Teaching Resource for Key Stage Two

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 included 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. 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 a flexible selection of activities are provided that 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. The main question which this resource centres on is 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.

Lea Hurst, Nightingale's childhood home

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.

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.

How can one person change the world?

The resource is designed to centre around investigative questions which can be used across the curriculum. It focuses on 'How can one person change the world?' with further examples included at the end. To approach this question, activities are grouped under 5 headings: Context, Challenges, Choices, Changes and Consequences. Online resources (and handling resources for local schools) are also available.

A useful video introduction to the project is here:
https://www.nottingham.ac.uk/manuscriptsandspecialcollections/exhibitions/online/florence-nightingale/index.aspx (resource 1 on 'Inventory of all online resources' document).

1) Context

What was the context of Florence Nightingale's life?

Florence Nightingale was born in 1820 in Florence, into a wealthy family who 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.

Activity	Handling Resource	Online Sources
History and English History Detectives: Using selected objects, discuss the following questions in small groups. -What can we find out about Florence Nightingale from these clues about her childhood? -What kind of person do you think she was? -What do you think each object tells us about life in Victorian times? -How was Florence's childhood different from children's lives today? Write a diary entry for a typical day in the life of Florence as a child, being educated at home in her father's library, writing letters, drawing, collecting objects, growing plants, pressing flowers into albums, going for walks, playing word games.	A-beeswax, C-costumes, G-fountain pen, H-writing paper, N-sea shell collection, 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	15-exhibition board, 19-photo Lea Hurst, 20-drone footage Lea Hurst, 24-tour of Derbyshire, 31-reading book for children, 32-letter from young Florence 33-webpage on family, 34-colour print of Florence and Parthenope,
Maths and Science Florence Nightingale was very interested in maths and statistics, 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. Can you identify them? How could you represent Florence's shell collection? (pictogram, bar chart, pie chart, for example).	N-sea shell collection, V-letter from Florence to Grandma showing how she liked to organise, list and label.	78-list of stores, 79&80-list of contributions 91-line graph, 118-printable quotes document p1,

2) Challenges
What challenges did Florence Nightingale face?
Being educated at home had both positives and negatives. Did you do some school work from home during the pandemic? Florence 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 to be a nurse at Salisbury Hospital as she wished. It was more socially acceptable for a young lady to travel in Europe than to become a nurse, and ironically this allowed Florence to learn about nursing at Kaiserswerth in Germany. In 1954 Florence led a team of 38 nurses to Scutari, to work in the military hospitals during the

Crimean War. 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. You might know people who are also facing challenges like these - whether from long Covid, a short- or long-term disability or another illness. 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.

Activity	Handling Resource	Online Sources
PSHE What is mental health? What things can we do to try and look after our mental health when times are tough? Discuss things to try that can help keep us mentally healthy, acknowledging that everyone is different. Design a poster with strategies and ideas for looking after our mental health. Who can help us when we face challenges? Create a 'Circle of Support' diagram to show that we can draw on many sources of support including NHS, NSPCC, Childline, family, friends, teachers or school community etc.	B-barbie, P-spring aroma, T-lavender aroma, V-Florence letter to grandma, W-Lea Hurst etching, DD-postcard print,	42-Florence in bed, 53-Florence and publicity, 114-cabin fever blog, 119-Florence's illness,
English Write a persuasive letter e.g. from Florence to parents, or from Florence to an influential government person (e.g. Sidney Herbert, the Secretary of State for War 1859–1861). Try to write in the character of Florence and think of your audience; include persuasive language features such as strongly stating your case, points that back up your argument, rhetorical questions, statistics, an expert's opinion, repetition, a personal story.	V-letter to Grandma	4-letter from Florence video, 32-letter from young Florence to Henry, 65-virtual Crimean war scrapbook, 66-letters from Duke of Newcastle, 75-letter from the War Office,
Geography and History Map some of Florence's journeys using an atlas to help you. Research and add information to your map, such as how long Florence stayed in each location, who else was there and why she	K-replica medal, O-T aromas, W-Lea Hurst, Y-regiment photo, Z-battery photo,	125-interactive timeline, 126-Google earth tour

went there. Compare and contrast each location: how are they different or similar to each other, and how are they different or similar to what they are like today?		

