

SEND - TEACHER'S GUIDE

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

This pack has been designed to support the SEND teaching of English 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 four main activities for the lesson, each with a specific focus:

- *Activity 2: Raleigh Sensory story*
 - Sensory focus
- *Activity 3: Raleigh's Emotions*
 - English focus
- *Activity 4: My Miniature Wellbeing Garden*
 - PSHE focus
- *Activity 5: My Happy Book*
 - PSHE focus

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

We recommend having a set of Emotion Spoons available for some of the activities (*optional*).

You may also wish to use this lesson pack in conjunction with the SEND Lesson Pack for History, called Soldier to Healer: Sir Walter Raleigh's Medicinal Garden at the Tower (History/PSHE), which is available on the Learning Resources for Superbloom Schools webpage [Superbloom learning resources | Historic Royal Palaces \(hrp.org.uk\)](http://www.hrp.org.uk/superbloom-schools/superbloom-learning-resources/#gs.x53byo). This pack also focusses on Sir Walter Raleigh and his garden at the Tower but provides activities and resources to support History.

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 during his imprisonment and the different emotions he felt whilst in prison.

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 for 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.

Although these elements are not covered in this lesson pack, a couple of points to be aware of about Raleigh's story are, although he benefited from creating a garden, he had tried to take his own life when he was first imprisoned at the Tower; he was executed in 1618 for treason.

TOPIC INTRODUCTION

It would be helpful for the students to find out 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/>

This film gives more detail about the legend of the ravens at the Tower of London:

<https://youtu.be/4GkR4XBHkRo>

More information about the Zones of Regulation (used in Activity 3) can be found here:

<https://zonesofregulation.com/learn-more-about-the-zones.html#>

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

English

Students should:

- Listen to and respond appropriately to adults and their peers
- Take part in role play with confidence

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 (SM2)
- 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 4: You will need a plastic tray, compost and items to create the garden, such as: a selection of herbs and flowers/ flower petals, stones, shells, moss, twigs, small plastic figures, lids, small foil containers (e.g. pie cases), essential oils (e.g. rose and lavender), tissue paper.

Activity 5: Each student will need an exercise book or paper to make their happy book.

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 at imprisoned at the Tower.

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

ACTIVITY 2

Raleigh Sensory Story – Sensory focus

Key Question: What was Walter’s life like when he was imprisoned at the Tower?

Key skills – listening, personal response, using different senses

The aim of this activity is for students to learn about Sir Walter Raleigh’s imprisonment at the Tower of London by taking part in a sensory story.

Pack resources: Activity Card 2 | AR1 (slides 6-11) | AR2 | SM1 | SM2 | SM3

ACTIVITY 3

Raleigh’s Emotions – English focus

Key Question: How did Raleigh feel when he was imprisoned at the Tower?

Key skills – recalling a story, showing empathy, working collaboratively

The aim of this activity is to develop student’s understanding further of the different aspects of Raleigh’s imprisonment by matching his experiences during his imprisonment with the Zones of Regulation. The focus will be on the different emotions he felt and how he helped himself manage his emotional state of mind.

Pack resources: Activity Card 3 | AR1 (slide 13) | AR2 | AR3 | AR4

ACTIVITY 4

My miniature wellbeing garden – 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, decision making

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 creating a miniature wellbeing garden.

Pack resources: Activity Card 4 | AR5 | SM2

ACTIVITY 5

My Happy Book – PSHE focus

Key Question: How can we help ourselves to feel calm?

Key skills – personal response, understanding our emotions, decision making

The aim of this activity is to think about what Raleigh did to keep well during his time in prison and then begin to create a ‘happy book’ to which can be used to help support students’ emotions at school or at home.

Pack resources: Activity Card 5

ACTIVITY 6

Plenary

Key Question: What can we do to help keep ourselves healthy?

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

Pack resources: Activity Card 6 | AR6

IDEAS FOR ADDITIONAL ACTIVITIES

- Extension activity: students can use Symwriter to write Raleigh's story.

