

About the objects in the loan box

1. Pinard Foetal Stethoscopes (wood and plastic)

About the object



- This is an early stethoscope from the 19th century. It is a wooden cylinder that allows a doctor to listen to internal sounds such as airways, heartbeat, and foetal heartbeat, without having to place their ear directly on the patient.
- The broad end of the stethoscope is placed onto the patient and the narrow end against the ear.
- This tool is still used today, specifically for listening to a baby's heartbeat while still inside the mother's womb.

Questions to ask students

What do you think this tool is used for?

Which part goes on the body? Which part goes in the ear?

Why is it important to listen to patients' heartbeats?

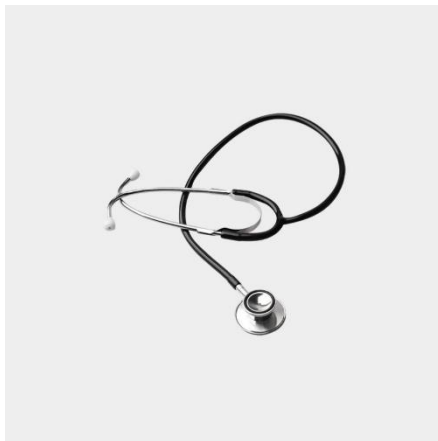
How is this different from the other stethoscopes in the box?

Follow up activities - Role Play

- One student = doctor
- One student = patient
- The students can use this tool to practice listening and describing sounds

2. Stethoscope

About the object



A stethoscope allows you to listen to internal body sounds such as the heart, lungs, intestines, and blood flow, providing important medical insights when used correctly.

Questions to ask students

What do you think this tool is used for?

Which part goes on the body? Which part goes in the ear?

Why is it important to listen to patients' heartbeats?

How is this different from the other stethoscopes in the box?

Follow up activities - Role Play

- One student = doctor
- One student = patient
- The students can use this tool to practice listening and describing sounds

3. Anaesthetic Mask

– Early Anaesthesia (pain relief)

About the object



- This mask was used to give patients anaesthesia. The device was invented by Curt Schimmelbusch in 1889.
- The mask would be covered with gauze/linen soaked in chloroform, which was then placed over a patient's nose and mouth to induce unconsciousness for surgical procedures or childbirth.
- In 1853, Queen Victoria used chloroform while giving birth to her 8th child. This helped build the public's confidence in chloroform.

Questions to ask students

What do you think this mask is used for?

How do you think it works?

Why is it important for patients not to feel pain during surgery?

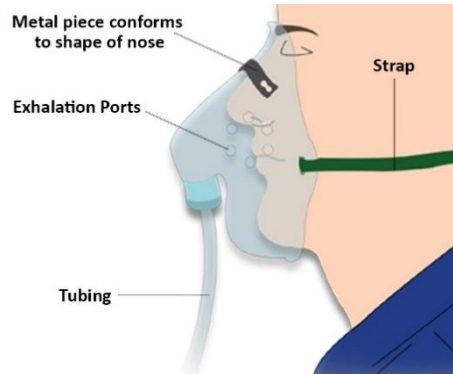
Do you think this method was safe? Why or why not?

How would surgery feel *without* anaesthesia?

How did anaesthesia change that?

4. Oxygen Mask

About the object



The simple mask method utilizes a clear plastic mask that covers the patient's nose and mouth to provide supplemental oxygen.

- **Transparent material** – Enables clear patient visibility and monitoring
- **Soft Air Cushion Seal** – Ensures a secure and comfortable fit
- **Single-Use Design** – Promotes a sterile environment and reduces contamination risks
- **No Hook Rings** – Easy, hassle-free application for fast, efficient use

Questions to ask students

How old do you think this object is?

What material is it made from?

Compare this mask to the Schimmelbusch Mask?

What is the difference?

5. Doctors Mask

About the object



Credit: [DEA PICTURE LIBRARY](#)/ De Agostini via Getty Images

The plague doctor costume was a mask with a long birdlike beak. This relates to a prevailing view in medical science during the Middle Ages and in the centuries that followed: that diseases were spread through “miasma,” or bad-smelling air, that caused an imbalance in a person’s “humours,” or bodily fluids. (The miasma theory was later discarded when the germ theory of disease was developed.)

The shape and function of the beak were directly tied to this theory of miasma. Plague doctors filled their long beaks with strong smelling herbs and flowers, including lavender and mint, or sponges soaked with vinegar.

Creating a barrier between the doctor and the patient — and potentially contaminated air — was logical. Modern personal protective equipment (PPE) and hazmat suits are based on the same idea. The plague doctor costume could have even offered some protection against droplets from coughing (in the case of pneumonic plague) or contamination through splattered blood (from bubonic plague).

Questions to ask students

Why did doctors wear these strange masks?
What animal does it look like?

What was the purpose of the design?
What do doctors wear as protection nowadays?

