

PAGE 4:1

Dealing with the situation

Learners need to be prepared to assess and deal with emergencies efficiently and calmly without putting themselves or others at risk. This means reacting quickly and following the correct procedures. Although procedures may change from situation to situation, this page explores some key steps for dealing with accidents from assessing the situation to dealing with the aftermath. It encourages discussion of an action plan for a given accident scenario using these 'AID' steps. This page is closely related to page 3:1 ('The primary survey') and has links with page 4:2 ('Communicating with the casualty').

Materials

Graphic from Source page 0:08 entitled 'Dealing with the situation', accident scenarios for further practice (at the teacher's discretion)

Learning outcomes (objectives)

- 1 To understand a given process for dealing with emergency situations.
- 2 To assess a given emergency situation from visual observation.
- 3 To pass on information clearly, precisely and confidently.
- 4 To build confidence in approaching emergency situations through action planning.

Suggested teaching activities

- Ask learners if they have witnessed or been involved in an accident where First Aid was given. What was the situation? How did the First Aider behave? What sort of help was given to the casualty/casualties? Point out that First Aiders can only do their best to try to preserve life, limit the effects of the casualty's condition and promote the casualty's recovery where possible.
- Explain that learners will be looking at particular guidelines for dealing with accidents.
- Point out the three 'AID' steps on the left of the page and the fact that the initial letters make the mnemonic 'AID' to help learners remember them. Explain that learners will be using these to consider how to respond to a given accident situation.
- Put learners into small groups with a copy of the graphic from the Source material. Ask learners to discuss what has happened and any things they observe in the picture that are important to the primary survey of the accident scene.
- Discuss the groups' ideas as a whole group, relating these to the think bubble questions for assessing the situation.
- Explain that assessing the situation means taking in what has happened quickly and calmly, looking for any possible dangers to yourself and others, and making sure the area is safe before proceeding. Point out the importance of prioritising if there is more than one casualty – deciding who needs attention most urgently.
- Look at the next step as a whole group and discuss the information in the think bubbles in relation to the given situation.
- Ask learners to think of other checks they might do or under what circumstances they would call the ambulance before anything else. Also, what sort of things a bystander might be able to help with. For example, fetching things, helping treat the casualty, calling the ambulance (the bystander may need to be reminded what to say.)
- Explain that commands are direct and precise instructions. Give examples of commands you might give a bystander.
- Ask learners to discuss in groups what command they would give in this circumstance. Listen to the audio a couple of times and compare learners' versions. Discuss any differences and why the bystander is told not to move the casualty.
- Read out the audio script, stressing the key parts in bold. Ask learners to pick out the stressed or emphasised words/phrases. Write these on the board and explain that key information needs to be stressed to help the other person remember it.
- Ask learners for ideas on how to check the command has been understood. Write the ideas on the board as direct speech.
- Go on to 'dealing with the aftermath'. List the sort of things you might need to do. For example, report to ambulance crews, deal with accident reports (verbal or written), clear up the scene, replenish First Aid kits, etc. Teachers may want to emphasise the importance of aftercare for the First Aider as well, for example talking things through with a colleague or friend.

- Discuss the questions in the think bubbles related to the given scenario.
- Check if learners can remember what AID stands for without looking at the page. Apply the three steps to new situations for further practice.

Suggestions for learners who are having difficulties

- Ask direct questions about what learners can see in the picture, pointing to key parts of it if appropriate. For example, 'What is this on the floor?' Make a note of the things they notice and read this back to them for confirmation.
- Learners may need plenty of practice in giving commands and clear/precise information. Pick out key words to emphasise when giving the command or passing on details and give learners an activity where they pick out commands from ordinary instructions, using language and intonation clues.