- **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**

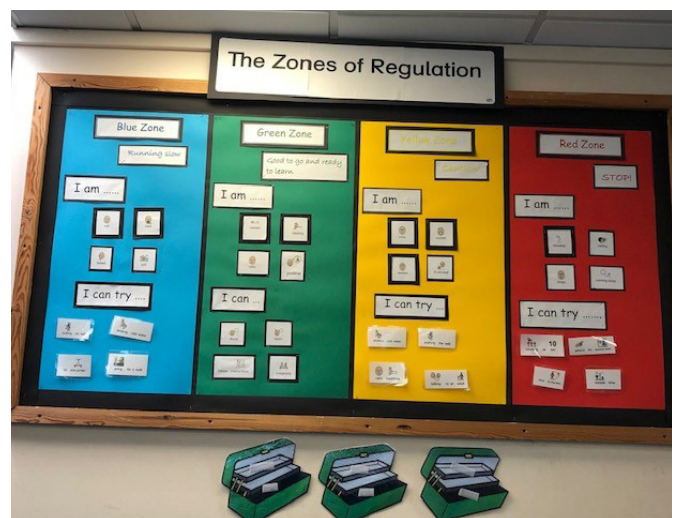
Discuss with your students the different ways Walter looked after his physical and mental health when in prison – exercise, gardening, writing, reading, seeing his family and making medicines – all of which helped to keep him occupied.

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

- **Classroom Zones of Regulation wall**

You could set up your own Zones of Regulation wall in your classroom. Discuss with your students things they can do to help themselves when they are feeling the different zones. Each child could suggest a 'green zone' activity which they find particularly helpful. This could then be made into an activity card which can be laminated and stuck in the green boxes underneath the chart (use Velcro on the reverse). Students can then choose an activity card from the green chests on the wall when needed.

Here is an example of how the chart might look:



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 the story of his imprisonment at the Tower as the main literacy focus of the lesson.

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.

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 6-11) | AR2 | SM1 | SM2 | SM3

Raleigh Sensory Story – Sensory focus

Key Question: What was Walter's life like when he imprisoned at the Tower?

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

Use SM1-3 to prepare before the session.

Explain that to find out about Walter Raleigh students are going to take part in a Sensory Story.

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.

While you read the Sensory Story (AR2) show the corresponding images on the presentation (AR1).

Raleigh's Emotions- English focus

Key Question: How did Walter feel when he was imprisoned at the Tower?

The aim of this activity is for the students to recall the different aspects of Walter's time at the Tower and to reflect on how he felt at different times during his imprisonment.

Show students the Zones of Regulation chart and explain how they work. If it is a strategy which you already use in school then you can remind them of how it works before you do the activity.

IMPORTANT Before the lesson, cut out the cards on AR4, then print off and stick face emojis on each that you already use in your school. Laminate the cards before the lesson for durability.

What can you remember about Walter's time at the tower?

Show students Walter's portrait on AR1.

Ask the students for things they can remember about Walter's imprisonment at the Tower.

Write down any keywords on a flip chart/the whiteboard.

Read Raleigh's story (AR2) to the students again.

Working in pairs, ask the students to cut out the 10 picture cards about the story of Raleigh's imprisonment at the Tower (AR3).

Next ask them to match the cards to the different sections on the Zones of Regulation chart.

As an extension activity, students could choose one of the picture cards and, using the emotion spoon, act out how Raleigh was feeling during this point of his imprisonment and explain why he felt like this (use keyword or keywords). You can use AR4 for this activity.

ACTIVITY CARD 4

Pack resources: AR5 | SM2

My miniature wellbeing garden – 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 think about how the activities helped his mind and his body. Students will then create their own miniature garden in a tray.

This activity is designed to be carried out in pairs.

How did doing these things help him?

Ask the students to recall what Walter did to help himself – writing, reading, gardening, seeing family and friends, making cordials and exercising. Discuss how being outside his rooms in the fresh air and creating a garden really helped Walter.

Explain that they are going to work in pairs to plan and create their own miniature garden. Explain that they will create a finished garden so they will not be planting seeds. There will be a selection of herbs and flowers they can use to create colour and smell (see SM2). There could also be things available which they can use to create features, such as pools, and things they can use to decorate it with, such as stones, shells and moss.

Ask the students these questions to help them plan their garden on worksheet AR5:

- What will your garden look like?
 - How will your garden smell?
 - What will make your garden special?
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ACTIVITY CARD 5

My Happy Book – PSHE focus

Key Question: How can we help ourselves to feel calm?

The aim of this activity is to think about what Raleigh did to keep well during his time in prison and then begin to create a book to which can be used at school or at home.

The book can be an exercise book or students could make their own book. Students can decorate the cover of their 'happy book' with pictures of things which help them to feel happy and calm, for example: flowers, the sea, animals. They may also like to have some pictures of their favourite cartoon characters/stickers, etc. Their books will be very personal for each student, so you might want to have some examples of different things ready printed but also invite each student to choose something personal to them.

