



Royal Flying Doctor Service



MEDICAL MISSION

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> Comprehension Activities

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RFDS

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VOCABULARY ACTIVITIES >

1. Use a dictionary or google to find the meaning of the following words:

Bandoleer _____

Prominent _____

Barrage _____

Trestle tables _____

Banish _____

2. Match the following words to their meanings:

Desolate > > a translucent mineral consisting of hydrated silica of variable color; some varieties are used as gemstones.

Overwhelmed > > craft scenes and images using visual media such a photographs drawings, and computer-generated images.

Opal > > uninhabited and giving an impression of bleak emptiness.

Anxious > > feeling or showing worry, nervousness, or unease about something with an uncertain outcome.

Graphic artist > > to load, heap, treat, or address with an overpowering or excessive amount of anything

1. Use a thesaurus to find 3 words with the same meaning

Disgruntled _____

Anxious _____

Bemused _____

Supressed _____

Illumination _____

Isolation _____

Exaggerated _____

Mellowing _____

4. Which Patient?

Write the vocabulary describing medical conditions under the correct patient.

Vocabulary	Nathan (Nate) Josh's baby brother, born earlier than expected. Was taken to hospital by the RFDS due to breathing difficulties associated with being born too early.	Josh Taken to hospital by the RFDS after being bitten by a dangerous snake.
<ul style="list-style-type: none"> > Ventilator > puncture > venom > unconscious > venom detection kit > premature > tourniquet > throbbing > midwife > immobilised > Infant Respiratory Distress Syndrome > allergic > Surfactant Deficiency Disorder > immaturity > antihistamine > IV > Gestational age > Coagulopathy > Envenoming > Anti-coagulant 		

5. Illustrate the following scenes as described by the author.

"Dad melted into the shadows as if he had been devoured by some monster. But then the monster released him, spitting shapes from the gloom – shapes that became three figures, walking towards him."
(p8,9)

"A gust of hot wind blew dust across the deserted grounds, making a weird howling sound through the scraggly trees along the fence. It swirled orange dust into their faces. The old speaker posts stood like eerie grave-markers, and the gigantic screen held up by a rusty metal framework towered over them like some kind of otherworldly creature."
(p61)