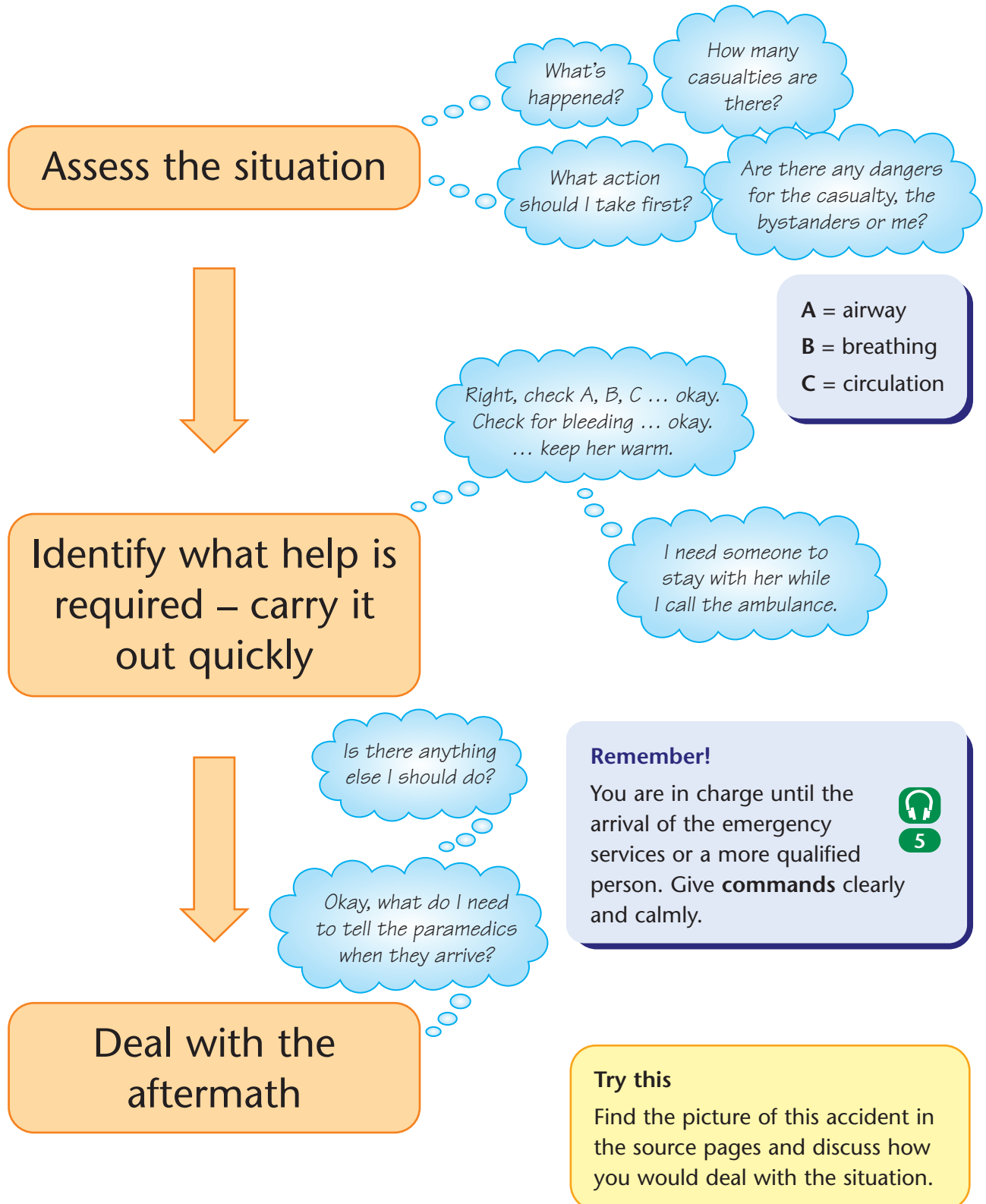
Suggestions for advanced learners

Give learners a more complicated accident scenario with more than one casualty. Ask them to make an action plan for dealing with it based on the three key steps, including researching appropriate First Aid if necessary.

Curr ref	Key Skills
Rt/L1.3	C1.3
SLc/L1.3	
SLlr/L1.3	
SLc/L2.1	
SLd/L2.5	

Dealing with the situation

When you come across an emergency situation, you need to react quickly but safely. You will deal with the situation more effectively if you remain calm and follow appropriate steps.