The aim is that when they are feeling anxious, angry or upset, students can take out their happy book to look at. They can also add more pictures. The book can be used as a resource to help students return to the Green Zone of Regulation.

Plenary

Key Question: What can we do to help keep ourselves healthy?

The aim of worksheet **AR6** is to test if the students can recall two things about how Walter Raleigh kept healthy in the Tower, and two things they can do to keep themselves healthy today.

This activity is designed to be carried out individually. Students could share their responses after they have completed the activity.

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

IMPRISONED AT THE TOWER OF LONDON

One day a long time ago, a man called Sir Walter Raleigh was sent to prison at the Tower of London. It was a cold, dark castle with high stone walls. In his room, Walter could hear the ravens outside. He could hear the guards' footsteps as they walked about outside and the sounds of keys as they locked the doors. He felt **worried** that he would be inside the Tower forever.

INSIDE WALTER'S ROOMS

Walter felt very **sad** and **ill** in prison. He missed his family and friends. He felt **frustrated** that he could not go out whenever he wanted. Walter loved the sea and was **bored** being inside prison. He missed being able to travel to different places on his ship. Sometimes it made him feel **out of control**. Walter decided to make a plan to help himself feel better. He thought about some activities that he enjoyed doing.

WRITING

Walter worked in his room by candlelight. He used a quill pen to write a book about the History of the World. It was a very big book! He also wrote other books and built up a library in the Tower. Writing books helped him to stay **focused**.

SEEING FAMILY

Walter was allowed to have his close family visit him in the Tower. Sometimes his wife and children stayed with him. He was very **excited** when he saw his son.

SEEING FRIENDS

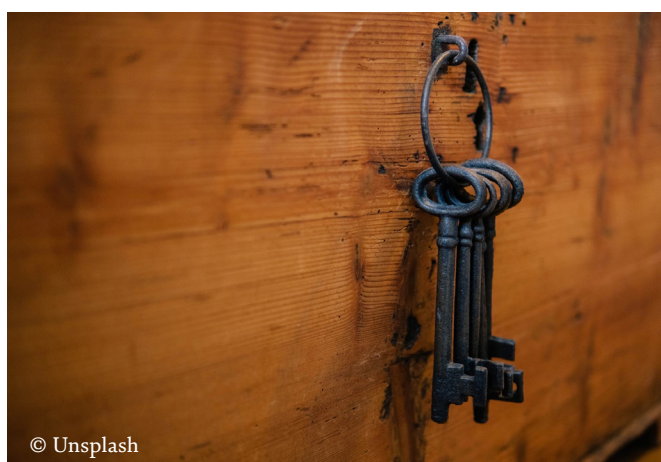
Some of Walter's friends were also prisoners in the Tower. They were allowed to visit each other and spent time reading, writing and doing science experiments. Spending time with his friends helped Walter to keep busy and he felt less sad.

GARDENING AND BEING OUTSIDE

Walter was allowed to create a garden in the Tower. He planted some seeds which he had brought back from his travels. He watered the seeds to help them to grow. He exercised in his garden. Spending time in the fresh air helped Walter to feel better and to stay **calm**.

MAKING MEDICINES

Walter wanted to help other people feel better too. He used his plants to make a sweet medicine called the 'Great Cordial.' It had over 40 ingredients in it! Two of the ingredients were rosemary and mint. People who were ill bought Walter's medicines and Walter felt very **happy**.





FEELING SAD

(stick an emoji face here)

FEELING FOCUSED

(stick an emoji face here)

FEELING SICK

(stick an emoji face here)

FEELING FRUSTRATED

(stick an emoji face here)

FEELING BORED

(stick an emoji face here)

FEELING WORRIED

(stick an emoji face here)

FEELING TIRED

(stick an emoji face here)

FEELING EXCITED

(stick an emoji face here)

FEELING CALM

(stick an emoji face here)

FEELING ANGRY

(stick an emoji face here)

FEELING HAPPY

(stick an emoji face here)

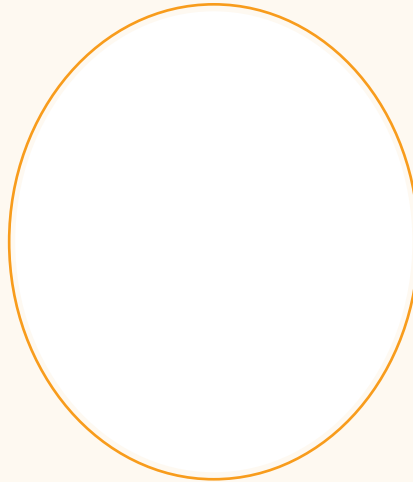
FEELING OUT OF CONTROL

(stick an emoji face here)