3) Choices
What choices did Florence Nightingale make during her life?

As a wealthy woman in Victorian times, Florence was expected to marry and not to have a career. The only types of work which were considered acceptable for a 'gentlewoman' were being a governess or a teacher, and Florence was frustrated by the difficulties of working in her chosen area. Things are getting better in current times - children have many more opportunities to study subjects they are interested in, to get qualifications and to choose a job or career. However there are still some jobs where groups of people are underrepresented, for example there are fewer women working in fields such as politics or computing.

It is also much more common now for people to have several jobs throughout their adult life. Florence Nightingale was fortunate to have considerable financial resources behind her which helped her to work towards her goals, but she also worked very hard in her education which enabled her to hold her own when dealing with men in positions of power - unusual for a woman of her time.

Some comparisons or parallel studies of contemporary influential individuals may be useful here. Many or perhaps all of these people at times faced significant challenges and barriers in their lives, for example Nurse Pratt due to her race or Rashford due to child poverty. Others, for example Captain Tom, brought about a public outpouring of support in his fundraising efforts, not dissimilar to Florence. Individuals of focus could include:
- Kofoworola Abeni Pratt - first black nurse in the NHS
- Marcus Rashford - footballer, campaigner for ending child poverty
- Captain Tom Moore - British Army Officer, fundraiser for *NIHS Charities Together* when aged 99-100 during the pandemic
- Sarah Gilbert - scientist who developed Covid-19 vaccine
- Malala Yousafzai - Pakistani activist for female education
- Kate Bingham - led UK's work on the vaccine rollout programme during the pandemic

Activity	Handling Resource	Online Sources
PSHE / Careers / Citizenship How many jobs can you think of in the field of healthcare? Which other fields support the NHS? (e.g. engineering). Create a map of these	B-barbie, L-face mask (nursing through the ages and different items	95-Florence's approach to nursing, 109-Pratt blog, 110-Explore NHS

roles in your local area (e.g. hospitals, GP surgeries, dentists, physiotherapists). Use the NHS 'Explore roles' webpage to find out about the range of careers in the NHS, or have a go at the 'Find your career' quiz. Invite students or practising NHS workers into school to speak with pupils. What attributes do you think are needed for these roles? Fill in a self-portrait outline with your own skills, attributes and ambitions.	to spot), M-nurses regulations tea towel	roles, 113-Povey blog, 118-Printable quotes,
History Compare…. -Victorian hospitals and modern hospitals. What changes did Florence make? Create labelled diagrams to show then and now. -the lives of rich and poor in Victorian times. How was Florence's life as a wealthy woman different to that of a poor woman in a workhouse? -Florence with a contemporary influential individual (e.g. Marcus Rashford). What challenges have they both faced and how did this affect their choices? Create an illustrated factfile for each person to show your comparison.	A-beeswax, B-barbie, E-replica lantern, F-medicine bottle, I-candle holder, J-scrubbing brush, L-face mask, R-soap suds aroma	15-Derbyshire family, 56-Crimean conditions, 59-wood engraving, 64-medicine chest, 69-army doctor, 73-nurses in Crimean war, 95-approach to nursing, 96-St Thomas, 97-plan, 98-plan of a hospital, 102-nurses photo, 104-workhouse changes, 108-Florence's workhouse influence, 105-field ambulance, 109-Nurse Pratt, 115-Sarah Gilbert, 116-Marcus Rashford, 121-bird in a cage,

4) Changes

What did Florence Nightingale achieve and what changes did she bring about?

