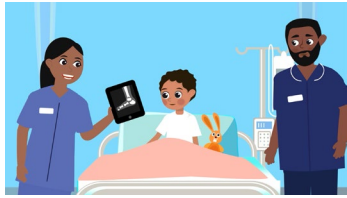


An illustration of a hospital scene. On the left, a female nurse with dark skin and hair, wearing a blue uniform, is smiling and gesturing with her right hand. In the center, a male nurse with a beard and dark skin, also in a blue uniform, stands with his hands at his sides. On the right, a young boy with dark skin and curly hair, wearing a white t-shirt, is sitting up in a hospital bed with a pink blanket. The background is a simple blue wall with a white curtain.

Nurturing Nurses

A series of five videos for KS1 exploring hospitals, the work of health care professionals, the NHS and the history of nursing, including Florence Nightingale.



1. A trip to hospital

Synopsis:

The video starts beside a football pitch, where Krish has injured his ankle while playing. We see him stretchered onto an ambulance, where he talks to the paramedic about his job.

They arrive at Accident and Emergency, where Krish meets some doctors who examine him. Krish is given a name tag to go on his wrist. He is sent for an X-ray where it is discovered he has broken his ankle, and so he is sent to the children's ward to await surgery.

While there a nurse explains to him what will happen, using a teddy called Billy the Bear. After his operation, Krish meets Sammy, a fellow patient on the children's ward who is in hospital for her asthma.

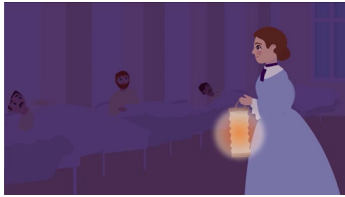
Duration: 4' 09". **Final speech:** 'Sounds like a good idea!'

Questions to ask:

- How do you think Krish would have felt when he had his accident?
- What about just before his operation?
- How would he have felt afterwards?
- Who looked after him in hospital?

Before and after watching:

- Before watching ask the children to share their own experiences of hospitals or other healthcare settings.
- While watching ask the children to pay attention to the people who help Krish. At the end make a note of all the people they can remember who helped Krish get better. Can they think of anyone else who might have helped (eg the people who make the food or clean the wards, the people who make the medicines)?
- Create a hospital role play area so children can explore hospital visits through play. Make name bands that the children can put on their wrists.
- Create 'X-ray' pictures of hands, arms, legs etc using tracing paper and black paper. Discuss the names of the name body parts and bones such as skull and ribs.
- Create 'Get Well Soon' cards for Krish or fellow pupils.



2. Florence Nightingale

Synopsis:

Sammy and Krish discuss why their ward is called Nightingale Ward. Their nurse, Miriam, explains about Florence Nightingale, giving an overview of her life and how she became a nurse.

They learn about the Crimean War and the changes Florence Nightingale made to the hospital at Scutari to make it cleaner and safer. They learn why she was called the Lady with the Lamp.

They then find out what Nightingale did after the Crimean War, including setting up a training school for nurses and campaigning for safer hospitals. The animation finishes with an explanation of International Nurses Day, which takes place on Nightingale's birthday - 12 May - each year.

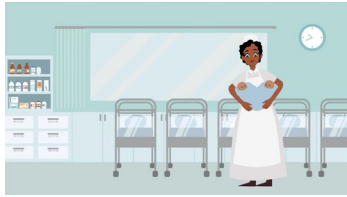
Duration: 3' 34" / **Final speech:** 'See you later.'

Questions to ask:

- Why is Florence Nightingale still remembered today?
- What were hospitals like before she made her reforms?
- What changes did she make at the hospital in Scutari during the Crimean War?

Before and after watching:

- Create a timeline of Florence Nightingale's life, including key events such as travelling to Crimea and setting up the nursing school at St Thomas's hospital.
- Create a role play of the hospital ward in Scutari before Florence Nightingale arrived. What would it have been like? Write a description of it. Role play Florence Nightingale arriving and making her changes, ensuring the children are aware of the changes she introduced, such as hand-washing and better ventilation.
- Write a letter home in role as a soldier in the hospital, telling your family about the nurse Florence Nightingale and what she is like, what changes she has made, etc. Describe why is called the Lady with the Lamp.
- Colour in images from the animation showing the key points of Florence Nightingale's life, for children to place in chronological order.



3. The history of nursing

Synopsis:

We see Krish and his fellow patients chatting on the children's ward. They ask their nurse to tell them about some of the most famous nurses from history.

The nurse explains that in times past most people were looked after by friends or family when they were ill. They learn about Florence Nightingale and Mary Seacole.

They then hear about Edith Cavell who was a British nurse based in Belgium during the First World War, and Kofoworola Abeni Pratt, the first black nurse to work at a modern hospital in the UK.

Duration: 3' 33" / **Final speech:** 'If you like. / We would!'