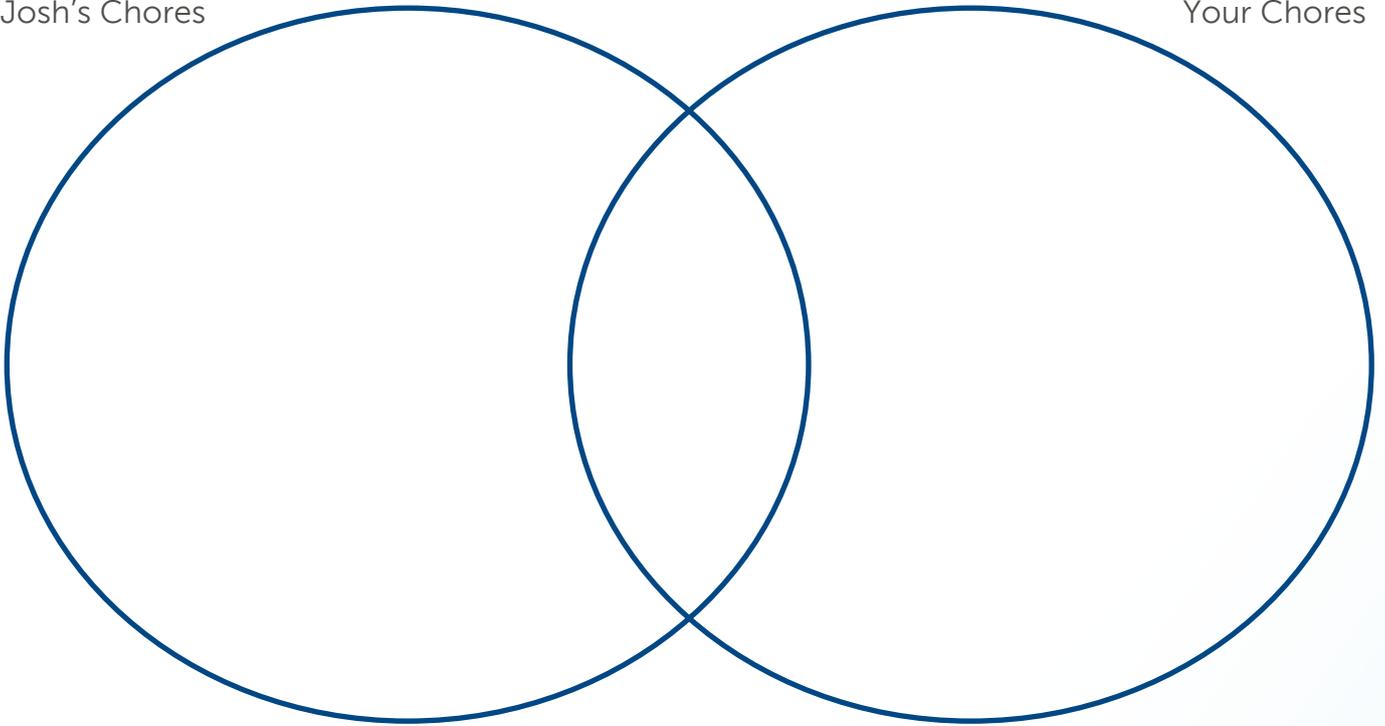
COMPARE AND CONTRAST >

Chores List

Use the Venn Diagram below to show how the differences and similarities between Josh's chores list and your own. (p24)