FEELING RELAXED



(stick an emoji face here)

<p>PLAN OF MY GARDEN</p>	<p>THINGS I WILL NEED:</p>
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SIR WALTER RALEIGH**ME**


Story element**IMPRISONED AT THE TOWER OF LONDON****Sensory story text**

One day a long time ago, a man called Sir Walter Raleigh was sent to prison at the Tower of London. It was a cold dark castle with high stone walls. Walter could hear the sound of the ravens and the footsteps of the guards walking outside and locking the doors. He felt worried that he would be inside the Bloody Tower for ever.

Sensory stimuli	Additional information
<p>Photograph of the Tower of London</p> <p>Start by looking at the photograph of the Tower on presentation AR1. Point out the high stone walls.</p> 	<p>The main learning aim here is for students to understand how confined Raleigh would have felt being imprisoned in the Bloody Tower at the Tower of London. His life before his imprisonment was very adventurous and exciting - he had travelled to many faraway places by sailing ship.</p>
<p>Sounds of the ravens</p> <p>Put on YouTube audio clip of the ravens at the Tower of London: https://youtu.be/IQ-WBS29Q-w</p>	<p>Higher level:</p> <p>You may wish to discuss the legend of the Tower of London's ravens later on the session. It is said that the kingdom and the Tower of London will fall if the ravens ever leave. There are nine ravens at the Tower today, just in case!</p>
<p>Making footstep sounds</p> <p>Ask the students to make loud footsteps on the spot or they could walk around the room for a movement break.</p>	
<p>Key and key turning actions</p> <p>Students each have a key and practise turning actions in the air.</p>	<p>If only one key is available just model the action with it, or make large cardboard keys to share.</p>
<p>Photograph of the Bloody Tower</p> <p>Show the photo of the Bloody Tower on presentation AR1.</p> 	<p>Raleigh's rooms were in this tower.</p>
<p>Emotion spoon – feeling worried</p> <p>Ask the students to make the expression to match the spoon.</p>	<p>The emotion spoons will be used throughout the sensory story.</p> <p>The aim is to emphasise how challenging, both physically and mentally, Raleigh found being in the Tower. He was a prisoner for 13 years!</p>

Story element**INSIDE WALTER'S ROOMS****Sensory story text**

Walter felt very sad and ill in prison. He missed his family and friends and felt frustrated that he could not go out whenever he wanted. Walter loved sailing his ship on the sea and was bored being inside prison. He missed being able to travel to different places. Sometimes it made him feel out of control. Walter decided to make a plan to help himself feel better. He thought about some activities that he enjoyed doing.

Sensory stimuli	Additional information
<p>Photograph of Walter Raleigh's study at the Tower</p> <p>Show the photograph of Walter's main room at the Tower (AR1).</p> 	
<p>Fire sounds</p> <p>Dim/turn off the lights in the room and put on the YouTube audio clip of a fire burning in the fireplace.</p> <p>https://youtu.be/0vU22YUocHs</p>	
<p>Emotion spoon – feeling sad</p> <p>Ask the students to make the expression to match the spoon.</p>	
<p>Emotion spoon – feeling frustrated</p> <p>Ask the students to make the expression to match the spoon.</p>	
<p>Water spritz bottle</p> <p>Walk around the circle with a water spritz bottle and spray a small amount of water onto each child's hand.</p>	<p>The water sensation symbolises Raleigh's connection to the sea in his life before imprisonment.</p> <p>Higher level: You may wish to look at Raleigh's adventures at sea, including his voyage to South America to search for El Dorado, the city of gold.</p>
<p>Emotion spoon – out of control</p> <p>Ask the students to make the expression to match the spoon.</p>	

Story element

WRITING


Sensory story text

Walter worked in his room by candlelight. He used a quill pen to write a book about the History of the World. It was a very big book! He also wrote other books and built up a library in the Tower. Writing books helped him to stay focused.

