

SEND - TEACHER'S GUIDE

Soldier to Healer: Sir Walter Raleigh's Medicinal Garden at the Tower (History/PSHE)

This pack has been designed to support the SEND teaching of History and PSHE, as part of the Tower of London's Superbloom project.

HOW TO USE THIS PACK

This pack contains a lesson plan which is aimed at lower level MLD learners but also contains adaptations and suggestions for higher level learners.

As well as an introductory activity and plenary, the pack provides three main activities for the lesson, each with a specific focus:

- *Activity 2:* Raleigh's Sensory story
 - Sensory focus
- *Activity 3:* Raleigh's Storyboard
 - History focus
- *Activity 4:* Raleigh's Great Cordial
 - PSHE focus

The pack has been designed for use as a stand-alone lesson.

You may also wish to use this lesson pack in conjunction with the SEND Lesson Pack for English, called Soldier to Healer: Sir Walter Raleigh's Medicinal Garden at the Tower (English/PSHE), which is available on the Learning Resources for Superbloom Schools webpage [Superbloom learning resources | Historic Royal Palaces \(hrp.org.uk\)](#). This pack also focusses on Sir Walter Raleigh and his garden at the Tower but provides activities and resources to support English.

Film

To introduce students to Raleigh's garden story, you might like to show them the short film Sir Walter Raleigh's Medicinal Garden at the Tower. This film is available on Historic Royal Palaces' YouTube channel and www.hrp.org.uk/superbloom-schools/superbloom-learning-resources/#gs.x53byo

WARNING: This film includes challenging themes which may not be suitable for all students.

THE PACK INCLUDES:

Activity Cards

These are designed for teachers and provide instructions for each activity. They include key questions and discussion prompts.

Activity Resources (AR)

These are designed for students to complete independently, while working with a partner or group. They need to be photocopied or printed out.

Supporting Materials (SM)

These are designed to support the lesson and individual activities. They need to be photocopied or printed out and could be laminated.

OVERVIEW OF LESSON PLANS

The focus of the lesson plan is how Sir Walter Raleigh's mental and physical health suffered during the time of his imprisonment in the Tower - as well as how they were improved by wellbeing activities, such as writing, reading, exercising, seeing his family and creating his medicinal garden and remedies.

Using a sensory story approach, the lesson plan explores what Raleigh's life was like before his imprisonment, to help students understand the full impact that being imprisoned had on him.

Raleigh's garden at the Tower gave him a sense of purpose and distracted him from his imprisonment. Through understanding Raleigh's mental and physical health struggles, and how he developed coping mechanisms, students are encouraged to reflect on how they could learn from Raleigh's experience to support their own mental and physical wellbeing.

The lesson plan is flexible and could be taught over a series of lessons, depending on how much time you have available and the needs of your learners. The plan could also be used as a jumping-off point to several other activities and pieces of work to further support students' understanding of the historical context, of gardening and of their own physical and mental health.

TOPIC INTRODUCTION

It would be helpful for the students to know a little about the history of the Tower of London before the lesson. There is a useful overview of the history of the Tower on the Historic Royal Palaces website:

<https://www.hrp.org.uk/tower-of-london/history-and-stories/the-story-of-the-tower-of-london/>

Depending on their needs, it may also be useful for students to do some simple online research about Sir Walter Raleigh.

You may like to show students this short film, which tells the story of who Walter Raleigh was:

<https://www.hrp.org.uk/tower-of-london/whats-on/bloody-tower/>

LEARNING OBJECTIVES

For students to:

- Understand that the Tower of London is an old and important place and was once used as a prison
- Learn about the story of Sir Walter Raleigh's life before he was imprisoned in the Tower
- Learn what Sir Walter did to help himself keep well when he was a prisoner in the Tower
- Understand how different sensory experiences can help us increase our own sense of wellbeing

CURRICULUM LINKS

History

Students should:

- Be taught about the lives of significant individuals in the past who have contributed to national and international achievements
- Be able to ask and answer simple questions about historical stories

PSHE

Students should:

- Be taught about how to maintain physical, mental and emotional health and wellbeing
 - Be able to work in a small group cooperatively
 - Be able to show sensitivity to the needs and feelings of others
-

BEFORE THE LESSON

- Set up the presentation (AR1) on a large screen
- Gather the resources for the sensory story and the cordial making activity (SM3)
- Print out copies of Activity Resources (ARs) and Supporting Materials (SMs) needed for each activity. You may want to laminate some of them for durability and repeat use

Room set-up

It is envisaged that students will work in a combination of whole class, paired and individual groupings. However, the activities have been designed to be flexible and can be adapted to best suit the learning needs of the students.

