

# Lesson Plan: Doing a Dressing

## Teacher Guide

**Topic:** Wound care

**Timing:** 30–50 minutes

**Lesson type/focus:** speaking and vocabulary

**Aims:**

- **Speaking:** discuss and practise language for wound care and doing a dressing
- **Vocabulary:** review and practise language for wound care

### Overview

The focus of this lesson is wound care and the equipment used to do a dressing. The speaking activity introduces the topic and gives students the opportunity to share their ideas and experience. The vocabulary activity introduces/reviews key vocabulary which students use in the final speaking activity.

**Note:** This lesson supports the language introduced in the following:

- Course: '[English for Care](#)'
- Unit: 'Falls and Injuries'
- Module: 'HCA accountability, wounds and dressings' pages 8 to 11

## Teaching notes and answer key

### Part 1: speaking

Put students into pairs or small groups and ask them to discuss questions 1–3 on the student worksheet. Encourage them to share examples from their own experience.

Do whole class feedback to discuss and share answers.

**Suggested answers**

1. What sorts of wounds do you know about?

*Students' own answers may include:*

*surgical incisions (cuts)*

*laparoscopy puncture sites*

*injuries (cuts, burns)*

*ulcers*

2. Why is it important to look after wounds carefully?

*to prevent infection*

*to promote healing*

*to minimise pain*

3. What kinds of dressings do you know about?

*Students' own answers may include:*

*adhesive dressings (stick to the skin)*

*non-adhesive dressings*

*transparent dressings (e.g. over a cannula)*

**Part 2: vocabulary**

A. Have students work individually to write the terms below the pictures.

Go through the answers as a class. Ask students what each of the items are used for.

**Answers:**

*1. staples: used to close incisions (cuts) after operations, quicker to use than sutures, close longer wounds*

*2. Steri-Strips: thin strips of surgical tape which can be used to close small wounds*

*3. sutures / stitches: can be either removable or dissolvable (e.g., layers of skin)*

*4. skin glue: also called liquid sutures, often used to close laparoscopy wounds, wounds on the face, does not need to be removed as skin glue eventually washes off*

*5. plaster / Band-Aid: used for minor cuts and grazes*

B. Have students discuss the questions in pairs or small groups.

Do whole class feedback to discuss and share answers.

### Answers

left: *staple remover: device used to lift staples out of the skin after the wound heals*

right: *stitch cutter: scalpel with curved top which cuts a suture close to the knot before removal*

C. Have students work individually to write the terms next to the correct definitions. Then ask students to check their ideas with a partner.

Go through the answers as a class.

### Answers

*1.dressing tray 2.scissors 3.forceps 4.sterile gloves 5.compression bandage*

*6.bandage 7.surgical tape 8.adhesive dressing 9.gauze squares 10.cotton balls*

## Part 3: speaking

A. Explain the activity and have students work in their pairs to put the steps of the procedure in order.

Go through the answers as a class.

### Answers

- 1. wash hands and dry them well*
- 2. remove dirty dressing*
- 3. put dirty dressing in waste bag*
- 4. clean hands and prepare dressing equipment*
- 5. put on sterile gloves*
- 6. moisten cotton balls with saline*
- 7. clean wound with cotton balls and dry with gauze squares*
- 8. put on clean dressing*
- 9. secure dressing with compression bandage*
- 10. use clip to close bandage*

B. Read through the instructions together and make sure everyone is clear on what to do. Explain they have a few minutes to prepare before starting the role play. They should use the time to write notes for themselves when they explain the procedure and use the signposting language. They are going to swap roles so they both need the notes.

C. When students are ready, start the role plays. Tell the student who is not explaining the procedure to start the conversation, for example with *Can you explain how to do a dressing?* and encourage them to ask questions and confirm understanding with suitable phrases *I see / Yes, I've got that / Can you say that again? / Is this the...?*

Have them swap roles and practise again.

Listen to the conversations noting down examples of good language use and any errors. Go through any examples after the role plays.

You could ask some of the pairs to perform their role plays for the class.

## Student Worksheet: Doing a Dressing

### Part 1: speaking

Discuss questions 1–3 with your partner or group.

1. What sorts of wounds do you know about?
2. Why is it important to look after wounds carefully?
3. What kinds of dressings do you know about?

### Part 2: vocabulary

A. Match the equipment used for wound care to the correct picture (1–5). Write the words under the picture. What are they used for?

plaster / Band-Aid skin glue staples Steri-Strips sutures/stitches



1.  
\_\_\_\_\_



2.  
\_\_\_\_\_



3.  
\_\_\_\_\_



4.  
\_\_\_\_\_



5.  
\_\_\_\_\_

B. Look at these pictures. What you think the pieces of equipment are used for? Have you ever used them?



C. Read the definitions, look at the terms in the box and the equipment 1–10. Write the terms next to the definitions.

adhesive dressing	bandage	compression bandage	cotton balls
dressing tray			
forceps	gauze squares	scissors	sterile gloves
tape			surgical



1. \_\_\_\_\_ : sterile container where dressing materials are prepared
2. \_\_\_\_\_ : sterile instrument used to cut dressings into smaller pieces
3. \_\_\_\_\_ : type of tweezers used to hold objects steady
4. \_\_\_\_\_ : type of PPE used to protect hands from contact with microorganisms

5. \_\_\_\_\_: elasticised bandage which gives firm support, held in place with clips
6. \_\_\_\_\_: long piece of cloth which is wrapped around a dressing to hold it in place
7. \_\_\_\_\_: special tape which sticks to the skin to hold a dressing in place
8. \_\_\_\_\_: dressing which sticks to the skin
9. \_\_\_\_\_: open weave material which is used to cover a wound
10. \_\_\_\_\_: small balls of soft cotton used to clean a wound

### Part 3: speaking

A. You are going to work with a partner and practise explaining how to do a dressing. Before you start, put the steps in the procedure in the correct order. Number them 1–10.

	use clip to close bandage
	remove dirty dressing
	moisten cotton balls with saline
	put dirty dressing in waste bag
	clean wound with cotton balls and dry with gauze squares
	clean hands and prepare dressing equipment
	put on clean dressing
	wash hands and dry them well
	secure dressing with compression bandage
	put on sterile gloves

B. Make some notes that you can use when you explain the procedure. Think about how you can use these words and phrases in your explanation.

*Firstly / First...*

*Then...*

*Next...*

*Lastly / Finally...*

*I'm going to...*

*I'll...*

*I'll just...*

*I'll make sure that...*

C. Now practise the conversation. Use language from this lesson. Then swap roles and practise again