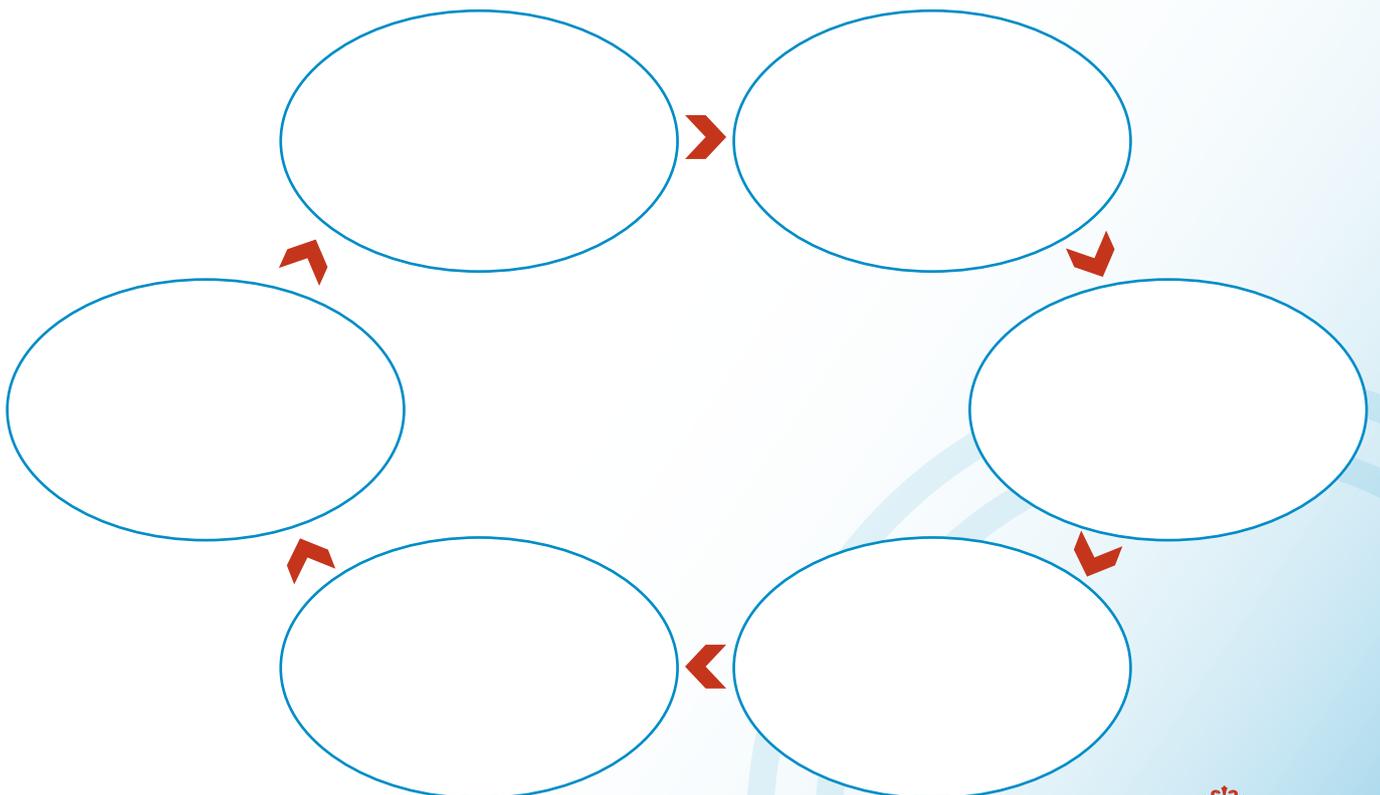
Josh's Chores

Your Chores



Planning a fundraising event.

List the steps the children went through, in order, to plan their fundraising events.



COMPREHENSION TEXT >

'Hello!' Josh shouted through the wire. 'Hello! Anyone there?'

There was no answer. Nothing stirred within the drive-in.

'See? No-one home,' said Pete, an edge of desperation in his voice.

'Hello!' Josh shouted again. 'Hello! Can we talk to you?' Then he turned to Pete and Sally. 'I saw someone again. But they didn't hear me.'

'Or she was ignoring you,' said Pete. Then under his breath he added, 'I know I would.' 'Oh well, at least we tried,' said Josh.

'Gosh you guys give up easily.' With a huge grin, Sally reached over and pulled on the gate. The chain stretched out taut, leaving a kid-sized gap. Sally slipped through.

'Oh... that's not a good idea,' said Pete.

'Cluck, cluck,' replied Sally.

'I'm with him on this one,' said Josh. 'I don't think we should go in.'

Sally shrugged and walked off across the drive-in grounds towards the building.

'Now what do we do?' asked Pete.

'Nothing else we can do,' said Josh, as he slipped through the gate.

'I've got a bad feeling about this,' grumbled Pete, but he squeezed through and followed.

The three friends walked slowly towards the old blond brick building that housed the amenities, candy counter and the room from which the films were projected. Josh

felt nervous about having entered through a locked gate. We really shouldn't be here, he thought. What if Ratchet gets angry at us? It'll blow any chance of using the drive-in.

'Hey,' said Josh, 'isn't Ratchet the name of the bad guy in that Robots movie?'

'Yep,' confirmed Pete. 'Sure is.'

'Maybe we should go back,' said Josh, wiping sweaty hands on his school shirt.

'Oh come on, guys,' huffed Sally. 'The drive-in owner isn't plotting to take over the world. This isn't a film.'

A gust of hot wind blew dust across the deserted grounds, making a weird howling sound through the scraggly trees along the fence. It swirled orange dust into their faces. Their shoes made crunching sounds on the gravelly ground with every step. The old speaker posts stood like eerie grave-markers, and the gigantic screen held up by a rusty metal framework towered over them like some kind of otherworldly creature.

'Feels kinda like a horror film, actually,' said Pete, walking on tiptoes in an effort to quieten his footsteps. 'You know the sort. Serial killer hides out in a remote location. Then a bunch of people get kidnapped and chopped up into little pieces before being buried in the desert, where tumbleweeds roll over the unmarked graves and –'

'Would you please shut up,' demanded Sally, glaring at him.

