



Military English

Lesson: MEDEVAC - Medical Evacuation Operations - Reading

TEACHER'S COPY

Overview:

This lesson describes the medevac service, and introduces and practises associated vocabulary.

In this lesson, you will:

- ✓ listen for some general information in a text
- ✓ read for general and specific information in a text
- ✓ learn the meaning of new words
- ✓ use new words in sentences
- ✓ speak about your own experiences

Prepare for Reading

1) Look at the picture. Then watch the very short video and answer the questions. Share your answers with a classmate. Type on YouTube [Aero-Medical Evacuation](#) or scan the code at the bottom of the page.

You will need to show the video more than once. The speaker talks quite fast.

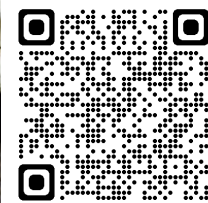
a. What is the situation? **An aero medical evacuation in Vanuatu.**

Transcript: "Today we loaded up a C-130 Hercules with our medical equipment and flew to Tanner Island, one of the islands of Vanuatu, to pick up several patients who were injured in the cyclone. Three Aeromedical Evacuation Squadron (based on RAAF Base Richmond) trains for this all year round, so it feels really great to be able to come here and assist those who really need our help. We've brought them back here to Port Vila to be treated at the local hospital."

Context: The Australian Defence Force (ADF) supported Australia's Whole of Government response to the people of Vanuatu following the devastating Tropical Cyclone Pam. Under the title Operation PACIFIC ASSIST 2015 the ADF contributed air, land and naval assets. The RAAF moved humanitarian aid, civilian and Dept. of Foreign Affairs and Trade (DFAT) emergency personnel and military advisers.

b. What is the job of the speaker? **She is a FLTLT (Flight Lieutenant) / an Air Force Medical officer**

c. What things did you see? **Students' own responses. E.g. I saw... There is a... There was/were...**



Reading

- 2) Read the text as quickly as you can. Don't stop to check any words. Try to decide what the **main idea** in each paragraph is. **This should take around 1-2 minutes. You could tell students that they will only have 2 minutes to read, but you may want to elicit or give the information about why you are doing this. i.e. to encourage ss to read faster, to encourage ss to only skim read and not read every word.** Compare ideas with your partner. **You don't need to elicit any feedback from the students yet. Give them the chance to match the ideas in the boxes below first, and then get whole-class feedback.**

Look at the main ideas in the boxes below and match them to paragraph 1,2, or 3.

Para 2 Further details (what and who are involved)

Para 3 Link to search and rescue, and example

Para 1 Definition and description of Medevac

- 3) Read the text again and look at the words in **bold**. Look at the words before and after these, and try to understand the meaning before you use a dictionary. **Encourage students to use the 'co-text' (words before and after) and the context (overall meaning) to guess the meanings of the individual words. Provide time for students to do this 'thinking', but there is no need for feedback on this, instead after a few minutes move straight on to the vocab matching task on the next page.**

Medical Evacuation - MEDEVAC

Medical evacuation is also called 'medevac'. It is used to move people who are sick or **injured** to a hospital for medical **treatment**. This can happen on land, in the air or on water. Medevac uses specialist emergency medical services (EMS) vehicles such as ambulances, helicopters or planes. These vehicles are non-combat*, and unarmed**. They also have a special mark on them to show they are medevac (e.g. a red cross). Aero-medical evacuation (AME) is a type of medevac. Military personnel must carefully plan and organise medevac operations.

During a medical evacuation, it is important to have **medical supplies** and **equipment** such as **first aid kits**, **stretchers**, and other rescue equipment. **Emergency responders**, and **medical personnel** like doctors and nurses may have to transport the **casualty** to provide more care and support.



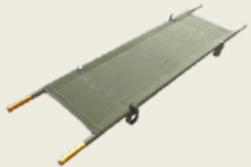
Sometimes, search and rescue teams must also find and transport the **patient**. Recently, the Australian Defence Force (ADF) supported the Australian Maritime Safety Authority (AMSA) in a medevac operation off the coast of Western Australia. The ADF dropped medical supplies and equipment to a sailing boat and then sailed with medical personnel from the Royal Australian Navy to help **stabilise** and **transfer** the patient at sea.

*Not used in fighting/warfare **Not carrying weapons/firearms



Learning Military Vocabulary

4) The words in **bold** in the text are important words that you should learn to use. Match the words on the left to their definitions on the right. Look at the example. Then compare your answers with a partner.