6. Modern Tourniquet

About the object



- A tourniquet is used to stop blood flowing to a limb, typically to life-threatening bleeding.
- Effective in emergencies; however, can lead to complications such as a limb dying (ischemia) or amputation if not used correctly.
- The tourniquet needs to be placed 2 inches above the wound, or as high on the limb if source of bleeding is unknown. To apply pressure, the stick must be twisted until bleeding stops and locked in place. The tourniquet can only be left on for maximum of four hours. Time of application should be written on white strap so that first responders are aware how long it has been on.
- This tool may also be used during surgical procedures such as amputation.

Questions to Ask Students

Does anyone recognise this device?
What do you think this device is used for? How would you use it?

Why is stopping bleeding important?

How long and how tight do you think it needs to be?

What could happen if it is left on too long?

Follow up Activity

Role Play

- Divide students into small groups
- Assign simple roles: *patient*, *helper* and *observer* (watches and describes what is happening)
- **Scenario:** The “patient” has a pretend limb injury, and the “helper” must decide what to do to stop the bleeding
- The helper *pretends* to place the tourniquet above the injury, and has the students explain what they are doing step by step. The observer can describe or give simple feedback
- The teacher could guide the students by asking: where should the tourniquet go? Why does it need to be tight? What should you do after applying it?

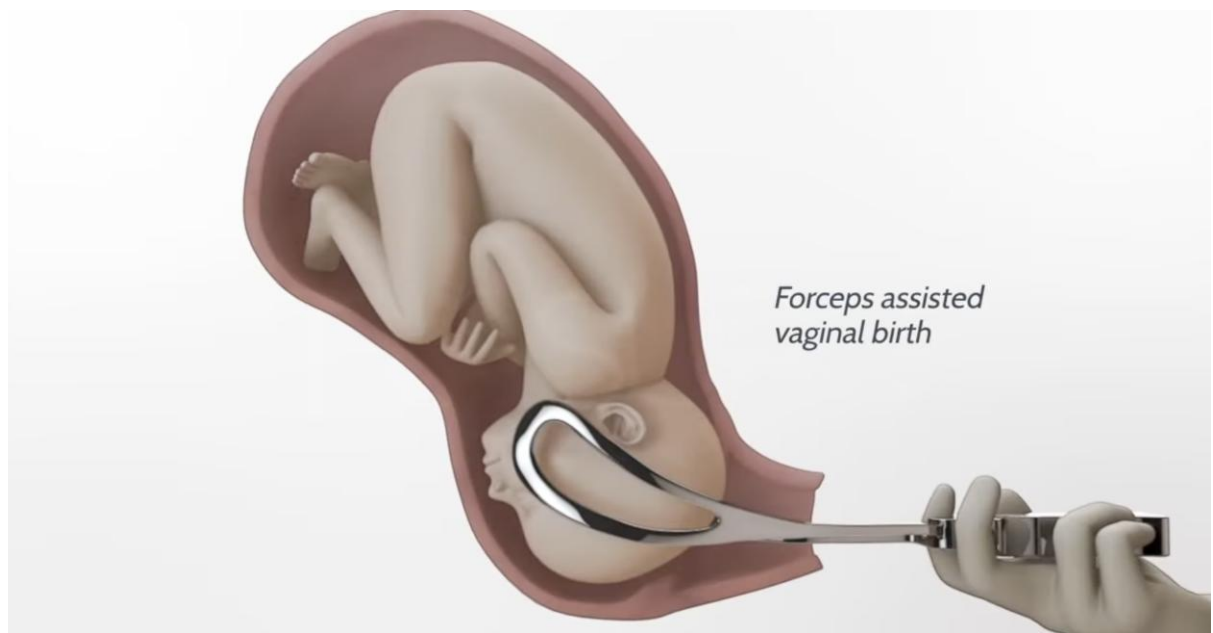
7. Simpson Forceps (19th Century)

About the object



19th Century Simpson forceps modern Simpson forceps

- Simpson forceps were developed by Scottish Professor of Midwifery James Young Simpson in 1848.
- These forceps are tools used to help deliver a baby during birth.
- They gently hold the baby's head to guide it out safely.
- The design has stayed very similar over time.
- Older versions were made from steel and wood, while modern ones use stainless steel.



Questions to ask students

- What do you think these tools are used for?
- Do they look delicate or strong?
- How do you think surgeons might use this during birth?
- Why do you think materials have changed?

Follow up Activity

Spot the Difference

- Compare old vs modern, ask your students to point out differences

Role play

- You can set up a simple role play where one student volunteers to act as the surgeon and a doll is used to represent the baby. The “surgeon” can be shown how the forceps would be gently placed around the baby’s head (no actual pressure needed), and then guided to carefully “deliver” the baby by slowly bringing the doll forward. Other students can take on roles such as assistants or observers, describing what is happening step by step. Encourage the class to focus on why the tool is used, how careful the movements need to be.

