

ACCIDENTS AND FIRST AID

Lesson Length: 1.25 hours + Extension Activity

Vocabulary & 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: First aid kit and items for treating injuries, computer, projector, internet connection, speakers, index cards, Scenario Cards: Accidents and Injuries



STEP 1: ACTIVATE BACKGROUND KNOWLEDGE


| Time Frame | Materials | Teaching Strategies |
|--------------|--|--|
| 5-10 minutes | - A first aid kit and common items for treating injuries | - Authentic Materials - Brainstorming - Chalk Talk |

TEACHING ACTIVITY

1. Have 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..
2. Ask students, “Have you ever had an accident?” Using a combination of Chalk Talk and demonstrating/acting, give an example of a time you or someone you know was injured.
3. Ask for students to 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 | <ul style="list-style-type: none"> - Computer and Projector - Internet connection  - Speakers - Alternative: PPT Presentation: Accidents and First Aid | <ul style="list-style-type: none"> - Using Videos - Alt: Teaching with PowerPoint |

TEACHING ACTIVITY

1. If you have a computer and internet connection, show some videos on basic first aid. Good examples include:



Burns - http://www.youtube.com/watch?v=IRqy_D_2qOY

Cuts & 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, create a PowerPoint presentation that talks about common accidents and first aid.

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: DISCUSSION AND COMPREHENSION CHECK

| Time Frame | Materials | Teaching Strategies |
|------------|---|---|
| 15 minutes | <ul style="list-style-type: none"> - Computer and Projector - Internet connection  - Speakers - Alternative: PPT Presentation: Accidents and First Aid | <ul style="list-style-type: none"> - Using Videos - Alt: Teaching with PowerPoint - Graphic Organizers - Think-Pair-Share |

TEACHING ACTIVITY

1. Go back through the videos (or your slide presentation) without sound.

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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 should do.
4. Students should get with a partner and discuss their responses.
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 videos, tell students they’re going to practice talking about health 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 Unit 4 Lesson 1: Move Your Body). Each student should now have two “decks” of cards: one deck for injuries and one deck for body parts.
4. Write a sample dialogues 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?

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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.

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 that the class can see a variety of responses.

STEP 6: PAIR OR SMALL GROUP WORK

| Time Frame | Materials | Teaching Strategies |
|------------|---|------------------------------|
| 10 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.

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STEP 7: HIGHLIGHT HOW ENGLISH WORKS

| Time Frame | Materials | Teaching Strategies |
|------------|-----------|---------------------|
| 10 minutes | | - Role Play |


TEACHING ACTIVITY

- Highlight regular and irregular verbs in the past.
- Show how some common verbs change into a different word in the past tense, while for others the present/past tense forms might look the same. For example:

| | |
|--|------------------------------------|
| Be careful! Don't break your leg. | I broke my leg. |
| Don't fall down the stairs. | I fell down the stairs. |
| | |
| Watch out! Don't cut your finger. | Yesterday, I cut my finger. |
| Don't hurt yourself. | I hurt myself last night. |
- Contrast the examples above with regular verbs that only required an “-ed” being added to the end. For example:

| | |
|---------------------------------|-----------------------------|
| Don't burn your hand. | I burned my hand. |
| Don't bruise your arm. | I bruised my arm. |
| Don't sprain your ankle. | I sprained my ankle. |
- Act out a variety of household injuries and ask students to supply the verb in the past tense.

STEP 8: QUICK CHECK AND REVIEW

| Time Frame | Materials | Teaching Strategies |
|------------|--|---------------------------------------|
| 15 minutes | - Scenario Cards: Accidents and Injuries  | - Problem Solving - Scenario Cards |

TEACHING ACTIVITY

- Give students sets of the provided Scenario Cards. Go over them as a class, having students highlight the past tense verb.
- In groups students should discuss how to treat/heal each injury.
- Circulate while students are talking so that you can check each student's comprehension.



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EXTENSION ACTIVITY: FIRST AID AND CPR

| Time Frame | Materials | Teaching Strategies |
|------------|-----------|---------------------|
| Varies | | |

TEACHING ACTIVITY

Often, your local EMS or the Red Cross will provide presentations on basic first aid and CPR for community groups. If this resource is available, ask them to come do a presentation for your class or take your class to a community training session.