Florence is best known for her nursing work in the Crimea. More soldiers were dying from disease due to the poor conditions in the hospitals than from their battlefield wounds. Leading a team of nurses, Florence travelled to take charge of the nursing in two military hospitals in Scutari in October 1854. Additionally Florence worked with *The Times* newspaper to request and organise public donations. Less well known is her other work in Britain: designing hospitals, reforming workhouses, improving health at home and creating training schools and accommodation for nurses. On her return from

Scutari, Florence wrote influential publications including *Notes on Hospitals* and *Notes on Nursing*, which sought to improve health at home through advocating fresh circulating air and other measures. In 1860 Florence opened the Nightingale Training Hospital for nurses at St Thomas' Hospital. She also produced a report on improving conditions of the military and communities in India, collecting vast amounts of data although she was not able to travel to India herself.

Activity	Handling Resource	Online Sources
Maths Florence realised that easy-to-visualise diagrams were useful for revealing patterns that would not otherwise be obvious. She advocated the importance of having a thorough data collection system in place, keeping data carefully and consistently and of providing proper context for statistics. She worked by these principles when, for example, investigating why British army deaths when at rest were higher than in the civilian male population. The purpose of her statistical work was to change the way people thought and to influence decisions, ultimately saving lives. Florence's processes and suggestions changed the way British military data was gathered and recorded, brought about new guidelines for construction of new barracks and hospitals and improved the health of the armed forces. Her charts were later taken up for use in other publications e.g. census data. Select some of the graphs and charts designed by Florence. What do they show? What change was Florence trying to bring about? Use the interactives to answer comprehension questions interpreting Florence's diagrams.	B-barbie, D-costumes, O-Victorian street aroma, Q-sewer aroma, S-gunpowder aroma, Y&Z-war photos,	84-Big data video, 93-modern example of polar area chart, 94-errors with data, 118-printable quotes, 127-maths interactive, 129-maths interactive, 130-maths interactive, 131-maths interactive
English and History Write a newspaper article following Florence's arrival in Scutari. What were some of the problems? How have things started to change for the better? What do Florence, her nurses, the doctors and the soldier patients have to say about it? Include direct and reported speech, an eye-catching headline, and answer	B-barbie, E-replica lantern, I-candle holder, J-scrubbing brush, K-replica medal, Q-sewer aroma, R-soap suds aroma, S-gunpowder aroma,	55-Florence's impact in Scutari, 56-Crimean conditions, 59-Illustrated London News, 61-Florence attending the wounded, 65-virtual scrapbook

the questions who, what, when, where and why in the first paragraph.	Y-97th regiment photo, Z-Malakov Barrack Battery photo, BB-Illustrated London News, CC-Lady's Own Paper, EE-Florence in Scutari,	e.g. p14, 67-Barracks at Scutari, 68-Crimean war photos, 72-soldier's perspective, 73-lives of nurses in Crimea, 74-Crimean nurse, 76-plan of Scutari barracks and hospital, 83-newspaper article

5) Consequences
What was the impact of Florence Nightingale's work?

Do you think Florence Nightingale was an 'influencer' and who are some 'influencers' of today? What are the good or bad things about being an 'influencer'? Is there a difference between perception and reality? What was Florence's legacy? (There is even an asteroid named after her!)

Florence Nightingale's life and work continue to be relevant and important to us today, particularly due to her founding of modern nursing, approaches to fighting infectious illnesses at home (for example social distancing, hygiene, washing hands and ventilation just as in the Covid response), and the Covid hospitals named 'Nightingale Hospitals' in her honour in 2020: 200 years after her birth. During her lifetime Florence herself had a mixed attitude towards fame, recognising its benefits to her causes but berating its demands on her time.

The word 'influencer' in the 21st century usually refers to popular social media personalities, who make a living from their content, monetised viewings, follower statistics and associated advertising. Influencers today often have a large online following, which can have its own problems (difficult to preserve privacy, attracts scammers, fake accounts, trolls etc). How can we keep ourselves safe online? How much information is it safe to put online and how can we deal with it when things go wrong? How easy, realistic or worthwhile is it to aim to become a social media influencer? How can fame be used for positive outcomes and why is this important?