Sensory stimuli	Additional information
Battery-operated candle Switch on the battery-operated candle/s.	Higher level: You could compare lighting and heating during the Tudor era and today. You could also look at differences in communication at that time. When Raleigh was in prison he wrote letters to his friends not in prison telling them how he felt. Why might he have done that? You may like your students to talk about what they think he might have said in his letters.
Quill pen and baking paper Give out the quill pens and baking paper.	
Writing actions Invite the students to act out writing on the paper.	If only one quill pen is available just model the action with it.
Large reference book	The main aim here is for students to feel the weight of a very heavy book and see if they can move/lift it. Raleigh started writing his famous book ‘The History of the World’ whilst in prison. It was unfinished and only one volume was produced, instead of the intended three.
Emotion spoon – being focused Ask the students to make the expression to match the spoon.	

Story element**SEEING FAMILY****Sensory story text**

Walter was allowed to have his close family visit him in the Tower. Sometimes his wife and children stayed with him. He was very excited when he saw his son Walter. His youngest son Carew was born in the Tower!

Sensory stimuli	Additional information
 <p>Portrait of Raleigh and his son Walter</p> <p>Point to Walter Raleigh in the portrait. Point to his son, Walter.</p>	<p>Walter's son here is also called Walter. This portrait was painted before the time Walter was imprisoned in the Tower. His son was only 8 when it was painted.</p> <p>Higher level: You might like to discuss why it would have been important for Raleigh to still have been able to see his wife and children when he was in prison.</p>
<p>Emotion spoon – being excited</p> <p>Ask the students to make the expression to match the spoon</p>	
<p>Baby doll</p> <p>Pass around the doll so the students can hold it.</p> <p>Ask the students to make gentle rocking movements, as if they are soothing the baby.</p>	<p>Whilst in the Tower, Raleigh's wife Bess gave birth to another son, Carew.</p> <p>Option to have a toy milk bottle for the students to feed the 'baby.'</p>

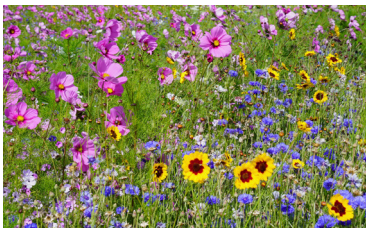
Story element**SEEING FRIENDS****Sensory story text**

Some of Walter's friends were also prisoners in the Tower. They were allowed to visit each other and spent time reading, writing and doing science experiments. Spending time with his friends helped Walter to keep busy and he felt more relaxed.

Sensory stimuli	Additional information
Makaton sign for 'friend' Ask the students to do the Makaton sign for 'friend'.	Here's a YouTube film you can use to teach this sign: https://youtu.be/nAsBpjCbYz0
Reading actions Ask the students to mime opening a book and reading it.	Raleigh built up his own library in the Tower. There were 500 books in his Tower library!
Talking to a partner Invite students to turn to the person next to them and tell them one thing about themselves, e.g. their favourite food/sport/animal, etc.	The aim here is for students to listen to each other and to understand that listening to others is a key aspect of making friends. You could use picture cards to support the activity here if appropriate. Higher level: You could discuss with your students why seeing his friends would have cheered Raleigh up, whilst he was in prison.
Pestle and mortar and crushing actions Pass around the pestle and mortar for the students to hold and do crushing actions.	Raleigh and his friends conducted scientific experiments. Raleigh was allowed to convert an old hen house in the garden into a laboratory.
Emotion spoon – being relaxed Ask the students to make the expression to match the spoon.	

Story element**GARDENING AND BEING OUTSIDE****Sensory story text**

Walter was allowed to create a garden in the Tower. He planted some seeds which he had brought back from his travels. He watered the seeds to help them to grow. He exercised in his garden. Spending time in the fresh air helped Walter to feel better and to stay calm.

Sensory stimuli	Additional information
<p>Photograph of a flower garden Show the flower garden image on AR1.</p> 	<p>Raleigh was allowed to have a small area of one of the Tower's gardens. He could exercise there and grow plants. He grew some plants from seeds from his expeditions. Raleigh grew herbs and flowers in his garden. He also grew strawberries and tobacco!</p>
<p>Packet of marigold seeds Pass around the packet of seeds.</p>	
<p>Watering can/watering can actions Hold up the watering can. Ask your students to make watering actions.</p>	<p>Option to talk about what plants need in order to grow.</p>
<p>Emotion spoon – being calm Ask the students to make the expression to match the spoon.</p>	<p>The aim of this part of the story is to emphasise that being in the garden helped Raleigh overcome his mental issues with being in prison and helped him to feel calm.</p>

Story element**MAKING MEDICINES****Sensory story text**

Walter wanted to help other people feel better too. He used his plants to make a sweet medicine called the ‘Great Cordial’. People who were ill bought Walter’s medicines and Walter felt very happy.