8. Surgeon's gown and hat

About the objects



- Surgeons wear a gown to protect both the patient and the medical team.
- The gown creates a sterile barrier, ensuring a sterile surgical environment.
- When operating, surgeons wear a surgical gown with tie-back or bouffant-style cap to cover their hair, a face mask, latex gloves and clog-like rubber theatre shoes.

Questions to ask students

Why do surgeons wear a gown when they operate on a patient?

Why do surgeons wear a hat with their name on it?

What did they use to wear before?

What does it protect against?

9. Dental Forceps and Dental Model



- Dental forceps are tools used by dentists to remove teeth.
- They are specially shaped to hold different types of teeth securely.
- Some forceps are designed for *upper teeth*, while others are for *lower teeth*.
- The shape of the tool helps the dentist reach different areas of the mouth.
- Different teeth may require different forceps.

Questions to ask students

What do you think this tool is used for?

What part of the body do you think it is used in?

Why do you think the shapes are different?

Which one do you think is for *upper teeth* and which is for *lower teeth*? Why?

Why might dentists need different tools for different teeth?

Follow up Activity

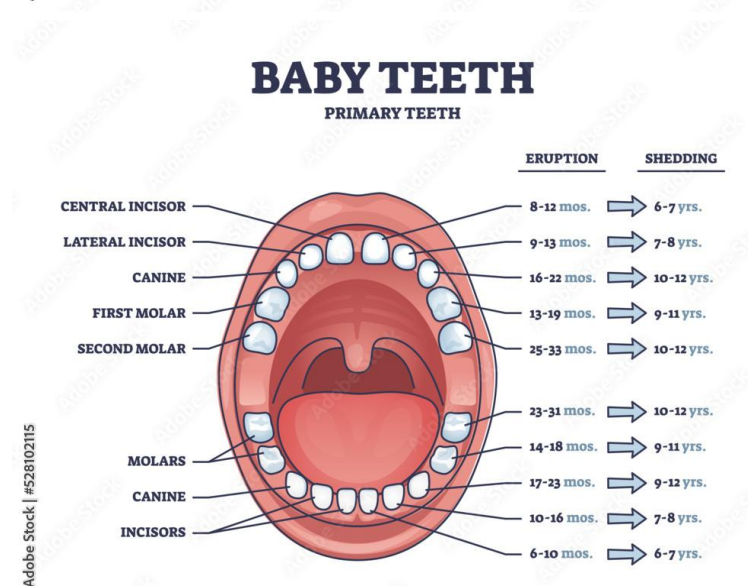
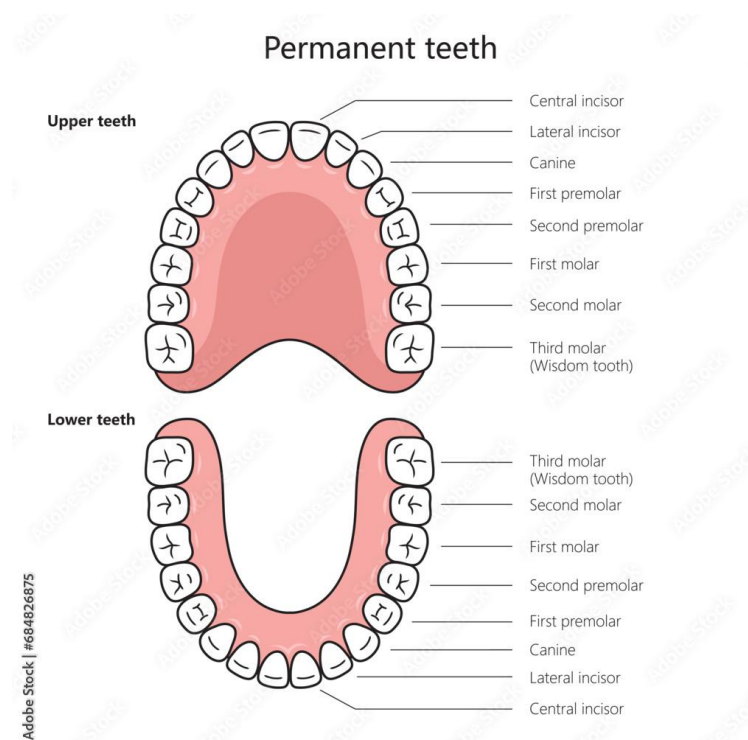
Pick It Up Challenge

- Students pretend to use forceps (or use safe classroom alternatives like tweezers) to pick up small objects. This helps them understand why grip, control, and precision are important in surgery.

Upper or Lower? Sorting Game

- Show students different dental forceps, ask them to guess which forceps is for upper teeth and which one is for lower teeth. Encourage simple reasoning like shape, angle and size.

Name the Teeth



- You can introduce the different types of teeth and turn it into a simple matching or speaking activity.

- Incisors
 - Canines
 - Premolars
 - Molars
- Give students a diagram of a mouth, ask them to label or match the names to the correct teeth

You can also ask:

Which teeth do you use for cutting?

Which teeth do you use for chewing?