'This place is a bit spooky,' admitted Josh, eyes darting from side to side.

'Oh you two are unbelievable,' snorted Sally. 'There is nothing spooky –'

BANG!

The sound reverberated around the empty drive-in. The three kids froze.

'Gunshot?' suggested Pete.

'More like a slamming door,' said Sally, trying hard to sound casual. 'Come on.' She continued walking.

'That was a really loud door,' said Josh, smiling nervously.

'I once saw this film about a haunted drive-in,' began Pete.

'Stop it!' blurted out Sally as they reached the building. 'Hello,' she called out. 'Anyone around?'

She was answered by a screeching metallic sound that grated across their eardrums. They froze again. Pete whimpered.

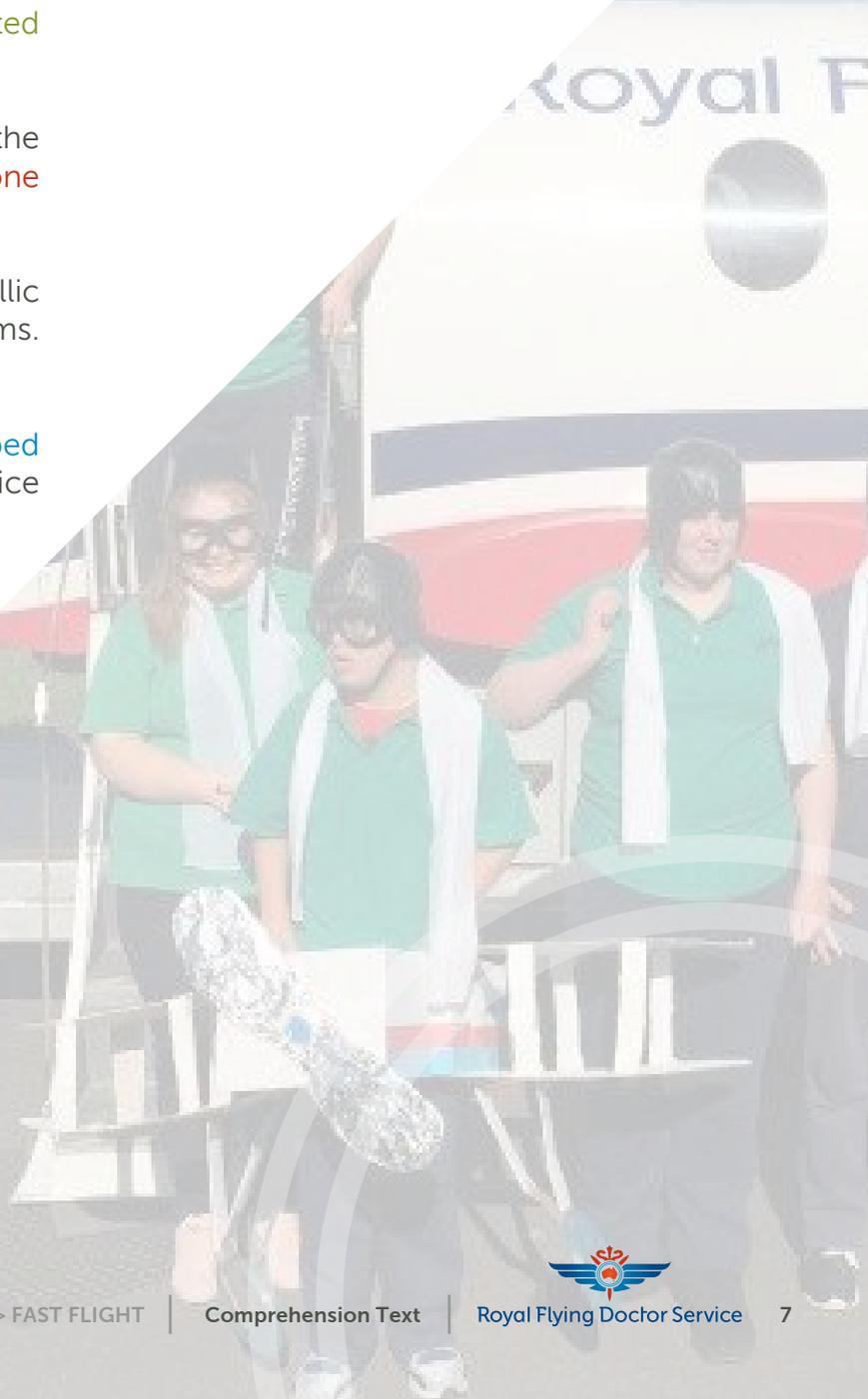
'Sounded like something being scraped across something,' said Josh, his voice shaky.

