UNIT: FIRST AID

ACT-Based Reading: Comparing First Aid Myths and Facts

### These reading activities focus on helping students understand the purpose and contents of a First Aid Kit, while applying real-world skills. Students will engage in passages that describe various first aid supplies, their uses, and the importance of quick action during emergencies. Activities include reading comprehension, vocabulary exercises, and critical thinking questions that align with the ACT reading standards. These exercises help students interpret information, analyze practical situations, and apply their knowledge of first aid in real-life contexts.

### Objective:

Students will differentiate between common first aid myths and factual information.

MATERIALS NEEDED:

* Myth vs. fact worksheet
* Medical reference materials

STUDENT DIRECTIONS:

## **Goal:**

## You will **analyze statements about first aid** and determine whether they are **true (facts)** or **false (myths)** using critical reading skills and credible medical sources.

## This activity will help you **build ACT Reading skills**, like identifying main ideas, evaluating claims, and using context to verify accuracy—all while learning life-saving health information.

## **Step 1: Preview the “Myth vs. Fact” Worksheet**

## Your worksheet contains a list of **statements** related to first aid (e.g., how to treat burns, nosebleeds, cuts, etc.). Each one could be:

## A **common myth** people often believe but is **not supported by medical facts**, or

## A **true fact** based on proper first aid techniques.

## **Step 2: Read Each Statement Carefully**

## As you read each statement, ask yourself:

## *Does this match what I’ve heard or seen in real emergencies?*

## *Does it sound like something a trained responder or medical guide would recommend?*

## Highlight or underline words that seem **key to understanding** the statement (e.g., “apply pressure,” “tilt head back,” “use ice”).

## **Step 3: Verify Using Medical References**

## Use printed or digital **first aid reference materials** (such as the Red Cross First Aid Manual or Mayo Clinic resources) to **look up the correct information**. Check:

## What **medical experts** say about that treatment

## Whether the method is considered **safe, outdated, or dangerous**

## Example: Many people believe you should tilt your head back during a nosebleed. But credible sources recommend **leaning forward** to prevent swallowing blood.

## **Step 4: Mark Each Statement**

## On your worksheet:

## Write **"MYTH"** or **"FACT"** next to each statement.

## In the **explanation box**, write a 1–2 sentence summary **justifying your answer** based on your research.

## **Step 5: Reflect and Discuss**

## With your partner or small group:

## Share at least **one myth** that surprised you.

## Discuss **why people might believe** that myth and how **accurate information** can prevent injuries.

## **ACT-Style Question:**

## Which of the following is a **common first aid myth**?

## Tilting your head back helps stop a nosebleed

## Rinsing a burn with cool water soothes the skin

## Applying pressure helps control bleeding

## Using a tourniquet should be a last resort

## 

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

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

✅ Practice understanding and interpreting informational texts about health and safety.  
✅ Strengthen their ability to apply knowledge of first aid to real-world scenarios.  
✅ Develop critical thinking and comprehension skills through practical reading passages about injury care and emergency procedures.

These skills align with the ACT reading and comprehension requirements—helping students become more confident, informed readers prepared for academic and everyday situations.