PAGE 4:2

Communicating with a casualty

Learners need to bear in mind that anxiety or panic can make a casualty's condition worse, so they need to communicate through both words and body language in ways which reduce anxiety a casualty may be feeling.

Materials

Flipchart, OHP

Learning outcomes (objectives)

- 1 To identify strategies for communicating effectively with a casualty.
- 2 To identify and practise ways of reassuring a casualty.

Suggested teaching activities

- Learners suggest the skills and qualities they think a First Aider needs, apart from practical knowledge. List their ideas on the flipchart (e.g. be calm, seem confident, reassure/encourage/give confidence to the casualty).
- Show on OHP the central photo of the situation from the learner page. Ask learners what they do or say when they first see a casualty to show that they are calm and confident, and to make the casualty less nervous. (How do they introduce themselves? How do they explain to the casualty about the primary survey they will carry out?)
- After carrying out the primary survey, what communication skills do they use? Note learner ideas on the flipchart.
- Read together the different skills used by a First Aider shown on the learner page. Check with learners if they feel all these points are important, and whether any others have been left out.
- Follow up the main points on the learner page, asking learners each time to say what they do, and also give examples of how they do it.
- Ask how learners get clear information from the casualty, e.g. What happened?/Can you tell me what happened? Where does it hurt?/Tell me where it hurts./Show me where it hurts.
- Ask how learners show that they are listening carefully (e.g. nodding your head, repeating what the casualty has said to check that you have understood it, or asking a follow-up question).
- Ask how learners explain what they are going to do, or what is going to happen, e.g. I am going to ring for an ambulance./I have rung for the ambulance. It will be here in a few minutes, etc.

- Ask learners to think about the way they speak, e.g. do they think the casualty might have any difficulties understanding them? (Why might this be so? What action can/do they take?)
- Check how learners show that they are confident and capable. (Tone of voice – clear, firm but not too loud, eye contact with casualty. Use of gesture?)
- Check if learners understand the connection between these skills and reassuring the casualty, for example: First Aiders have to get clear information from the casualty in order to give it to paramedics; the way they do this can reassure the casualty by showing that they know what they are doing.
- Discuss with learners the term 'body language' – how can you show, without using words, that you understand what the casualty is feeling, and that they can trust you? Ask them to give examples of body language that they use.

Suggestions for learners who are having difficulties

- Some of the skills and strategies outlined require sophisticated listening and speaking skills, not necessarily in terms of the actual language used, but in terms of its delivery. For ESOL learners in particular, model particular examples so that learners have more time to recognise and practise them.
- Individual learners may feel reticent about taking part in the discussion and/or inhibited by some of the communication demands. In such cases re-introduce those topics later, e.g. through mini role-plays. These offer a chance to try out different ways of offering reassurance; learners can choose and practise ways with which they feel most comfortable.

Suggestions for advanced learners

An advanced learner in this context is one with skill and empathy in dealing with casualties. They could play an important part in showing others what strategies can be used, and how to express them (for example through the role-play activities referred to above).