'There was this film,' whispered Pete, 'about a dead guy with metal claws who hacked people up. He'd scrape his claws across walls and pipes and things. And it'd make a noise kinda like that.'

'You're not helping,' hissed Josh, his eyes wide and his hands sweating again.

The door in front of them burst open. The two boys screamed and grabbed onto Sally. 'Waddaya want?'

(p58 – 64)



COMPREHENSION QUESTIONS >

Reading the Text	Reading Between the Lines	Reading Beyond the Text
<p style="text-align: center;">Finding the Main Idea</p> <p>1. What is this section of the chapter mainly about?</p> <p>A. How scared the children were. B. Organising the fundraiser. C. How the drive-in looked and felt to the children. D. Ratchet.</p>	<p style="text-align: center;">Comparing and Contrasting</p> <p>2. How are Sally and the boys different?</p> <p>A. The boys were braver than Sally. B. The boys were determined, Sally wanted to give up quickly. C. The boys were scared, Sally was not. D. Sally hid her fear, the boys didn't.</p>	<p style="text-align: center;">Distinguishing Fact from Opinion</p> <p>3. Which of the following is an opinion.</p> <p>A. The drive-in felt like the scene of a horror movie. B. The drive-in was shut. C. A gust of hot wind blew dust and made a howling sound. D. The grounds were deserted.</p>
<p style="text-align: center;">Recalling Facts and Details</p> <p>4. Josh and Pete both had a bad feeling about entering the locked drive-in gate. What was Josh's reason?</p> <p>A. He was worried they were doing the wrong thing. B. He was worried they wouldn't get help for their plan. C. He was worried something would attack them. D. He was worried he'd get in trouble.</p>	<p style="text-align: center;">Making Predictions</p> <p>5. Who was behind the door that burst open in front of them?</p> <p>A. Nobody, it was just the wind. B. Ratchet, the owner of the drive in. C. Nobody... that they could see. D. Sally, she was tired of the boys being scared of everything and decided to sneak around and teach them a lesson.</p>	<p style="text-align: center;">Identifying Author's Purpose</p> <p>6. The Author probably wrote this to</p> <p>A. Show us some ideas for scary movies. B. To build suspense into the story to entertain us. C. To persuade us not to enter a closed drive-in theatre. D. To teach us to be brave in scary situations</p>
<p style="text-align: center;">Understanding Sequence</p> <p>7. Which two events led to the children being in the drive in theatre.</p> <p>A. They decided to watch a movie & school had finished. B. Josh's mother was away & Josh had finished his chores. C. Josh's brother was saved by the RFDS & the class decided to raise money for the RFDS. D. Josh and his brother were saved by the RFDS.</p>	<p style="text-align: center;">Finding Word Meaning in Context</p> <p>8. In this text the word reverberated means:</p> <p>A. The noise was loud B. The noise echoed around the drive-in C. The noise was repeated D. The noise had continuing serious effects</p>	<p style="text-align: center;">Interpreting Figurative Language</p> <p>9. The words some kind of otherworldly creature mean:</p> <p>A. There was a strange creature from another world at the drive-in. B. The children were scared. C. The shape of the screen made it look like a creature from another world. D. There were aliens at the drive-in.</p>
<p style="text-align: center;">Recognising Cause and Effect</p> <p>10. Josh was worried that sneaking into the drive-in:</p> <p>A. Might get them in trouble for illegal entry. B. Might get them attacked by something. C. Might make the owner angry and she wouldn't help them. D. Might be too scary.</p>	<p style="text-align: center;">Drawing Conclusions and Making Inferences</p> <p>11. The drive-in was probably closed because:</p> <p>A. It was the owner's day off. B. It was out of order. C. It was daytime. D. It had shut down years ago and was deserted.</p>	<p style="text-align: center;">Distinguishing Real from Make Believe</p> <p>12. Which of these could happen:</p> <p>A. The owner could call the police. B. The owner could refuse to help them. C. The owner could decide to help them with their plan. D. All of the above.</p>