Additional resources needed

Activity 1: All resources needed for the sensory story are listed in SM2. The key story objects are highlighted in yellow for quick reference.

Activity 2: You may wish to use sheets of sugar paper to create the storyboard.

Activity 3: Bowls and spoons and/or pestles and mortars will be needed for the cordial making.

ACTIVITY 1

Introduction - The Tower of London

Key Question: What is The Tower of London?

The Introduction will set up the context for the session by rooting it at the site of the Tower of London and introducing Sir Walter Raleigh who lived at the Tower. The students will be finding out about his life and what he did when he was imprisoned at the Tower.

Pack resources: Activity Card 1 | AR1 (slides 1-5)

ACTIVITY 2

Raleigh Sensory Story – Sensory focus

Key Question: Who was Sir Walter Raleigh and what did he do?

Key skills – listening, personal response, using different senses

The aim of this activity is for students to learn about the different parts of Sir Walter Raleigh's life by taking part in a sensory story.

Pack resources: Activity Card 2 | AR1 (slides 6-16) | SM1 | SM2 | SM3

ACTIVITY 3

Raleigh Storyboard – History focus

Key Question: What was Walter's life like?

Key skills – recalling a story, sequencing, working collaboratively

The aim of this activity is to develop student's understanding further of the many different aspects of Raleigh's life and his interests by creating a storyboard. The focus will be on Raleigh as a child, a soldier, a knight, an explorer, a prisoner, a writer, a gardener and as an apothecary.

Pack resources: Activity Card 3 | AR1 (slide 18) | AR2 | AR3 | AR4 | SM2

ACTIVITY 4

Raleigh's Cordial – PSHE focus

Key Question: What did Walter do to make himself feel better when he was a prisoner in the Tower?

Key skills – personal response, fine motor skills, working collaboratively, following instructions

The aim of this activity is for students to understand that Raleigh's mental health suffered when he was a prisoner in the Tower and how he created a garden to help himself feel better.

Students will have a go at making a cordial by using strawberry water and smelling and mixing in some ingredients. They will focus on using: mint, lemon, cinnamon, rosemary and orange. The aim is to give them the opportunity to experience their own personal sensory responses to the ingredients, rather than creating a drinkable end product!

Pack resources: Activity Card 4 | AR5 | AR6

ACTIVITY 5

Plenary - What can we do to help keep ourselves healthy?

The aim of this activity is to think about what Raleigh did to keep well during his time in prison and then reflect on what students could do to keep themselves healthy.

Pack resources: Activity Card 5 | AR7

IDEAS FOR ADDITIONAL ACTIVITIES

- Extension activity: students can use Symwriter to write Raleigh's story using their storyboard sheet with the key object prompts to help them.
- Students can research the ingredients used by Raleigh in his Great Cordial (see AR5).

- **The search for El Dorado**

The story of Sir Walter Raleigh is quite a complex one and has been simplified for the purpose of this resource. You may wish to look in more detail at certain aspects of Raleigh's story, e.g. Raleigh as an explorer and his search for El Dorado:

<https://www.bbc.co.uk/teach/class-clips-video/geography-ks2-ks3-recreating-sir-raleighs-search-for-el-dorado-gold-panning/zh42scw>

Students could watch the film and create a class story about Raleigh's search for El Dorado.

- **Walter's wellbeing tips**

Discuss with your students the different ways Walter looked after his physical and mental health when in prison – exercise, gardening, writing, reading, seeing his family and making medicines – all of which helped to keep him occupied.

Students could make a short film for their peers about looking after ourselves and growing and eating healthy food such as fruit and vegetables.

ACTIVITY CARD 1

Pack resources: AR1 (slides 1-5)

Introduction - The Tower of London

Key Question: What is The Tower of London?

The aim of this activity is to ascertain how much prior knowledge the students may already have of the history of the Tower and to introduce Walter Raleigh and his story as the main historical focus of the lesson.

Ask these questions and show the corresponding images on the presentation (AR1).

Where is this?

Explain that the Tower of London is in Central London, near to the River Thames, and it is around 1000 years old!

What is it like?

It is very big and has been used for lots of different things over time. It is most famous for being the place where the Crown Jewels are kept.

Who lived there?

Explain that a long time ago it was used as a prison. A man called Walter Raleigh lived there when he was in prison.

When did he live there?

Explain that Raleigh he lived at the Tower in Tudor times around 400 years ago and at that time there was a Queen called Elizabeth I.

