UNIT: FIRST AID

ACT-Based Reading: Understanding Emergency Response Steps

### 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 analyze the step-by-step emergency procedures in first aid situations.

MATERIALS NEEDED:

* Emergency response guides
* Comprehension worksheet

STUDENT DIRECTIONS:

**GOALS:**

You will read emergency response protocols for different types of injuries and medical emergencies. Your goal is to **understand, sequence, and apply** the correct steps for each scenario, just as you would on the ACT Reading test and in real-life situations.

**Step 1: Preview the Emergency Response Guide**

Start by reviewing the **Emergency Response Guide** provided in class.  
This guide includes five common emergency situations:

1. Severe Bleeding
2. Treating Burns
3. Performing CPR
4. Responding to Choking
5. Recognizing Signs of a Stroke (FAST Method)

Quickly skim each section to get a sense of the structure and key terms.

**Step 2: Read Each Section Closely**

Read the steps for each emergency carefully.  
As you read:

* Highlight or underline **action steps** (e.g., *Apply direct pressure*, *Call 911*, *Cool the burn*).
* Circle any **cautions or warnings** (e.g., *Do not use ice*).
* Take note of any **numbered or bulleted sequences**—you’ll need to recall these in order!

**Step 3: Complete the Comprehension Worksheet**

For each emergency type:

* Write a **short summary (3–5 bullet points)** of the correct response steps in your own words.
* Answer the **multiple-choice comprehension question** that checks your understanding.

Example:  
**Emergency Type:** Burns  
**Steps Summary:**

* Remove the person from the source
* Cool the burn with water
* Cover with non-stick dressing
* Seek medical help if needed

**Question Answer:** B. It can cause further tissue damage

**Step 4: Read the ACT-Style Reading Passage**

After the emergency sections, read the informational passage titled **“Emergency Response: Why Quick Action Matters.”**

* As you read, look for the **main idea** of the passage.
* Identify key details that **support why quick action is important**.
* Underline any examples or explanations that connect to real emergencies.

**Emergency Response Guide**

**Introduction:**

Emergency response guides provide crucial step-by-step instructions for handling medical emergencies. Understanding these guides ensures quick, effective decision-making in life-threatening situations.

**Shape**

**Common Emergency Situations & Response Steps**

1. **Severe Bleeding**

* Step 1: Apply direct pressure to the wound using a sterile dressing.
* Step 2: Elevate the injured area if possible.
* Step 3: If bleeding does not stop, apply a pressure bandage.
* Step 4: Seek immediate medical attention.

**Comprehension Question:**

* What is the primary reason for applying direct pressure to a bleeding wound?

1. To prevent infection
2. To increase blood circulation
3. To stop the bleeding
4. To relieve pain
5. **Treating Burns**

* Step 1: Remove the person from the source of the burn.
* Step 2: Cool the burn by running it under cool (not cold) water for 10-15 minutes.
* Step 3: Cover the burn with a non-stick sterile dressing.
* Step 4: Seek medical care if the burn is severe or covers a large area.

**Comprehension Question:**

* Why should ice not be applied to a burn?

1. It does not help with pain relief
2. It can cause further tissue damage
3. It increases the risk of infection
4. It prevents the burn from healing
5. **Performing CPR (Cardiopulmonary Resuscitation)**

* Step 1: Check if the person is responsive.
* Step 2: Call 911 and ask for an AED (Automated External Defibrillator) if available.
* Step 3: Begin chest compressions:
  + Place both hands on the center of the chest.
  + Press down hard and fast at a rate of 100-120 compressions per minute.
  + Give 30 compressions, followed by 2 rescue breaths (if trained).
* Step 4: Continue until emergency responders arrive.

**Comprehension Question:**

* Which of the following is the correct compression rate for CPR?

1. 50 compressions per minute
2. 75 compressions per minute
3. 100-120 compressions per minute
4. 150 compressions per minute
5. **Choking (Heimlich Maneuver)**

* Step 1: Ask the person if they can speak or breathe.
* Step 2: If they cannot, stand behind them and place your hands above their navel.
* Step 3: Perform abdominal thrusts by pulling inward and upward.
* Step 4: Continue until the object is expelled or emergency help arrives.

**Comprehension Question:**

* Why is it important to act quickly when someone is choking?

1. They might panic and make it worse
2. Lack of oxygen can cause brain damage or death
3. It prevents them from coughing
4. It makes them more comfortable
5. **Recognizing Signs of a Stroke (FAST Method)**

* F (Face Drooping): One side of the face may be numb or drooping.
* A (Arm Weakness): One arm may be weak or numb.
* S (Speech Difficulty): Slurred speech or inability to speak.
* T (Time to Call 911): Immediate medical attention is required

**Comprehension Question:**

* Which of the following symptoms suggests someone may be having a stroke?

1. Chest pain and shortness of breath
2. Sudden numbness in one arm and slurred speech
3. Severe stomach pain and nausea
4. Dizziness from standing too quickly

**ACT-Style Reading Passage & Question Set**

**Emergency Response: Why Quick Action Matters**

Emergencies require **rapid** and **accurate** responses. In cases of **severe bleeding**, the body can lose a dangerous amount of blood within minutes. Applying **direct pressure** to the wound helps slow blood loss, while elevating the injured limb reduces blood flow to the area. In burn cases, **cooling the burn immediately** prevents further tissue damage, but using **ice** can worsen the injury. CPR, a life-saving technique, ensures that oxygen reaches the brain when the heart stops beating. With **100-120 chest compressions per minute**, the rescuer helps sustain vital functions until medical help arrives. The Heimlich maneuver, used for choking, removes airway blockages through **forceful abdominal thrusts**. Finally, recognizing **stroke symptoms early** can mean the difference between life and death. The **FAST method** helps identify signs of a stroke, ensuring that medical intervention occurs quickly.

**Question:**

* **What is the main idea of this passage?**

1. Emergency response skills are useful but rarely necessary
2. Quick action in emergencies can save lives
3. First aid should only be performed by medical professionals
4. Most emergencies resolve without any intervention

## ACT-Style Question:

* What is the correct order of steps for CPR?

1. Call for help, check breathing, begin chest compressions
2. Check breathing, begin chest compressions, call for help
3. Begin chest compressions, call for help, check breathing
4. Call for help, perform rescue breaths, check breathing

## **⚡ 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.