Curr ref

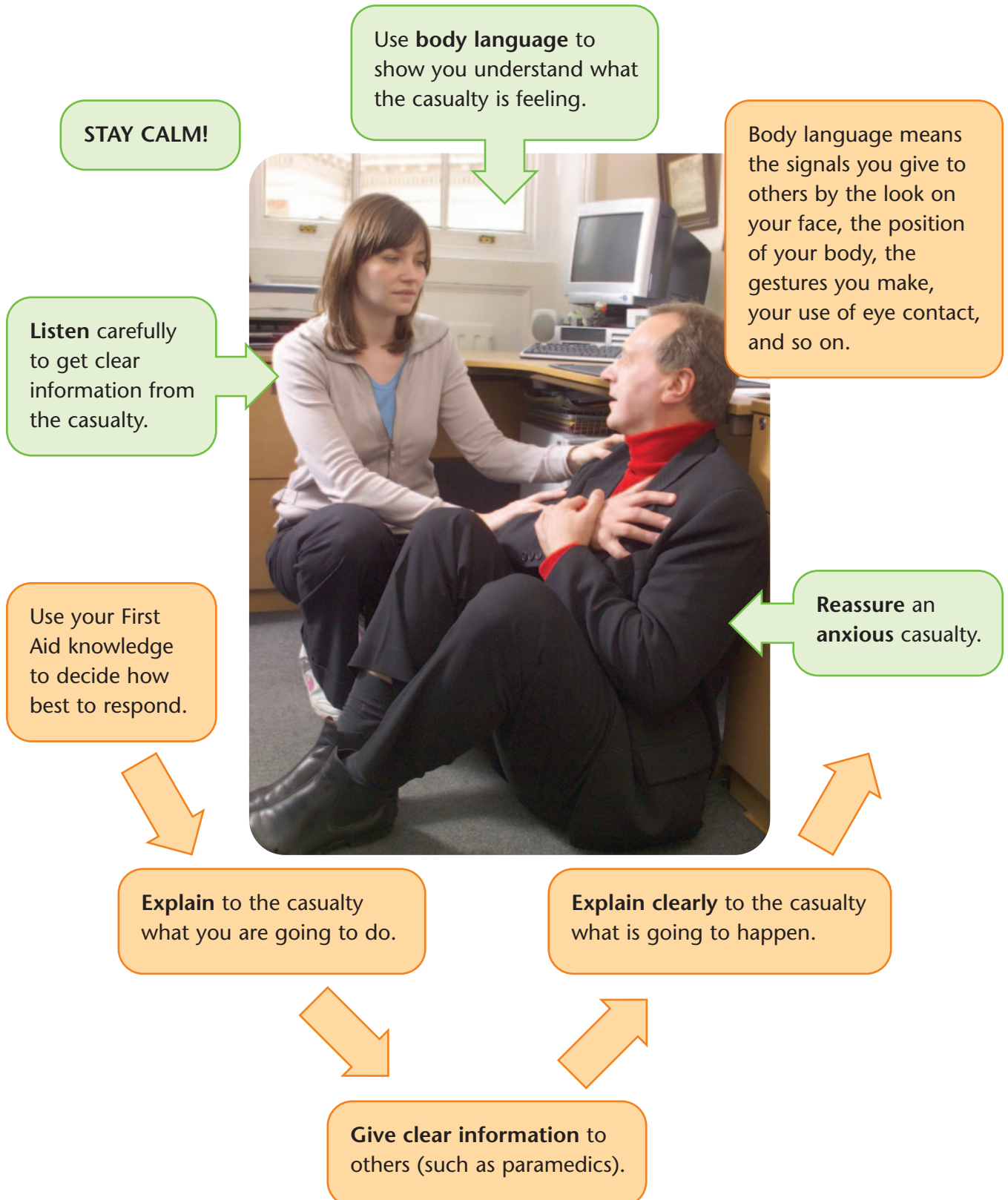
SLlr/L1.1
SLlr/L1.3
SLc/L2.1
SLd/L2.5

Key Skills

C1.1

Communicating with a casualty

Being a good First Aider depends not only on **what** you know, but also on communicating this in a **positive** way to others.



PAGE 4:3

Reporting accidents (giving a spoken description)

First Aiders play a major role after an accident in the workplace, not only in terms of practical First Aid skills, but also in communicating the details of the accident. They may need to give verbal reports to a supervisor or safety officer for an accident report or to paramedics/ambulance staff who take on the further treatment of the casualty. The information they give needs to be factual, clear and relevant.

Materials

Audio CD and player, flipchart

Learning outcomes (objectives)

- 1 To identify the difference between fact and opinion.
- 2 To give spoken explanations and descriptions briefly and clearly.
- 3 To give information relevant to the situation (who you are talking to).

Suggested teaching activities

- If anyone has already been in the situation of reporting what happened in an accident verbally, ask them to explain what happened, what they did, and what they reported.
- Ask learners to think about the important things to remember when reporting an accident. List their ideas on the flipchart.
- Hand out copies of the learner page. Explain that it is about giving a verbal report of an accident. Discuss the task of a First Aider – finding out what happened from witnesses and then reporting this clearly to a supervisor or ambulance staff.
- Check the three key points on the page (facts v. opinions, clear description, relevant details) against the learners' list of ideas on the flipchart.
- Tell learners that they are going to listen to a witness account of an accident and then talk about the three key points. Play the audio.
- Ask learners to explain the difference between fact and opinion. (If their answers are not clear, read together the tip on the page, and give examples.) Ask if the witness account is factual. Look at the examples on the page of a fact (✓) and an

opinion (✗). Pick out the other facts together and write them on the flipchart.