Sensory stimuli	Additional information
Rosemary sprigs Pass the rosemary around for the students to smell. Invite their personal response to the smell using thumbs up or down.	Raleigh’s Great Cordial had over 40 ingredients in it! Two of the ingredients were rosemary and mint from his garden.
Mint sprigs Pass the mint around for the students to smell. Invite their personal response to the smell using thumbs up or down.	
Mixing action Ask the students to make mixing actions.	
Glass apothecary bottle Show the bottle and invite students to make a pouring action with their hands.	
Emotion spoon – being happy Ask the students to make the expression to match the spoon.	

Sir Walter Raleigh Story element

IMPRISONED AT THE TOWER OF LONDON

Sensory stimuli	Sensory experiences
Photograph of the Tower of London	Visual
Sound of ravens (<i>on whiteboard</i>)	Auditory/visual
Making footstep sounds	Auditory/proprioceptive
Key and key turning actions	Tactile/proprioceptive
Photograph of the Bloody Tower	Visual
Emotion spoon – feeling worried	Visual

Sir Walter Raleigh Story element

INSIDE WALTER'S ROOMS

Sensory stimuli	Sensory experiences
Photograph of Walter Raleigh's study at the Tower	Visual
Fire sounds	Visual/auditory
Emotion spoon – feeling sad	Visual
Emotion spoon – feeling frustrated	Visual
Water spritz bottle	Tactile
Emotion spoon – feeling out of control	Visual

Sir Walter Raleigh Story element

WRITING

Sensory stimuli	Sensory experiences
Battery operated candle	Visual
Quill pen/feather and baking paper	Tactile
Making writing actions	Proprioceptive
Large reference book	Tactile/proprioceptive
Emotion spoon – feeling focused	Visual

Sir Walter Raleigh Story element

SEEING FAMILY

Sensory stimuli	Sensory experiences
Painting of Raleigh with his son	Visual
Baby doll	Tactile
Rocking movements	Tactile/vestibular
Emotion spoon – feeling excited	Visual

Sir Walter Raleigh Story element

SEEING FRIENDS

Sensory stimuli	Sensory experiences
Makaton sign for 'friend'	Proprioceptive
Talking to a partner	Auditory
Reading actions	Proprioceptive
Pestle and mortar and crushing actions	Proprioceptive
Emotion spoon – feeling relaxed	Visual

Sir Walter Raleigh Story element

GARDENING AND BEING OUTSIDE

Sensory stimuli	Sensory experiences
Photograph of Raleigh's recreated garden	Visual
Packet of marigold seeds	Visual/tactile
Watering can/watering can actions	Proprioceptive
Emotion spoon – feeling calm	Visual



Sir Walter Raleigh Story element

MAKING MEDICINES

Sensory stimuli	Sensory experiences
Rosemary sprigs	Olfactory
Mint sprigs	Olfactory
Mixing action	Proprioceptive
Glass apothecary bottle	Tactile
Pouring action	Proprioceptive
Emotion spoon – feeling happy	Visual


Story element

IMPRISONED AT THE TOWER OF LONDON

Sensory stimuli	Location
Imprisoned at the Tower of London 	AR1
Sounds of the ravens	YouTube link: https://youtu.be/IQ-WBS29Q-w
Photograph of the Bloody Tower 	AR1


Story element

INSIDE WALTER'S ROOMS

Sensory stimuli	Location
Photograph of Walter Raleigh's study at the Tower 	AR1
Fire sounds	YouTube link: https://youtu.be/0vU22YUocHs

Story element

SEEING FAMILY

Sensory stimuli	Location
 <p>Portrait of Raleigh with his son</p>	AR1

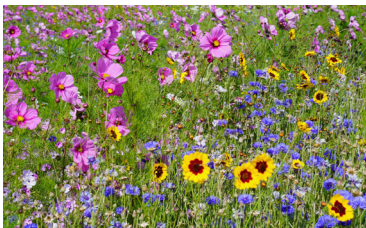
Story element

SEEING FRIENDS

Sensory stimuli	Location
Makaton sign for 'friend'	<p>YouTube link:</p> <p>https://youtu.be/nAsBpjCbYz0</p>

Story element

GARDENING AND BEING OUTSIDE

Sensory stimuli	Location
<p>Photograph of flower garden</p> 	AR1