at home to stay healthy? Or use props to role play Florence suggesting what can be changed.</p> <p>What did Florence expect of her nurses or people caring for the sick (such as a mother, sister, wife)? In role play/character tell Florence why you would make a good nurse.</p>	<p>M - nursing pledge tea towel</p>	<p>16 - health at Home exhibition board 99 - Notes on Nursing quotes 100 - printable quotes 122& 124 slum housing</p> <p>Teacher information: Source 11 Health in the Home</p>
<p><i>PSHE/Science</i></p> <p>How can we stay well today? We know that Florence kept herself busy and distracted with work when she was working at home and unwell. She asked for support from her family, she kept in touch with others and she enjoyed the company of her cats.</p> <p>What is physical and mental health? What things can we do to try and look after our physical and mental health when times are tough? Discuss what can help keep us feeling healthy, acknowledging that everyone is different. Design a poster with ideas for looking after our health. Who can help us? Create a 'People who help me' picture to show that we can draw on many sources of support including Doctors, Teachers, Charities - Childline, family, friends, teachers or school community etc</p>	<p>DD - postcard of Florence F- medicine bottle L- facemask</p>	<p>42 - Florence in Bed 100 - Florence quotes on nursing and healthy rooms</p> <p>114 - cabin fever blog 119 - Florence's illness</p>
<p><i>History/PSHE/Careers</i></p> <p>Florence continued to campaign for women to be professionally trained to work in nursing. Other women have also overcome challenges to achieve careers in nursing. Nurse Koforowala Abeni Pratt studied at St Thomas' Hospital, registered as a nurse in 1950 and as the first black nurse in this position. She later became Chief Nurse for</p>	<p>L - Bicentenary of Florence Nightingale Facemask</p>	<p>109 - Nurse Koforowala Abeni Pratt</p>

<p>Nigeria and influenced nursing across the world. She was awarded the Florence Nightingale Medal in 1973.</p> <p>How has nursing changed over time - use the facemask with portrayals of Florence Nightingale, Nurse Pratt and other nurses.</p> <p>What other examples are there of pioneers in health?</p> <p>What sort of careers are there? If Florence was alive today what career do you think she would have had? What might she have trained as?</p> <p>What would you like to do when you are older?</p>	<p>B - Barbie</p> <p>L - Bicentenary of Florence Nightingale Facemask</p>	<p>115 - Dame Sarah Gilbert</p> <p>116 - Marcus Rashford</p> <p>110- NHS different roles</p>
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Can one person change the World?

‘Can one person change the world?’ This can lead onto what we can do as individuals to make a difference in the world. Very few people are going to become as famous as Florence Nightingale but everyone can make little changes which positively impact the lives of others.

History and English

Which other people are famous for making a difference? What would you like to do to make the world, the place where you live better? What can you do yourself, as a community or with your family?

Answering this big question could be done in the form of a class debate, with different groups for and against, sharing what they have learnt.



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