



# Wound care workshop

Volume 78 | Gr. 9–12

**Time: 3 class periods**

## NCHSE Standards:

**7.4.S** Practice basic first aid and emergency procedures.

### 7.1.2 Differentiate methods of controlling the spread and growth of pathogens.

### 8.2.1 Recognize methods for building positive team relationships

### Objectives:

Students will...

- Explore and research wounds they could encounter in a healthcare setting
- Use this knowledge to create a simulation of each type of wound
- Explore and practice proper bandaging techniques
- Research wound care topics, including infection control, signs of infection, healing process, and tetanus shots and present their findings to the class



## Materials list

- Nasco Wound Care Kit ([NE40558](#))
- Video: Fake Wounds for Halloween ([youtube.com/watch?v=DiflOKbovNY](https://www.youtube.com/watch?v=DiflOKbovNY))

## Day 1

1. Reproduce the “Types of wounds” handout on pp. 3–4. Have students research each type of wound and then write a description, draw a representation, and describe how it should be treated.
2. When students are finished with their research, assign partners and then assign each pair a type of wound to simulate using the Nasco Wound Care Kit.
3. Students should create a back story about how they got their wound.



## Day 2

1. First check for latex allergies, and then hand out cotton swabs, cotton balls, toothpicks, and paint brushes for each pair to create their assigned wounds. You may choose to have students each create a wound on their partner or have one person create the wound and the other partner present the wound to the class.
2. Share this Fake Wounds for Halloween video: [youtube.com/watch?v=DifIOKbovNY](https://www.youtube.com/watch?v=DifIOKbovNY).
3. Then, have each pair take turns using petroleum jelly or liquid latex as a base for the wound. Students should mix the petroleum jelly with flour to create a thick paste or start with a layer of liquid latex and then add tissue paper layers.
4. They can then add cocoa powder and paint for color and simulated blood.
5. When students are finished, have them show off their wound to the class, telling them what type of wound it is and explaining how they got it. They should also describe its features and demonstrate how to bandage it. (Teacher tip: Snap pictures of wounds before students bandage them for grading and posterity.)

## Day 3

1. Discuss wound complications as a class. What are some things that might happen if a wound isn't taken care of properly? How can these things be avoided?
2. Then, have students get back together with their partners and research the answers to the questions on the "Wound complications" handout on p. 5. Once finished, choose a different pair for each question to present their answer to the class.

# Types of wounds

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Directions:** Research each type of wound below, and then draw a representation, write a description, and describe how the wound should be treated.

	Description	Treatment
<b>Laceration</b> (Draw example)		
<b>Abrasion</b> (Draw example)		
<b>Puncture</b> (Draw example)		
<b>Avulsion</b> (Draw example)		
<b>Incision</b> (Draw example)		

## Types of wounds (cont.)

	Description	Treatment
<b>Pressure ulcer</b> (Draw example)		
<b>Neuropathic ulcer</b> (Draw example)		
<b>Venous ulcer</b> (Draw example)		
<b>Arterial ulcer</b> (Draw example)		
<b>Burn</b> (Draw example)		

# Wound complications

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Directions:** Research and fill in the answer to each question below.

1. What is tetanus? Why would someone need a tetanus shot?

2. What should someone do if they are bitten by an animal?

3. What are signs that a wound is healing normally?

4. What are signs of infection in a wound?

5. How can you prevent a wound from becoming infected?