- Check if all the learners understand the meaning of relevance. (Be prepared to give some examples yourself.) Is all the information given by the witness about the accident relevant? Would the First Aider need to pass it all on? Or just parts of it? Look at the examples on the page of relevant (✓) and irrelevant (✗) details. In pairs learners pick out the relevant information. Allow time for discussion and then write points agreed on the flipchart.
- If necessary, listen again to the witness account to reinforce the key points on the page.
- Discuss what extra information would be relevant to the paramedic, and what questions s/he might ask (e.g. Which part of his head? How responsive was he when he came round?).

Suggestions for learners who are having difficulties

- Break down the task by reading through one sentence at a time in order to pick out what is fact and what is opinion. Highlight the facts with a coloured highlighter pen. Ask the question 'Can we prove this?'
- ESOL learners may require a lot of modelling and examples of the language associated with opinions, so give examples of language for expressing opinion (I reckon ..., I guess ..., I think ...).

Suggestions for advanced learners

Ask learners to imagine an accident that could happen in their workplace and make notes of it. Then, bearing in mind the three key points on the page, practise presenting the information factually, clearly and relevantly to a paramedic. (Another learner can play the role of the paramedic, and ask questions if s/he thinks any information is missing.)

Curr ref

SLlr/L1.5
SLc/L1.3
SLc/L1.4

Key Skills

C1.1

Reporting accidents

Giving a spoken description

As a First Aider you may need to explain what happened in an accident so that an accident report form can be filled in, or the casualty can receive the correct follow-up treatment.



If you are asked to describe an accident, you need to give:

- facts rather than opinions
- a clear description
- relevant details.

• Facts rather than opinions

Facts are important for accurate reporting because: a fact is something that is **true** and can be proved, but an opinion is only what someone **thinks**; it may not be true.

He banged his head against the side of a lathe. ✓

I don't think he was properly awake. ✗

Raj slipped on something on the floor.

He banged his head as he fell backwards. The bang caused some bleeding to the head which caused him to faint.

• A clear description

A clear description helps others to understand more about:

- how the accident happened
- what injury was caused
- what action has been taken.

I was called to the scene. I put Raj into the recovery position and called an ambulance.

✓ *The casualty fainted when he saw the blood.*

✗ *The witness was just having a breather when he saw the accident.*

• Relevant details

Some details are important because they give information that is necessary or relevant.

Other details are totally unnecessary and do not add anything useful.

Tips

- Plan what you are going to say.
- Describe events in the order they happened.

Remember!

The clearer your description, the more accurately it will be recorded.

PAGE 4:4

Filling in accident report forms

Accidents must be recorded in the workplace however minor they appear to be. The usual system is for minor accidents to be recorded in an accident book, where details of date and time etc. are kept to a minimum. More serious accidents, however, will be reported in full, using RIDDOR forms or similar work-specific forms. Practices for completing these forms vary; in some work settings it is entirely the responsibility of the supervisor to complete the form, in other settings employees at all levels are expected to complete accident reports. A First Aider involved in treating someone who has had an accident at work may also need to fill in the company accident report form. Learners must understand what information is required, how much to include, the importance of accuracy, and making sure it can be read by others.

Materials

Source page 0:09, flipchart and OHP, highlighters

Learning outcomes (objectives)

- 1 To be aware of why reporting accidents is important.
- 2 To identify types of information required for reporting a minor accident.
- 3 To record brief information accurately, using standard formats for date and time.
- 4 To practise using the format of a report book for recording information.
- 5 To check entry for accuracy.