What did he do there?

When Walter lived in prison at the Tower he found it very hard so he found some ways to keep himself well and healthy. We are going to be finding out about those things he did in this lesson.

ACTIVITY CARD 2

Pack resources: AR1 (slides 6-16) | SM1 | SM2 | SM3

Raleigh Sensory Story – Sensory focus

Key Question: Who was Sir Walter Raleigh and what did he do?

The aim of this activity is to engage the students with the different aspects of Raleigh's story through the use of their senses.

Use SM2 and SM3 to prepare before the session.

Set the class up either in a circle with students sitting on the floor/on mats or sitting on chairs with the tables pushed together into a large rectangle.

Who was Sir Walter Raleigh and what did he do?

Explain that to find out about Walter Raleigh students are going to take part in a Sensory Story (SM1). Explain that they are going to be using all their senses in the story to help them find out about Walter Raleigh's life and his time at the Tower. We are going to focus particularly on what Walter did to make himself feel better when he was in prison.

Raleigh Storyboard – History focus

Key Question: What was Walter's life like?

Put up Slide 15 showing Raleigh's portrait (AR1).

What was Walter's life like?

The aim of this activity is for the students to recall Walter's story and to create discussion around the story.

What do you remember from Walter's story?

Ask the students for things they can remember about Walter and his story. Write down any keywords on a flip chart/whiteboard in one colour.

Read Raleigh's story (AR4) to the students. One option is to show each of the 8 story objects (listed in SM2) at the relevant moments in the story.

What else can you remember?

Note down any additional points in a different colour, to show students' knowledge increase.

- Explain that they are going to do an activity in pairs using an image of a key object from each part of the story.
 - Tell them to cut out the eight pictures of the story objects on AR3 and then stick them onto sugar paper in order to make the storyboard.
 - They can stick the portrait of Raleigh (AR2) in the centre and then stick other images underneath or around the main image.
-

ACTIVITY CARD 4

Pack resources: AR5 | AR6

Raleigh's Cordial – PSHE focus

Key Question: What did Walter do to make himself feel better when he was a prisoner in the Tower?

The aim of this activity is for students to recall how Raleigh helped himself whilst a prisoner and to think about how the activities helped his mind and his body. Students will then have a go at making a cordial using some of Raleigh's ingredients: mint, lemon, cinnamon, rosemary and orange.

This activity is designed to be carried out in pairs.

What did Walter Raleigh do to make himself feel better when he was a prisoner in the Tower?

Ask the students to recall what Walter did to help himself – writing, reading, gardening, seeing family, making cordials and exercising.

Making a cordial

Explain that they are going to have go at making a cordial, using some of Raleigh's ingredients. Explain that they will not be tasting the cordial – just smelling the ingredients!

Model by starting with the strawberry water and then adding a small amount of each of the 5 ingredients (AR5).

You can either use bowls and spoons or pestles and mortars, depending on what you have available. One option is to have the students working through, adding the ingredients independently with their partner at their tables, or to have them working through as a whole class, one ingredient at a time.

Which one do you like best/least?

Explain that they need to smell each ingredient before they add it and put a tick under the emoji which best describes how they feel about it (AR6). They can talk to their partner about the smells as they work through the ingredients.

ACTIVITY CARD 5

Pack resource: AR7

Plenary – What can we do to help keep ourselves healthy?

The aim of this activity is to test if the students can recall 2-3 things about how Walter Raleigh kept healthy in the Tower, and 2-3 things they can do to keep themselves healthy and happy.

Using worksheet AR7, ask students to write what Raleigh did in the box below his picture. Ask students to draw their own face in the space under 'Me' and then write a list of what they can do to keep themselves healthy and happy.

Students could share their responses with the rest of the class after they have completed the activity.

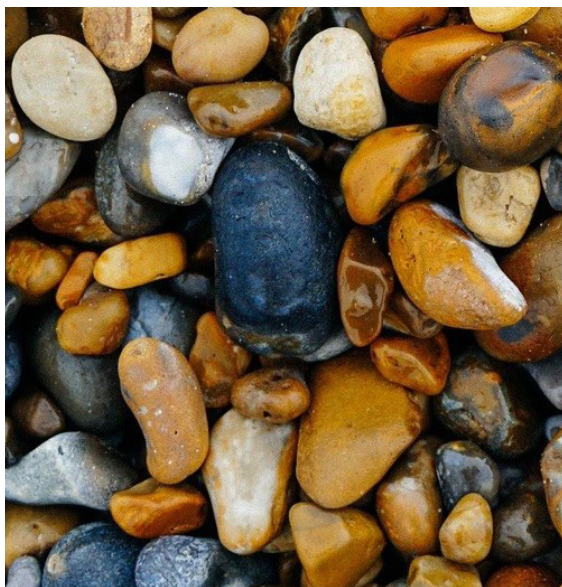
AR1

PRESENTATION

This is available to download as a separate pdf from
<https://www.hrp.org.uk/superbloom-schools-learning-resources/>



