First Aid for Paramedic Students

1 Match the words and definitions

1 casualty _____ 2 dressing _____ 3 fracture _____ 4 scald _____
5 swelling _____ 6 blister _____ 7 lightheaded _____ 8 airway _____

A a broken bone
B feeling dizzy or as if you may faint
C an injured person
D the passage through which air reaches the lungs
E a small pocket of fluid under the skin
F a burn caused by hot liquid or steam
G material used to cover a wound
H an increase in the size of an injured body part

2 Build first aid phrases

Complete each phrase. Use each verb once. **apply | pinch | support | loosen | seek | monitor**

1 _____ direct pressure to a bleeding wound.
2 _____ the soft part of the nose.
3 _____ an injured limb.
4 _____ tight clothing.
5 _____ medical help.
6 _____ the patient's breathing.

3 Find the language in the textbook

Find the English expressions on pages 19-20. Write phrases, not full sentences.

1 krvácení z nosu _____ 2 obvaz _____
3 modřina _____ 4 dušení _____
5 bodnutí hmyzem _____ 6 zotavovací poloha _____

First Aid in Practice

Student worksheet continued

4 Turn medical language into patient language

Example: Support the injured limb. → "Keep your arm still. I will support it." Write a clear instruction or explanation for each situation.

1 A patient with a nosebleed needs to lean forward.

_____

2 You need to assess the patient's pain. Ask about its location and severity.

_____

3 A patient wants to put butter on a fresh thermal burn. Explain what to do instead.

_____

5 Correct the bystander

Each statement needs correcting. Write one or two sentences. Use the update box on the first worksheet page.

1 "Ten minutes of cooling is always enough for a burn."

_____

2 "He is coughing strongly, so I should start abdominal thrusts now."

_____

3 "I cannot see the object, but I will try to pull it out with my fingers."

_____

6 Paramedic and patient role play

Work in pairs. Choose one card. Speak for two minutes, then swap roles. The paramedic should introduce themselves, ask at least three questions, explain their actions and reassure the patient.

Card A | Suspected fracture You fell from a bicycle 15 minutes ago. Your left wrist is painful and swollen. Pain: 7/10. You did not hit your head. You take no regular medication.

Card B | Scald You spilled hot tea on your right forearm five minutes ago. The skin is red and painful. You cooled it for two minutes. You have no known allergies.

7 Give a short handover

Use the details from your role play. Do not invent assessment findings. Say "not yet assessed" if necessary.

"This is a patient with _____. The injury happened _____. The patient reports _____. So far, _____. We still need to assess _____."

Reading and Clinical Communication

8 Read the updated procedures

Answer in English. Use the reading material at the beginning of this document.

1 How long should a thermal burn be cooled, and what should be avoided?

_____

2 Why should the age of a choking child change your actions?

_____

3 What should you do if a person becomes unresponsive and is not breathing normally?

_____

4 Which symptoms suggest heatstroke rather than uncomplicated heat exhaustion?

_____

5 What should you avoid doing with an open fracture?

_____

6 Which signs after an insect sting require an emergency response?

_____

9 Ask the questions that are missing

Read the patient statements. Write two follow-up questions for each patient. Ask for information that is not already given.

A "I cut my hand in the kitchen about ten minutes ago."

_____

_____

B "I was working outside. Now I feel dizzy and sick."

_____

_____

C "A bee stung me. I have had a serious reaction before."

_____

_____

10 Explain without jargon

Explain these words to a patient without using the word itself: **fracture, scald, dressing, swelling**. Your partner guesses the word. Then swap roles.

Emergency Scenarios

11 Discuss three simulated calls

For each call: identify the main concern, suggest immediate first aid, write two questions, and prepare a 30-second handover. Use only known facts. Explain your reasoning to another pair.

Call A | Kitchen injury
A 36-year-old chef has spilled boiling water over his left hand and forearm. It happened eight minutes ago. A colleague has placed a wet towel on it. A ring is still on his finger. The patient is alert and reports pain of 8/10.

Main concern and immediate actions

_____

_____

Two questions

_____

_____

Call B | Summer event
A 58-year-old visitor has collapsed at an outdoor concert on a very hot day. She is confused and cannot answer simple questions. Her skin feels hot. Her friend says, "Give her a drink and wait half an hour."

Main concern and immediate actions

_____

_____

Two questions for the friend

_____

_____

Call C | Bicycle accident
A 19-year-old cyclist is sitting beside the road. His right forearm looks deformed and he says his fingers feel numb. He is alert. A bystander wants to straighten his arm. It is not yet known whether he hit his head.

Main concern and immediate actions

_____

_____

Two questions

_____

_____

12 Listen and challenge

Present one handover to another pair. Listeners ask one question about a missing detail and identify one clear patient instruction. Then discuss: Which findings could make you escalate the response?

Grammar and Speaking Practice

13 Give clear instructions

Rewrite each sentence as a direct instruction. Example: You should stay still. → Stay still.

1 You should not tilt your head back.

_____

2 You should lean forward.

_____

3 You should not move your injured arm.

_____

4 You should tell me if the pain gets worse.

_____

14 Choose the modal expression

Complete with **must, must not, should, might**. More than one answer may be reasonable; explain your meaning.

1 You _____ use abdominal thrusts on an infant.
2 This swelling _____ indicate an injury.
3 We _____ call for help immediately: this is life-threatening.
4 You _____ have this injury assessed by a clinician.
5 A person who cannot swallow safely _____ be given a drink.
6 The patient _____ have a fracture, but it has not been confirmed.

15 Describe the incident and the current problem

Use the past simple or present continuous form of the verb in brackets.

1 She _____ (spill) hot tea on her arm ten minutes ago.
2 At the moment, we _____ (cool) the affected area.
3 He _____ (fall) off his bicycle on his way to work.
4 The patient _____ (breathe) normally now.
5 A colleague _____ (call) an ambulance five minutes ago.
6 Please wait. My partner _____ (check) your arm right now.

16 Teach back

Work in groups of three: paramedic, patient and observer. Choose nosebleed, thermal burn or suspected fracture. The paramedic explains immediate care in plain English. The patient repeats the instructions in their own words. The observer checks clarity and accuracy against the updated reading. Rotate roles.

17 Exit ticket

Write one new medical expression, one useful patient question, and one textbook instruction that you would update.

_____

_____

_____