<u>medical supplies</u> (n)	g	a. A person who is hurt or killed in a war or an accident
<u>medical equipment</u> (n)	d	b. One of the first people to arrive to help with an emergency e.g. a paramedic, police officer, or firefighter
<u>medical personnel</u> (n)	f	c. Something that doctors or nurses give to care for their patients so that they feel better
an emergency responder (n)	b	d. Medical items such as stretchers, wheelchairs, and oxygen tanks, etc.
a first aid kit (n)	h	e. When someone is hurt 
transfer a patient (n)	j	f. People who give medical care, such as doctors and nurses
transport a casualty (n)	a	g. Medical items such as medicines, bandages, antiseptic, and syringes, etc.
a stretcher (n)	l	h. A small box or bag with items such as bandages, plasters, and antiseptic wipes to help a sick or injured person 
people who are injured (adj)	e	i. To move something or someone from one place – or situation – to another
to help stabilise (v) the patient	k	j. A person receiving medical help from a doctor or nurse
for medical treatment (n)	c	k. To stop a patient from becoming more sick before they can receive care at a hospital
transfer (v) the patient at sea	i	l. Equipment used for carrying patients from one place to another 

5) Now let's practice saying the words. Listen and repeat.

Pay attention to the word stress (strong/weak parts of words. *E.g. **stabilise**, **supplies***). **Option to drill pronunciation with class/individuals. The main stressed syllable is underlined in the words on the vocabulary chart for pronunciation. Ensure that this syllable is louder (and higher in tone) than other syllables in the word.**

- 6) Test your partner with some of the words from Exercise 4.
Choose one of the words. Do not say the word. Instead, read the meaning. Your partner must not look at his/her sheet, but try to remember the correct word. Swap.
- 7) Now try to use the words from Exercise 4 correctly in the sentences below. **Students could also create their own sentences with the remaining words and then give them to a partner to complete, or share with the class.**
- There are many different types of **medical personnel** who work in a military hospital.
 - We need to use medevac to **transfer** this patient from the disaster site to the local hospital.
 - The **first aid kit** should always be full and ready for use.
 - The soldier was badly **injured** on his first deployment overseas.
 - The patient's **treatment** was successful and she recovered very quickly.
 - The ADF has recently agreed to buy \$200,000 of **medical equipment / medical supplies** for the new army hospital.

Practice

- 8) With a partner, ask and answer these questions. Add more information to help your partner understand. Be ready to tell other members of the class about what your classmate said. Try to use some of the words from Exercise 4 in your answers.
- Describe the medical evacuation service in your country.
 - **Answers from students will vary depending each unique situation in their countries.**
 - **All military services will have trained for some type of medical emergency or evacuation. These experiences could include:**
 - **Tactical medical evacuations of casualties in combat zones and situations (also known as “casualty evacuation” – casevac).**
 - **Amphibious medical evacuations in combat zones and situations.**
 - **Helicopter extraction of injured or dead persons in difficult to access terrain, including jungle or mountain areas.**
 - **Transporting injured civilians and/or military personnel from battlegrounds or war zones to medical facilities.**
 - **Joint training with international military forces for medevac/casevac operations.**
 - **Many countries throughout the Asia-Pacific region use medivac services through civilian companies with helicopter and light aircraft capabilities. These services can include: ‘Air Ambulance’, non-emergency medical transport, aeromedical retrieval and repatriation service, international and domestic stretcher transport.**
 - **Civilian companies like ‘CareFlight’ operate medevac services through Southeast Asia, Northeast Asia and the Asia-Pacific region. The CareFlight fleet includes the following aircraft types: Gulfstream G150, Beechjet 400, Learjet 45 and Citation 650 jets.**
 - **There are many other similar civilian companies operating medevac services throughout these countries.**
 - **Some countries may have more limited services with small helicopter fleets or basic ambulance services.**

b. Have you ever participated in a medevac (or similar) operation (real or exercise)?

Describe your experience.

- If students have participated in a medevac operation, they may include descriptions like:
 - o A tense situation.
 - o The injured person was in a lot of pain.
 - o Medical emergencies were very stressful.
 - o Coordinating extraction of casualties in warzones.
 - o Working with international services (military or civilian).
 - o Medevacs to support natural disaster relief for civilian populations, for example cyclones.
- Some students will be able to talk about their first-aid training and medical training, or how they dealt with actual medical emergencies, including:
 - o Gunshot wounds.
 - o Explosions and injuries with loss of limbs, or broken bones, or internal bleeding.
 - o Collecting body parts and storage for surgical re-attachment.
 - o Mass casualties and the stress or prioritising injuries (who is treated first).
 - o How to use a tourniquet to slow down bleeding and prepare the person for medevac.
- There may be many different answers depending on the students' direct experience.
- *****Note that some students may have been traumatised by real events and should not be pushed to provide more details if they are not comfortable.**

c. Have you ever been in an EMS vehicle, like an ambulance or a helicopter? What was it like? If not, would you like to? Why/why not?

- Encourage students to describe the conditions and technologies in these vehicles. Was it cramped? What type of roles did people have? Were there doctors and nurses, or military medics present? Describe the life-support systems.

- Watch this video about MEDEVAC. Type the video title on YouTube or scan the QR code.

[MEDEVAC and CASEVAC : What's the difference? - YouTube](#)

Before watching, ask students these questions:

What is the difference between Medevac and Casevac?

What is the Geneva Convention and what is its link to Medevac / Casevac?

Watch the video to find the answers.



- This lesson links with → Lesson – Humanitarian Aid
Lesson – Disaster Relief
Vocabulary Builder – Parts of a Helicopter