

# LESSON PLAN

# BONES, MUSCLES & JOINTS

Please ensure you have adequate first aid knowledge before teaching this lesson.

Please contact us if you need any help or guidance with this.

## 1. DETAILS OF TEACHER

Name:	Date:	Time:	Class:
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## 2. DETAILS OF LEARNING OBJECTIVES

**By the end of the lesson, students will be able to:**

- recognise when someone has a fractured bone, dislocation injury, sprain or strain
- respond appropriately to someone who has a fractured bone, dislocation injury, sprain or strain.

## 3. DETAILS OF ACTIVITIES, TIMINGS AND RESOURCES REQUIRED

**Note:** We appreciate that you may not be able to spend a full hour on this topic. Feel free to choose activities to fit the time you have available. For example, you could do one task from each starter, development and plenary category.

Activity	Suggested timing	Resources required
<b>Starter activities</b>		
Ask the students what they understand by a 'bone, muscle or joint injury' brainstorm discussion of students' personal experiences that are relevant.	5 mins	Whiteboard
Briefly explain the structure and the function of bones and joints.	5 mins	
<b>Development activities</b>		
Using personal experiences, establish a list of features that can be used to recognise a sprain or strain ➤ Discuss the treatment of rest, ice, comfortable support and elevation (RICE)	10 mins	PowerPoint presentation
In small groups, ask the students to discuss the possible causes of fractures and then feed back to the whole group ➤ Discuss the treatment and look at how it differs from the treatment of sprains and strains.	15 mins	PowerPoint presentation Paper and pens
Explain what is meant by a dislocation injury and ask the students for examples of where these might occur ➤ Discuss the treatment of a dislocation injury and emphasise that dislocated joints must not be manipulated by the first aider.	5 mins	
<b>Plenary activities</b>		
Using either the scenario cards or the case study cards, the students can practise treating bone, muscle and joint injuries. Each group can describe how they have treated the injury on their card.	10 mins	PowerPoint presentation
<b>Suggested additional activities</b>		
The students can find out about and practise using a sling to steady and support an upper limb.		

## 4. DETAILS OF ASSESSMENT FOR LEARNING

- |   |  |   |
|---|--|---|
| <input type="checkbox"/> Shared LOs       | <input type="checkbox"/> Question/answer       | <input type="checkbox"/> Extended question/answer |
| <input type="checkbox"/> Peer assessment  | <input type="checkbox"/> Self assessment       | <input type="checkbox"/> Oral feedback            |
| <input type="checkbox"/> Written feedback | <input type="checkbox"/> Reflection/evaluation | <input type="checkbox"/> Group work               |

## 5. TEACHER NOTES

Use this space for differentiation notes, the role of any classroom support, evaluation notes, etc.

## 6. DETAILS OF SUBJECT-SPECIFIC VOCABULARY

Bone, bruising, dislocation, fracture, joint, manipulate, muscle, shock, sprain, strain, swelling.

## 7. CURRICULUM LINKS