CHARACTER STUDY >

Draw a picture of each character to match their description.:

Sally >

Best friend. Tall and skinny, with dark skin and an explosion of frizzy black hair.

Pete >

Best friend. Short and chunky, with scraggly blond hair.

Marceline >

The oh-so-perfect class know-it-all. Everything is a competition, thrives on other people's mistakes. She raised an eyebrow and carefully tucked her straight chestnut hair behind her ear.

Rachet >

Runs the drive-in. Real name is Rachel but she doesn't like it. 'The owner of the gravelly voice stood in the doorway. She was enormous. Tall and broad and muscled. Tree trunk legs extended from khaki shorts and ended in huge battered boots. Biceps bulged from a matching khaki singlet. A belt, which was slung over one shoulder and crossed her chest like a bandoleer, was loaded with tools hanging from loops and clips. The figure lifted an arm clutching a large, rusty ratchet. She scraped it down along the brickwork by the door. The sound made Josh's teeth ache. Ratchet snorted, it made her seem a bit like a bull. Eyes wide and wild like some ravenous animal ready to pounce.'(p64)



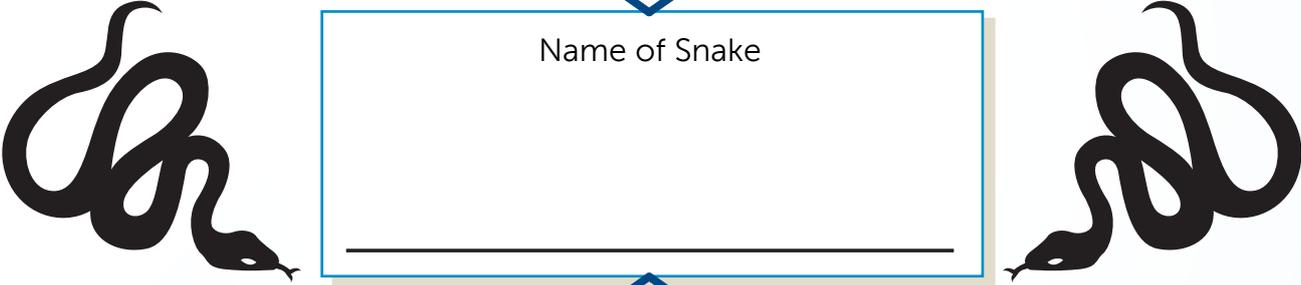
PATIENT RECORD > JOSH

Patient Name:	Date Of Birth:
Gender:	Next of Kin:
ILLNESS / INJURY HISTORY	
<p>WHERE DOES IT HURT?</p> <p>WHERE DOES IT HURT? WHEN DESCRIBING LOCUS OF PAIN, WRITE THE HORIZONTAL AND VERTICAL LETTERS ON THE CHART.</p> <p>R 1 2 3 L</p> <p>4 5 6 7 8 9 10 11 12</p> <p>WHERE DOES IT HURT? • Stomach pain • Headache • Fever • Nausea or vomit • Weakness or dizziness</p> <p>WHERE DOES IT START? • Sharp • Dull • Burning • Throbbing • Cramping</p>	<p>History (What happened, when did it start)</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Symptoms (Where does it hurt, describe the pain, when does it hurt more/less, is it getting better/worse)</p> <p>_____</p> <p>_____</p> <p>_____</p>
First Aid Treatment (What have you done to fix it so far)	
Diagnosis and Treatment	
Outcome of Treatment	
Discharge / Future Instructions	

SNAKE FACT SHEET >

Complete the information below based on the snake that bit Josh.

