UNIT: FIRST AID

ACT-Based English: Writing Emergency Response Reports

### Here are ACT-aligned English activities for First Aid Kits that help students build real-world skills in grammar, clarity, and technical communication needed for effective emergency response.

### Objective:

Students will compose detailed first aid reports.

MATERIALS NEEDED:

* Report templates
* Injury scenarios

STUDENT DIRECTIONS:

**Goals:**  
You will write a clear, organized report describing a first aid response to a realistic injury scenario. This will help you develop skills in technical writing, grammar, and clarity—all essential for emergency situations and ACT success.

**Step 1: Read Your Scenario**

1. Choose or receive one **Injury Scenario** from your teacher.
2. **Read carefully** and highlight the most important facts, such as:
   * Who was injured
   * What happened and when
   * What the visible symptoms or injuries are
   * How the person is feeling or reacting
   * What first aid action was (or should be) taken

**Step 2: Complete the Emergency Report**

1. Use the **Report Template** provided to begin writing. Include the following sections:
   * **Name and time of incident**
   * **Brief summary of what happened**
   * **Detailed description of the injury**
   * **Steps taken to treat the injury**
   * **Student condition after treatment**
   * **Who was notified (nurse, guardian, etc.)**
2. Write in **complete sentences** using **neutral and factual language** (avoid personal opinions or emotions).

**Step 3: Revise and Edit**

1. Use your **editing checklist** to review your writing:
   * Are all the facts included?
   * Is the medical vocabulary accurate and appropriate?
   * Are there any grammar or punctuation mistakes?
   * Are the sentences clear, concise, and well-structured?
2. Revise your report for **accuracy and professionalism**.

**Step 4: Peer Review (Optional)**

1. Swap reports with a classmate.
2. Read their report and answer:
   * Is it easy to follow?
   * Does it clearly describe what happened and what was done?
   * Are there any confusing or unclear parts?

**Injury Scenarios:**

1. **Recess Trip and Scrape**

* **Scenario:**  
  Maria was playing tag during recess when she tripped over a tree root. She scraped her knee on the pavement. There’s light bleeding, and dirt is visible in the wound. She says it hurts, but she can walk.

1. **Bee Sting at Lunch**

* **Scenario:**  
  Jordan was eating lunch outside when a bee landed on his hand and stung him. His hand is starting to swell and turn red. He says it feels hot and itchy. He’s not sure if he’s allergic but looks a little nervous.

1. **Basketball Sprain**

* **Scenario:**  
  Tasha jumped to block a shot during gym class and landed awkwardly on her ankle. She heard a small pop and now her ankle is swollen. It hurts to put weight on it, and she needs help walking to the nurse.

## ACT-Style Question:

## What is the most important detail to include in an emergency report?

## The victim’s full medical history

## A clear description of the injury and treatment

## Personal opinions about the situation

## The responder’s emotions at the time

## **⚡ Why These Activities and Questions Matter**

By engaging in English-based activities connected to First Aid Kits, students:

✅ Practice using precise medical vocabulary in emergency scenarios.  
✅ Strengthen grammar, clarity, and sentence structure in first aid documentation.  
✅ Develop effective communication skills critical for writing accurate, life-saving instructions.