STONES



© Unsplash

DRUMS



© Unsplash

CLOAK



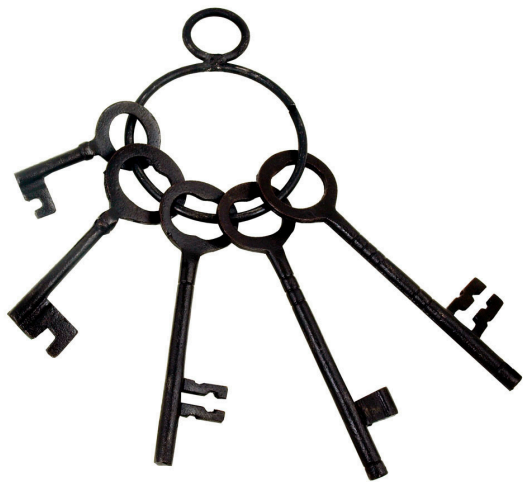
© National Portrait Gallery, London

POTATOES



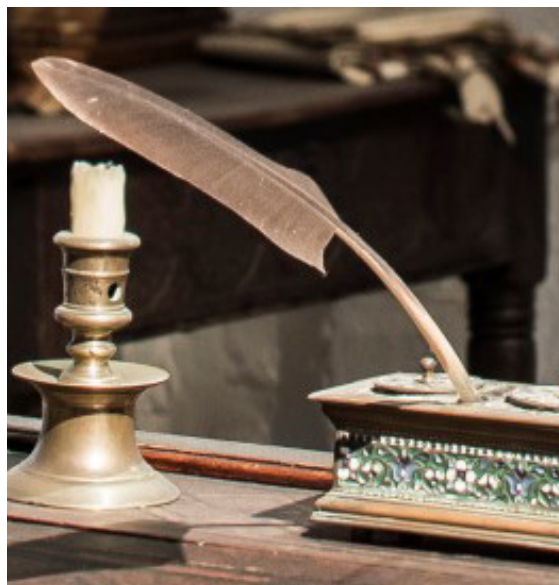
© Unsplash

KEY



© Historic Royal Palaces

QUILL PEN



© Historic Royal Palaces

SEEDS



© Historic Royal Palaces

BOTTLE



© Historic Royal Palaces

CHILD

A long time ago there lived a boy called Walter Raleigh. He loved to hear stories about the sea.

SOLDIER

When Walter was 17 he became a soldier. He fought in a war in France.

KNIGHT

When Walter was older he was made a knight by the Queen – Queen Elizabeth I. He was now called Sir Walter Raleigh. The Queen and Sir Walter were good friends.

EXPLORER

Sir Walter set off to explore different countries far away. He sailed in his ship and looked for new things to bring back to England. He found a new vegetable called a potato and he looked for a city made of gold but did not find it.

PRISONER

After the Queen died there was a king called James I. The new king did not like Sir Walter and he sent him to prison in the Bloody Tower at the Tower of London. Walter felt very sad and lonely in prison.

WRITER

When he was in prison Sir Walter wrote a book which helped him to feel better. Sometimes his family came to visit him in his room.

GARDENER

Sir Walter decided to make a garden to grow plants in. He used some seeds which he had brought back from his travels. Sometimes he exercised in the garden. Walter felt better when he spent time in his garden.

APOTHECARY

Sir Walter wanted to help other people feel better too. He made a special sweet medicine called the 'Great Cordial' which had over 40 ingredients in it! A lot of the ingredients in the cordial were from Sir Walter's garden.