Questions to ask:

- Who looked after people in the days before nurses?
- Why is it a good thing that we have trained nurses now?
- What do nurses do when they are looking after someone?
- How is a nurse different to a doctor?

Before and after watching:

- Recap what the children already know about Florence Nightingale and other nurses from history.
- Create a timeline, with the children putting the four nurses featured in the video into chronological order.
- Discuss what was the same and what was different about the four nurses (eg the first three travelled abroad to nurse soldiers in a time of war; but Abeni Pratt worked as a nurse in London in peacetime).
- Compare their clothing / uniforms and discuss what else might have been different for them compared to modern day hospitals.
- Write a short explanation about each of the four nurses - or choose just one to focus on - to describe why they are remembered today.
- Use images of the four nurses from the video to put into a timeline or as inspiration for writing.



4. Hospitals now and then

Synopsis:

Krish is in the hospital grounds with his mother and meets Eileen, an elderly patient who tells him about her time in hospital when she broke her arm as a child. They discuss some of the differences between hospitals in the past and the present. This includes changes in uniforms, food, technology and the ways that children can pass their time when staying in hospital. Eileen tells Krish how dull it could be as she wasn't allowed out of bed; whereas Krish shares some of the ways that children are supported in modern hospitals, with hospital schools and entertainment screens.

A porter comes to collect Eileen and discusses how technology has changed over recent years, including anaesthetics, ECG and blood pressure monitors.

Duration: 3' 42" / **Final speech:** '...soon, Krish. / 'Bye, Eileen!'

Questions to ask:

- Can you remember any of the ways that hospitals were different in the past?
- Would you have liked being in hospital in the past?
- What things that Eileen mentions would you not have liked?
- Do you think hospitals are better now? In what ways?
- Are there any things that have stayed the same?

Before and after watching:

- Give children pictures (photographs or stills from the animation) of hospitals in the past and hospitals now. Ask them to sort into 'Past' and 'Present'. Discuss how they are different.
- You could ask a child to 'hot-seat' in the role of Eileen or another elderly patient and invite children ask her or him questions about their time in hospital. What did they like best? What didn't they like? How did they feel? Etc. They could then write a diary entry or draw a picture of their experiences on a ward in the past.
- Alternatively, ask the children to think about one of the nurses from the past that were learned about in the previous film (eg Florence Nightingale or Edith Cavell). What would they think of modern hospitals? What would they notice was different between the hospitals they worked in and hospitals now?
- Ask the children to write a letter to Florence Nightingale, Mary Seacole or Edith Cavell, explaining how hospitals now are similar to and different from hospitals in the past.



5. What is the NHS?

Synopsis:

It's time for Krish to leave hospital. As he gets ready to leave he asks nurse May about the blue logo he keeps seeing around the hospital. Nurse May explains that it's the logo for the NHS and she tells him about the work the NHS does - including hospitals, ambulances, GPs, medicines, dentists, etc. Krish asks how all this can be 'free' and the nurse explains how the NHS is paid for through taxes and that we all help to pay for it.

Nurse May explains that more than a million people work for the NHS across the UK and that people come from all over the world to work here. Krish describes some of the people he has met who work in the hospital and we hear about some of the people behind the scenes such as porters and cleaners. She says that it can be hard work caring for others but it feels good to know she is helping make people better.

Duration: 3' 52" / **Final speech:** '...to show my friends my cast!'

Questions to ask:

- Which people helped Krish while he was in hospital?
- Who else works in hospitals?
- Do any of you know anyone who works in a hospital or healthcare setting?
- Can you remember how the NHS is paid for?

Before and after watching:

- Discuss the different people who work together to keep the NHS running.
- Ask each pupil to draw a picture of one NHS worker carrying out their job (eg radiographer taking an X-ray, a cleaner mopping a floor, etc) and put all the drawings together to make a big NHS display.
- Colour in a large NHS logo and rainbow for display.

Other KS1 Topic Resources from BBC Teach:



The Great Fire of London

The causes and consequences of the Great Fire are explored in the company of Marueen, a rat living in C17th London. Includes songs consolidating the key learning points.



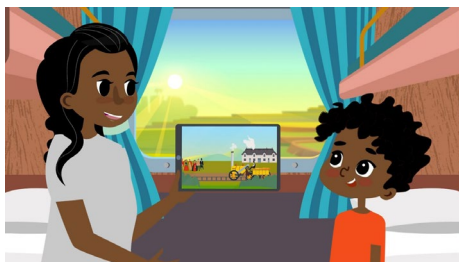
The Gunpowder Plot

A companion series to 'The Great Fire of London'. Pupils learn about the reasons for the Plot in the company of Maureen the Rat. Includes songs consolidating key learning points.



Castles and Knights

Two children visit an interactive museum where they don VR goggles to explore castles through history, including the Tower of London and the key features of a castle.



Travel and Transport

Rian and his Aunt Maya are on a journey around the world, learning about different forms of transport and some of the environmental issues concerning transport as they go.