Also Known As:	Description and Picture
Name of Snake <hr/>	
Symptoms of Envenoming	Treatment



FUNDRAISER EVENT PLAN >

Plan your own fundraising event.

Chosen charity and your reason for choosing it?

Type of Event

Date, Time and Location of Event

Description of Event

What will you need to organise?

How many helpers will you need and what will they do?

How will this event make money?

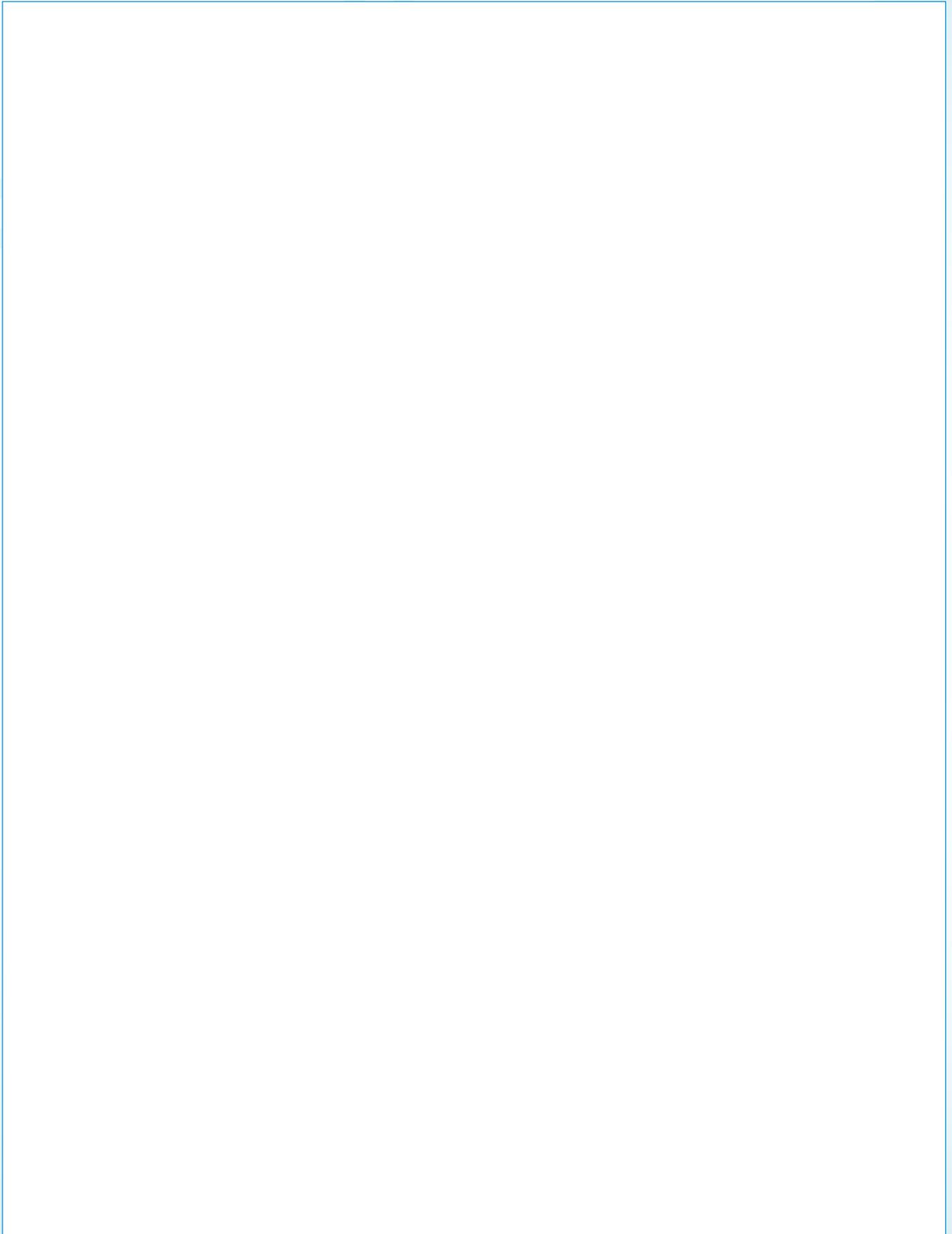
Contact details of your charity to register your event