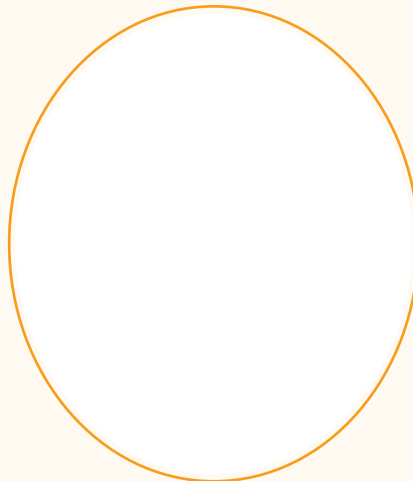
| Ingredient | Tudor belief | Country | Other notes |
|---|------------------------|----------------------------|-------------|
|  <p>ORANGE</p> | Cure for poisoning | India | |
|  <p>MINT</p> | Cure for headaches | England and Europe | |
|  <p>ROSEMARY</p> | Helps poor memory | The Mediterranean | |
|  <p>CINNAMON</p> | Helps with tiredness | | |
|  <p>LEMON</p> | Helps with feeling sad | The Mediterranean and Asia | |

| Ingredient | Nice 😊 | OK 😐 | Yuck 😞 |
|--|--------|------|--------|
|  <p data-bbox="118 640 236 674">ORANGE</p> | | | |
|  <p data-bbox="118 1003 193 1037">MINT</p> | | | |
|  <p data-bbox="118 1364 277 1397">ROSEMARY</p> | | | |
|  <p data-bbox="118 1727 277 1760">CINNAMON</p> | | | |
|  <p data-bbox="118 2092 220 2125">LEMON</p> | | | |

SIR WALTER RALEIGH




ME



Story element CHILD

Sensory story text A long time ago there lived a boy called Walter.
He loved to hear stories about the sea.

| Sensory stimuli | Additional information |
|--|---|
| <p>Photograph of a boy looking at the sea Start by looking at this photo on presentation AR1.</p>  | |
| <p>Painting showing Walter Raleigh as a child Start by looking at the painting of Sir Walter Raleigh as a child on the beach. Point to Walter, sitting on the left.</p> | <p>This is an alternative image to use for this part of the story, which you can access from this webpage: ‘The Boyhood of Raleigh’, Sir John Everett Millais, Bt, 1870 Tate</p> <p><i>Title:</i> The Boyhood of Raleigh <i>Artist:</i> Sir John Everett Millais</p> <p>Painted in 1870 (about 300 years after Raleigh was born).</p> <p>Walter is the child dressed in green, listening intently to the stories told by a Genoese sailor.</p> <p>Points to note: There is toy ship in the foreground, on the left. This suggests Raleigh’s future adventures at sea.</p> <p>There is a sharp edge of an anchor on the right. This may allude to the final words he uttered at his execution: “Strike, man, strike.”</p> <p>Higher level: Both these points are possible discussion points for higher level learners later on in the session.</p> |
| <p>Beach sounds Play YouTube audio clip: https://www.youtube.com/watch?v=wQfFwlyvU0M</p> | |
| <p>Water spritz bottle Walk around the circle with a water spritz bottle and spray a small amount of water onto each child’s hand.</p> | |
| <p>Stones Pass around different stones from the beach for the students to handle.</p> | <p><i>Optional</i> – you could put the stones in a beach bucket and students choose one to take out.</p> |



Story element SOLDIER


Sensory story text When Walter was 17 he became a soldier. He fought in a war in France.

| Sensory stimuli | Additional information |
|---|---|
| Ask the students to stand up straight with their arms by their sides like a soldier. | |
| <p>Drum</p> <p>Bang the drum and ask students to march on the spot like a soldier.</p> | <i>Optional</i> – they could march around the room for a movement break and when the drumming stops sit down again. |

Story element KNIGHT

Sensory story text When Walter was older he was made a knight by the Queen - Queen Elizabeth I. He was now called Sir Walter Raleigh.
The Queen and Sir Walter were good friends.

| Sensory stimuli | Additional information |
|--|---|
|  <p>Portrait of Walter Raleigh (adult)</p> <p>Put up image on the board (AR1).</p> | <p>In this portrait Raleigh presents himself as the Queen's loyal servant, wearing her colours of white and black, and her emblem is the pearl in his left ear.</p> <p>Higher level: This could be a discussion point for higher level learners later on in the session.</p> |
|  <p>Cloak or faux fur/velvet samples</p> <p>Ask the students to look at the cloak detail on the board (AR1).</p> <p>Pass around a cloak to try on or ask students to feel the samples.</p> | <i>Optional</i> – if you are using a cloak, students could try recreating Raleigh's pose. If you don't have cloaks, a piece of fabric can be used instead. |
| <p>Light tap on the shoulders</p> <p>Move around the group and as you tap their shoulder they stand up.</p> | <p>Higher level: Option to talk later on about what happens when someone is knighted by the King or Queen – each shoulder is lightly tapped with the monarch's sword.</p> |

