

ACCIDENTS AND FIRST AID

Proficiency Level: Intermediate

Lesson Length: 90 minutes

Vocabulary and Expressions: Words related to common injuries (cut, bruise, sprain, etc.); words related to first aid (bandage, antiseptic, ice pack, etc.)

Language/Culture Point: Past tense regular/irregular verbs

Objective: Students will be able to name common health accidents and be introduced to basic first aid.

Materials: 1) First aid kit and items for treating injuries, 2) Picture Story: Accidents and First Aid 3) Access to the internet and Youtube links, 4) Index cards (two per student), 5) Scenario Cards: Accidents and Injuries (one per small group)

Preparation: If you have access to technology and Internet at your business, take time to preview the videos for Step Two.



STEP 1: ACTIVATE BACKGROUND KNOWLEDGE

Time Frame	Materials	Teaching Strategies
10 minutes	- A first aid kit and common items for treating injuries	- Authentic materials, brainstorming

TEACHING ACTIVITY

1. Put a first aid kit where students can see it. Display some first aid items such as an ice pack, gauze, band-aids, elastic bandages, etc. See which items students can identify and if they can tell you what they are for. Make a vocabulary list and have students makes notes in their book.
2. Ask students, “Have you ever had an accident?”
3. Have students share their own stories. Ask questions like, “What happened?” “Did you have to go to the hospital?”



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STEP 2: MINI-PRESENTATION WITH PROMPT

Time Frame	Materials	Teaching Strategies
10 minutes	- Picture Story: Accidents and First Aid	- Using pictures

TEACHING ACTIVITY

1. If you have a computer and Internet connection, show some videos on basic first aid. Good examples include:
Burns - <https://www.youtube.com/watch?v=97wtYhnr170>
Cuts and bruises - http://www.youtube.com/watch?v=CZ3xIDcQ_Jk
Sprained muscles - <http://www.youtube.com/watch?v=Z-FO8z4l-U8>
Broken bones - <http://www.youtube.com/watch?v=dVqhZTBV3vI>

If you don't have access to an Internet connection, use the picture story provided that talks about common accidents and first aid. *Using a picture story may be easier for a lower-level class to understand.

2. Write down the topics for the videos or presentation you show, and after each one, have the students help you make a list of key vocabulary.

STEP 3: COMPREHENSION CHECK

Time Frame	Materials	Teaching Strategies
10 minutes	- Picture Story	- Picture Story, Think-Pair-Share, graphic organizers

TEACHING ACTIVITY

1. Go back through the picture story without sound/text.
2. As you watch, ask students, "What happened here? Do you remember what to do for first aid?"
3. Have each student work individually to come up with ideas for what the person in the video/story should do.
4. Students should get with a partner and discuss their responses.



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5. Ask students to share some of their ideas with the class. Discuss the types of first aid for different injuries.
6. Make a chart for common injuries and first aid recommendations.

STEP 4: HIGHLIGHT LESSON FOCUS AND MODEL TASK

Time Frame	Materials	Teaching Strategies
10 minutes	- Index cards	- Flash cards, role play

TEACHING ACTIVITY

1. After discussing the story, tell students they're going to practice talking about accidents and what you can do if you get hurt, in case similar situations happen to them.
2. Have students make cards for any new vocabulary words, such as cut, burned, sprained, bruised, broken, etc.
3. Have students make another set of cards for different parts of the body (or students can reuse the cards from Lesson 1). Each student should now have two "decks" of cards: one deck for injuries and one deck for body parts.
4. Write a sample dialogue on the board.
For example:
A: Ouch! I ___ my ___.
B: Oh no! Does it hurt a lot?
5. Draw one card from the injury deck and one card from the body part deck. Model how to create a dialogue from the cards and how to offer help.
For example:
A: Ouch! I sprained my wrist.
B: I'm sorry, that must hurt. Can I get you an icepack?
6. Continue to model for students the different things you might say when someone gets hurt.
For example:
A: Ouch! I burned my hand.
B: This looks serious. Maybe you should see a doctor.
7. Allow students time to fill in examples in the sample dialogues in their book.



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STEP 5: GUIDED PRACTICE

Time Frame	Materials	Teaching Strategies
5 minutes	- Flash cards for injuries and body parts	- Flash cards, role play

TEACHING ACTIVITY

1. Ask for a student to role play the dialogue with you.
2. Draw one card from each deck. Tell your partner, "Ouch! I sprained my ankle!" He/she should respond with sympathy, advice, or an offer to be helpful.
3. Model with 2-3 more students so the class can see a variety of responses.

STEP 6: SMALL GROUP WORK

Time Frame	Materials	Teaching Strategies
20 minutes	- Flash cards for injuries and body parts	- Flash cards, role play

TEACHING ACTIVITY

1. Have the students get into pairs and take turns drawing one card from each stack. Student A draws the cards and explains the injury. Student B should respond appropriately.
2. Give students enough time to take turns.
3. Students should write the first two dialogues in their books to use as practice. Afterwards, they should use the dialogues as a framework for talking about the rest of the injuries.

STEP 7: HIGHLIGHT HOW ENGLISH WORKS

Time Frame	Materials	Teaching Strategies
10 minutes	-	-