Activity	Handling Resource	Online Sources
Computing and English Florence Nightingale found that her fame caused her some problems. There were also	B-barbie, AA-Florence engraving BB-Illustrated	45-bronze statuette, 53-uncomfortable with publicity, 60-poem,

times when her fame was useful, for example when fundraising. Discuss the pros and cons, risks and benefits of being an influencer. In small groups, imagine that Florence was working in the 21st century with access to the internet and create a persuasive TikTok (very short online video clip which could include a skit/visual/dance/song) to increase support for FN's work.	London News, CC-Lady's Own Paper, DD-Florence postcard	68-among first photos of a war to inform people at home, 79&80-list of contributions to Scutari 117-social media influencers, 118-printable quotes p4, 120-legend and legacy,
History How do we know what is true? Some sources are more reliable than others. Discuss primary and secondary sources, and why it is important to consider who is writing and for what purpose. Sort a selection of sources into 'primary' and 'secondary'. Primary sources were written at the time and can give us a first hand perspective. Secondary sources by historians often draw on a variety of primary sources and consider the wider context and newly emerging evidence. Both can be subject to bias and misconception, but both are useful. Complete the following information for each source: -what is it? -who wrote or created it? -for what purpose was it created? -what can we learn from it?	B-barbie, V-letter to Grandma, Y-regiment photo, BB-Illustrated London News, CC-Lady's Own Paper,	14-exhibition board, 32-letter young Florence, 55-report on hospitals, 65-virtual scrapbook, 68-war photos, 69-Edward Wrench sketch of tent, 83-newspaper article from 1954, 95-health and hospitals, 106-audio recording of Florence's voice,
Art Pictures of Florence: Look at some of the different pictures, paintings and photographs of Florence. In each one consider who was creating it and for what purpose: what is the image they are trying to portray? Do pictures always tell the truth? Do they give us the 'full picture' or are some aspects exaggerated and others left out? Create a (21st century) 'profile picture' or YouTube-style thumbnail for Florence - what would she have wanted to portray in an image of herself?	B-barbie, L-Florence face mask, X-colour print of Florence and Parthenope, AA-engraving, BB-Illustrated London News, CC-Lady's Own Paper, DD-postcard, EE-Florence in Scutari	34-Florence and Parthenope, 35-sketch, 36-carte de visite, 37-photo, 38-Lady with the Lamp, 40-Nightingale and Verney, 41-photo of Nightingale, 42-photogravure, 43-ink silhouette, 44-photo, 52-nurse looking up at vision, 57-oil painting, 58-wood engraving, 59-engraving, 60-scene, 61-attending wounded,

	62-Mission of Mercy, 63-oil painting, 102-with nurses,

Drawing together - Can one person change the world?

Looking at some of these activities should give sufficient background to draw the topic together and have an informed discussion on Florence Nightingale and the big question of 'Can one person change the world?' This prompts a response and can lead onto thinking about 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.

Response activity suggestions

History and English

Answering this big question could be done in the form of a class debate, with sides gathering evidence for and against the question 'Can one person change the world?', from what they have learnt and drawing on other historical or contemporary examples.

Drama and Music

In small groups, plan, write and rehearse a dramatic piece which represents an effect of Florence's work. Put together all the pieces in one performance to show the different ways in which one person could change the world. Victorian music, costume and artefacts could be included.

Art and History

Select the most important legacies or consequences of Florence Nightingale's work in your opinion. Reflect and decide how you would like to represent these through art. How could you incorporate popular Victorian styles and techniques into your work such as copperplate, watercolour, etchings, ornate detail? Which examples of Victorian art will you use as inspiration?

History

Complete the Florence Nightingale quiz! (resource 128)

Other big questions which could be explored drawing on Florence Nightingale's story include:
- How can mathematics change people's health?
- Which significant events in the 19th century caused changes to people's homes and health?
- What does 'home' mean to you? How have homes and the way we use our homes changed over the past 200 years?
- Why is healthcare important and how has it changed in homes, hospitals and other settings over the past 200 years?

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