| Sensory stimuli | Additional information |
|---|---|
|  <p>Portrait of Elizabeth I Put up image on the board (AR1)</p> | <p>This is one of the most important surviving images of Elizabeth I. She is wearing a double string of pearls and carrying an ostrich feather fan.</p> <p>Walter brought the Queen pearls and other unusual things as presents from his sailing adventures.</p> |
| <p>Pearls Spot the pearls in the portrait of Elizabeth. Let students try on a pearl necklace (or beads).</p> | <p>Higher level: Pearls are made by oysters inside their shells to protect themselves from irritating grains of sand. Most pearls are very tiny - big ones are very rare. Most big pearls like Elizabeth is wearing in the portrait come from the South Pacific and the Caribbean.</p> |
| <p>Crown/tiara Spot the tiara in the portrait. Let students try on a tiara or crown.</p> | <p>Option to recreate the Queen's pose and take a photo.</p> <p>Make a paper crown if you don't have a plastic one.</p> |

Story element EXPLORER

Sensory story text Sir Walter set off to explore different countries far away.

| Sensory stimuli | Additional information |
|---|--|
| <p>Sea sounds Play YouTube audio clip: https://www.youtube.com/watch?v=Agyf-4s8wUI</p> | <p>Higher level: There is an option to look at a globe later in the session and identify some of the places Raleigh sailed to (e.g. the Caribbean and North and South America).</p> |
| <p>Water spritz bottle Use the water to spray a little on each student's hand.</p> | <p>The aim of using the water spray twice in the session is to help the students make connections between Raleigh's childhood and adult life.</p> |
| <p>Making boat movements Ask the students to rock from side to side.</p> | <p>Option to move faster to create the idea of the waves becoming stronger in the deeper water.</p> |

Sensory story text He sailed in his ship and looked for new things to bring back to England.

| Sensory stimuli | Additional information |
|---|---|
| <p>Mini handheld telescope Ask the students to take it in turns to look through the telescope.</p> | <p>Ask students why Walter would have found a telescope useful.</p> |

Sensory story text He found a new vegetable called a potato.

| Sensory stimuli | Additional information |
|--|--|
| <p>Potatoes hidden in a bucket with brown fabric Ask students to 'hunt' for potatoes in the bucket.</p> | <p>Higher level: The story of how potatoes were brought to Europe is fascinating. They came originally from the Americas (which most Europeans hadn't known existed until 100 years before Raleigh was born). Native Americans grew potatoes as a staple food and taught explorers from Europe about them. The plant part of the potato is actually poisonous!</p> |


Sensory story text He looked for a city made of gold but did not find it.


| Sensory stimuli | Additional information |
|--|---|
| <p>Fool's gold Pass around the fool's gold, encouraging the students to hold it up so it catches the light.</p> | <p>As an alternative to fool's gold, you could use gold shiny paper/fabric. Higher level: Option to discuss Raleigh's expedition to Guinea in South America in search of the mythical golden land of El Dorado. Explain that when Raleigh was looking for gold he would have been 'gold panning' in rivers.</p> |

Story element PRISONER

Sensory story text After the Queen died there was a king called James I.


The new king did not like Sir Walter and he sent him to prison in the Bloody Tower at the Tower of London. Walter felt very sad and lonely in prison.

| Sensory stimuli | Additional information |
|---|--|
| <p>Photograph of the Bloody Tower Put up image on the board (AR1).</p>  | <p>Higher level: Option to discuss how Raleigh might have felt being kept in a confined space, after living such a free life as an explorer. You might like to discuss how Raleigh actually had more space than many other prisoners as he was important and also wealthy. To demonstrate how his life was impacted by his confinement, you could use a piece of sugar paper and ask a student to stand on it. Explain that the paper represents Raleigh's room in the Tower and the rest of the classroom is the outside world. This will be important for students to understand the impact Raleigh's imprisonment had on him both physically and mentally.</p> |

| Sensory stimuli | Additional information |
|--|--|
| <p>Key and key turning actions</p> <p>Students each have a key and practise key turning actions in the air.</p> | <p>If only one key is available just model the action with it.</p> |
|  <p>Portrait of Raleigh with his son</p> <p>Put up image on the board (AR1).</p> | <p>Unknown artist, 1602.</p> <p>This portrait was painted a year before Walter was imprisoned in the Tower. Walter's son here is also called Walter, he was eight years old. Whilst in the Tower, Raleigh's wife Bess gave birth to Raleigh's third son, Carew.</p> <p>Higher level:</p> <p>You might like to discuss why it would have been important for Raleigh to have been allowed to see his wife and children when he was in prison.</p> |

