

LESSON PLANNING AID

Subject: Ranger Life Saver
Splinting Fractures

Version: 05/11/2018

Duration: 90 mins

Area: Outdoor classroom

Materials: Sticks, bandages, old t-shirts, other splinting materials

Structure:

Duration	Subject	Type of instruction
5 mins	Introduction	EDIP
80 mins	Splinting Fractures	
5 mins	Conclusion	

Risk Level:

low	possible	probable	high	very high
X				

Details on risk level and risk mitigation on the last page

INTRODUCTION

Storytelling

Tell a story from your own experience, in which the relevance of this lesson is illustrated

Motivation

If we find any broken bones, called fractures, during the body check, we will need to decide if they should be splinted, to ensure our casualty can be transported to a medical facility without sustaining any additional damage.

Aim of the lesson

The aim of my lesson therefore is to teach you how to splint a fracture

EXPLAIN

Explain	<p>EXPLAIN how to recognise a fracture – pain, deformed body parts, extruding bones</p> <p>EXPLAIN the importance of splinting a fracture</p> <p>EXPLAIN why you have to be very careful with broken bones.</p> <p>EXPLAIN that open fractures need to be carefully covered with a bandage.</p> <p><i>Confirm after each explanation through questions!</i></p>
Questions from students	<p><i>Answer any questions relating to what you just explained. Make sure everyone is involved. Give back questions to the class where possible.</i></p>
Questions to students	<ul style="list-style-type: none">• How do I recognise a fracture?• Why should we splint / immobilise fractures?

EDIP

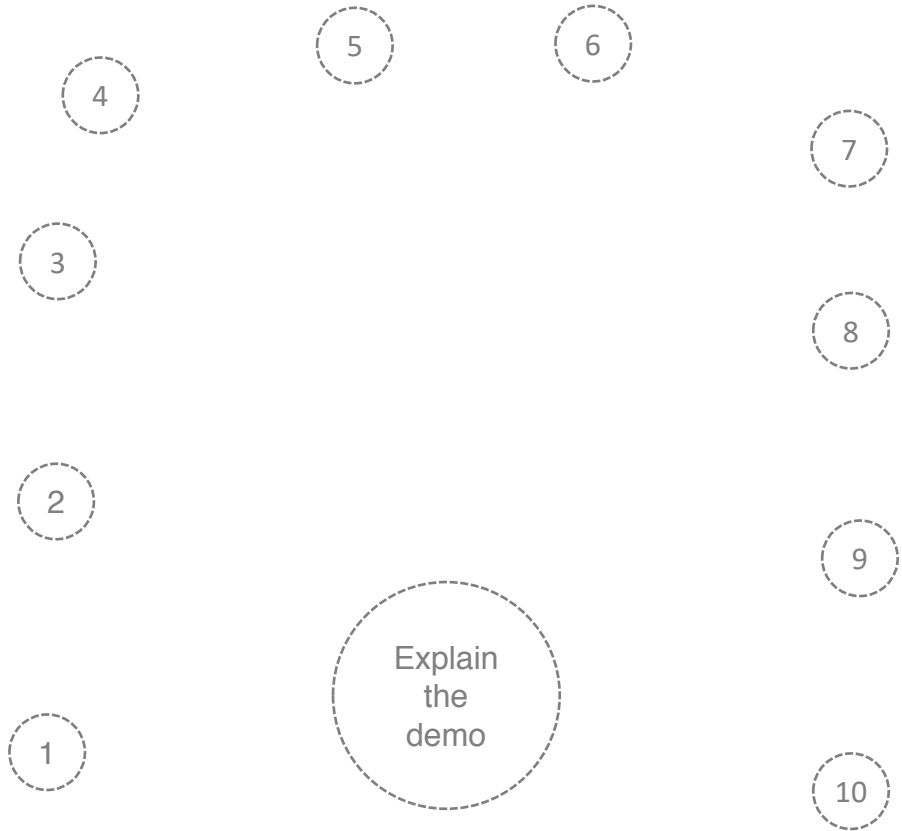
Explain the demo	<p><i>Choose one student as the demo person.</i></p> <p>In this demonstration I will splint a fracture in the right leg. The rule for splinting is, that we immobilise the joint above and below the fracture site.</p> <p>In this case the lower leg is fractured, which means we will have to immobilise the ankle and the knee.</p> <p>For this demonstration I will use improvised materials, as found in the field.</p>
Demonstrate	<p><i>Show a perfect demonstration of splinting the lower leg. Use some straight stick, and two old t-shirts to achieve the aim.</i></p> <p><i>Talk to the patient and look for indications of pain.</i></p>

<p>Imitate</p>	<p><i>Put students in pairs. Females will be paired with other females. Have the students find suitable materials for the splinting. You may provide the old t-shirts or cloth, the students can go out and find sticks to be used. Take a short time to discuss the materials the students bring in. Have the students imitate step-by-step as you take them through the splinting of the leg. Once they do it well, change the roles within the pairs. Practice until they can perform the leg splinting in one go.</i></p>
<p>Practice</p>	<p><i>Have the students perform the leg splinting in a correct way. Provide feedback, ask the class for feedback. Repeat until the splinting is performed as required by everyone in the class. If you have time available, you may proceed to an upper leg fracture, or an arm fracture.</i></p>
<p>Questions from students</p>	<p><i>Answer any questions relating to what you just explained. Make sure everyone is involved. Give back questions to the class as much as you can.</i></p>
<p>Questions to students</p>	<ul style="list-style-type: none"> • How do I recognise a fracture? • Why should we splint / immobilise fractures? • What do we do with protruding bones?

CONCLUSION

Questions from students	<i>Answer any questions relating to the entire lesson. Make sure everyone is involved. Give back questions to the class as much as you can.</i>
Questions to students	<ul style="list-style-type: none">• How do I recognise a fracture?• Why should we splint / immobilise fractures?• What do we do with protruding bones? <p><i>Give an opportunity to students that have not answered yet, or are struggling</i></p>
Summary	Fractures need to be handled carefully, as they may cause more tissue damage if handled roughly. When a casualty has to be moved, we have to ensure the fracture is splinted to the best of our ability.
Post lesson admin	N/A

DEMO LAYOUT



- *10 different pieces of sign have been prepared earlier.*
- *Explain the demo in a position of shade.*
- *Prepare 10 pieces of sign, marked by a circle around it, or a bright ribbon if top sign.*
- *Enough room between the pieces of sign, to allow for student movement.*
- *Make sure everything is prepared and checked before the start of the lesson.*

RISK MANAGEMENT

Risk item	Level	Mitigating measure	Residual risk lvl.
No risks associated with this training			
Overall risk with mitigating measures in place			