How much money do you aim to raise, explain your answer.

Who will you market your event to?

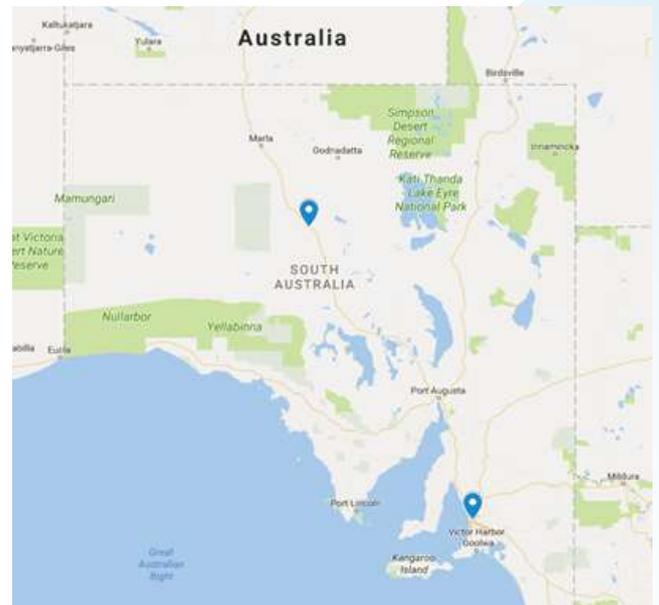
How will you advertise your event?

DESIGN A POSTER TO ADVERTISE YOUR EVENT >



MAPPING AND MEASUREMENT ACTIVITY >

1. Open Google Maps and use it to label the following places on the map below.
 - > Coober Pedy
 - > Adelaide
2. While you have Google Maps open, use the measuring tool to find out how far these places are from where you live.



Josh lives on a property 2 hours bus ride away from his school in Coober Pedy. In Australia, students attend school for 200 days per year. Answer the questions below.

1. How long does Josh spend travelling in a bus each week?
2. How long does Josh spend travelling in a bus in a school year?
3. How long do you spend travelling to school in a day, a week and a year?
4. The RFDS Nurse told Josh they had a two hour flight to Adelaide, but not to worry as he was well within the safe treatment time for a King Brown bite. Use the measuring tool on Google maps to determine the distance travelled between Coober Pedy and Adelaide.
5. If you can travel at an average speed of 80km per hour on the outback roads, how long would it have taken Josh to reach Adelaide, by car?
6. What would that mean for Josh?

CAUSE AND EFFECT >

CAUSE	EFFECT
Josh spoke to his class about how the Royal Flying Doctor Service had come and saved his new baby brother.	
Ratchet was saved by the Royal Flying Doctor Service when she was younger.	
	A market stall and movie night fundraiser was organised.
	Josh got to experience first hand how the Royal Flying Doctor Service operates.

SUMMARISING >

Pretend you are one of the characters in the book.

Write a paragraph telling a friend from elsewhere about your experience.

RFDS



> Emergency Echo

> Fast Flight

> Medical Mission

> Remote Rescue

> Look into the sky Yr 2 Unit Plan

> Look into the sky Yr 3 Unit Plan

> Look into the sky Yr 6 Unit Plan



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