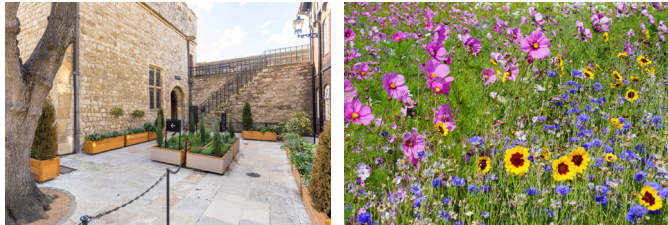
Story element**WRITER****Sensory story text**

When he was in prison Sir Walter wrote a book which helped him to feel better. Sometimes his family came to visit him in his room.

| Sensory stimuli | Additional information |
|--|--|
| <p>Photograph of Raleigh's room</p> <p>Put up image on the board (AR1).</p>  | <p>Although the room looks light and bright in the photo, it was actually very gloomy and chilly in Raleigh's time. The floor and walls are made of stone. He only had a small fire in a fireplace and candles to see by at night.</p> |
| <p>Writing movements</p> <p>Give out the quill pens and baking paper.</p> <p>Invite the students to act out writing on the paper with the quill pen.</p> | <p>If only one quill pen is available just model the action with it.</p> |

Story element GARDENER

Sensory story text Sir Walter was allowed to make a garden to grow plants in.
Walter felt better when he spent time in his garden.

| Sensory stimuli | Additional information |
|---|---|
| <p>Photograph of Raleigh's garden Put up image on the board (AR1).</p>  | <p>Raleigh was allowed to have a small area outside the door of his rooms in the Bloody Tower to make a garden.</p> |

Sensory story text Sometimes he exercised in the garden.

| Sensory stimuli | Additional information |
|---|---|
| <p>Digging actions Ask the children to make digging movements.</p> | <p>Option to do this standing up if a movement break is needed.</p> |

Sensory story text He used some seeds which he had brought back from his travels.

| Sensory stimuli | Additional information |
|--|--|
| <p>Packet of marigold seeds Open the packet of seeds and pass round for the students to act out planting.</p> | <p>Option to keep the seeds in the packet or put in a sensory tube instead.</p> <p>Higher level: Marigolds were one of the ingredients of Raleigh's cordials. Marigolds originally came from Europe.</p> <p>According to Nicholas Culpepper, a famous English Physician, they were: "Much used in possets, broths, and drink, as a comforter of the heart and spirits."</p> <p>Raleigh also grew tobacco seeds he'd brought from South America (and smoked it).</p> |

Story element APOTHECARY

Sensory story text Sir Walter wanted to help other people feel better too. He made a special sweet medicine called the Balsam of Guiana which had over 40 ingredients in it!

| Sensory stimuli | Additional information |
|--|--|
| <p>Strawberry water in plastic cups</p> <p>Invite the students to have a taste of the strawberry water, one of the ingredients of the Balsam of Guiana.</p> | <p>It may be quite refreshing for students to have a drink at this point in the session.</p> <p>You can create a strawberry water by watering down a strawberry smoothie or mixing very diluted strawberry squash.</p> |
| <p>Grated nutmeg in small sensory pot</p> <p>Invite students to smell the nutmeg and invite their personal response to the smell using thumbs up or down.</p> | <p>Higher level: Nutmeg originally came from Africa.</p> |
| <p>Cloves in small sensory pot</p> <p>Invite students to smell the cloves and invite their personal response to the smell using thumbs up or down.</p> | <p>Higher level: Cloves originally came from Africa.</p> |
| <p>Mixing action</p> <p>Ask the students to make mixing movements.</p> | |
| <div data-bbox="177 1267 269 1487" data-label="Image"> </div> <p>Glass apothecary bottle</p> <p>Show the bottle and invite students to make a pouring action with their hands.</p> <p>If you don't have a glass bottle, put up this image on the board (AR1).</p> | |

Sir Walter Raleigh Story element

CHILD

| Sensory stimuli | Sensory experiences |
|---|---------------------|
| Painting of Raleigh as child on the beach | Visual |
| Sounds of the beach (<i>on whiteboard</i>) | Auditory/visual |
| Water spritz bottle | Tactile |
| Stones (<i>in optional beach bucket</i>) | Tactile |

Sir Walter Raleigh Story element

SOLDIER

| Sensory stimuli | Sensory experiences |
|----------------------|---------------------|
| Standing up straight | Vestibular |
| Drum | Auditory |
| Marching on the spot | Proprioceptive |

Sir Walter Raleigh Story element

KNIGHT

| Sensory stimuli | Sensory experiences |
|--|---------------------------|
| Painting of Raleigh wearing a cloak | Visual |
| Cloak or velvet/faux fur sample | Tactile |
| Painting of Elizabeth I | Visual |
| Pearls | Tactile |
| Crown/tiara | Tactile |
| Stand up and light tap on shoulder | Vestibular/proprioceptive |

Sir Walter Raleigh Story element

EXPLORER

| Sensory stimuli | Sensory experiences |
|--|---------------------------|
| Sound of the sea (<i>on whiteboard</i>) | Auditory/visual |
| Water bottle | Tactile |
| Making boat movements | Proprioceptive/vestibular |
| Mini handheld telescope | Visual/tactile |
| Potatoes hidden in a bucket with brown fabric | Visual/tactile |
| Fool's gold | Visual/tactile |

Sir Walter Raleigh Story element

PRISONER

| Sensory stimuli | Sensory experiences |
|------------------------------------|------------------------|
| Photograph of Bloody Tower | Visual |
| Key and key turning actions | Tactile/proprioceptive |

Sir Walter Raleigh Story element

WRITER

| Sensory stimuli | Sensory experiences |
|--|---------------------|
| Photograph of Raleigh's room in the Bloody Tower | Visual |
| Quill pen /feather | Tactile |
| A5 samples of baking/greaseproof paper | Tactile |
| Making writing movements | Proprioceptive |
| Painting of Raleigh with his son | Visual |

Sir Walter Raleigh Story element

GARDENER


| Sensory stimuli | Sensory experiences |
|--|---------------------|
| Photograph of Raleigh's recreated garden | Visual |
| Photograph of flowers | Visual |
| Packet of marigold seeds | Visual/tactile |
| Digging actions | Proprioceptive |

Sir Walter Raleigh Story element

APOTHECARY

| Sensory stimuli | Sensory experiences |
|-----------------------------------|---------------------|
| Strawberry water in plastic cups | Gustatory |
| Nutmeg in small sensory smell pot | Olfactory |
| Coves in small sensory smell pot | Olfactory |
| Mixing action | Proprioceptive |
| Glass apothecary bottle | Tactile |
| Pouring action | Proprioceptive |

Story element CHILD

| Sensory stimuli | Location |
|---|---|
| Photograph of a boy looking at the sea  | AR1 |
| Painting showing Walter Raleigh as a child | Image on webpage: 'The Boyhood of Raleigh', Sir John Everett Millais, Bt, 1870 Tate |
| Beach sounds | Audio clip on YouTube: https://www.youtube.com/watch?v=wQfFwlyvU0M |

Story element SOLDIER

| Sensory stimuli | Location |
|-----------------|-------------------------------|
| Drum | Sourced in advance of session |



Story element KNIGHT

| Sensory stimuli | Location |
|--|----------|
|  Portrait of Walter Raleigh | AR1 |
|  Portrait of Elizabeth I | AR1 |


Story element EXPLORER

| Sensory stimuli | Location |
|-----------------|---|
| Sea sounds | Audio clip on YouTube: https://www.youtube.com/watch?v=Agyf-4s8wUI |

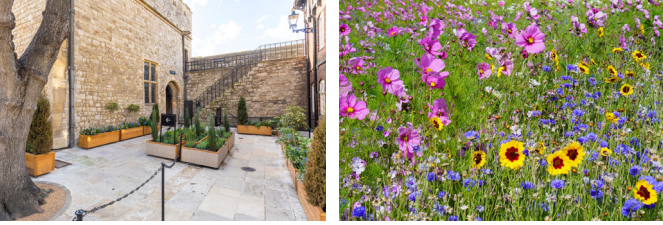
Story element PRISONER

| Sensory stimuli | Location |
|--|----------|
| Photograph of the Bloody Tower  | AR1 |
| Portrait of Raleigh with his son  | AR1 |


Story element WRITER

| Sensory stimuli | Location |
|---|----------|
| Photograph of Raleigh's room  | AR1 |

Story element GARDENER

| Sensory stimuli | Location |
|---|----------|
| <p data-bbox="113 365 619 400">Photograph of site of Raleigh's garden</p>  | AR1 |

Story element APOTHECARY

| Sensory stimuli | Location |
|---|----------|
|  <p data-bbox="357 869 715 936">Photograph of glass bottle for cordials</p> | AR1 |