Suggested teaching activities

- Discuss learners' experiences of completing accident report forms. Discuss the kinds of accidents that might happen at work, and which ones should be reported. Any accident which leads to someone being injured must be reported to the employer. The employer decides which accidents need to be reported to the Health and Safety Executive. This means that the employer needs all the facts, as quickly as possible and as accurately as possible. The employer has to report the incident within ten days.
- Discuss if learners have ever had an accident at work, or know someone who has. Ask them to describe what happened.

- Explain that information reported needs to be accurate and written clearly, so that others can understand and use it. Ask what can make other people's writing difficult to read. (Handwriting, spelling, grammar, punctuation.)
- Hand out copies of the learner page. Explain that this is what the accident report form may look like. Show the form itself on OHP (without tips), and read together through the tips which explain how to tackle the form, pointing to the relevant part on the form where necessary.
- Next go through each heading, asking learners what sort of information is needed in each section (e.g. details of the person who had the accident, date, time and place of the accident, short description of the injury, etc.).
- Make sure learners know they have to write the full name of the injured person ('William' not 'Bill' etc.).
- Discuss how the date should be written. Give learners more practice writing dates, for example using their own and others' birth dates.
- Discuss how the time is written. Ask learners what they understand by 'am' and 'pm' written after a time. If necessary, practise am and pm in everyday activities or familiar information (such as TV guides). Make sure learners know that 10.30 is the same as half past ten.

Source page

- In pairs learners look at the situation, and make notes of the information that they would need to include about the accident on the accident report form.
- Review as a whole group the 'narrative' part of the information, i.e. to be included in Section 3 of the form. Learners make any adjustments to their notes.
- Ask learners to fill in the form individually. Remind them that it is important to write clearly so that others can read the information at a later date if necessary.
- Check that learners understand that they need to include information about themselves in Section 2.

- Learners should complete the form in pencil first, so that they can make any changes later if necessary.

Suggestions for learners who are having difficulties

- If learners have difficulty understanding what information is required, take them through the process step by step by asking direct questions. (What is the first entry in the accident report? So who is the person who had the accident? etc.)
- Ensure that ESOL learners understand the language Bill uses on the Source page. Ask learners to highlight on the page information that they will need to include on the form. This will help them in writing their notes.
- Check the notes they write, giving help with spelling, etc. as required. If necessary, write the information down as they say it, then get learners to read it back and then write it down for themselves in a similar way.
- Some learners may have problems understanding what information to put where. If necessary, put the different items of information on separate pieces of paper and help them to place them correctly.
- Learners might have problems converting the date into the short format. Take them through this by asking questions about the date, and writing the numbers down as they say them. For example, 'What number month is June?' (Dyslexic learners may experience some difficulty with dates especially if in number format.)
- Check that learners understand the difference between am and pm after the time.

Suggestions for advanced learners

This activity can be extended to cover further reports recorded on audio, and with no text available to refer to. Learners listen to an account of an accident (use situations based on the learners' experience) and make notes based on this. They then use these notes to complete another copy of the accident report form.

Curr ref	Key Skills
Rt/L1.4	C1.3
Wt/L1.1	
Wt/L1.2	
Wt/L1.4	

Filling in accident report forms

You have to fill in an accident report form whenever someone has an accident at work. It has to be a clear and accurate record.

First read the **whole form** through to check what information is required.

Use the **section headings** to help you fill in the information in the correct places.

ACCIDENT REPORT

1. About the person who had the accident

Name _____
 Address _____

 _____ Postcode _____
 Occupation _____

2. About the person filling in this report

Fill this in only if you are **not** the person who had the accident.

Name _____
 Address _____

 _____ Postcode _____
 Occupation _____

3. About the accident

Say when it happened.
 Date _____ Time _____
 Say where it happened. _____
 Describe how it happened and any injury caused.

Sign and date the record

Signature _____
 Date _____

4. For the employer only

When you have finished, **check**:

- that all the **relevant facts** are in a **logical order**.
- for any errors in **grammar** or **spelling**.

If you as a First Aider report the accident, fill in:

Section 1 about the **casualty** and **Section 2** about **yourself**.

'Occupation' means job. The title of your job goes here.

Section 3 asks you to **describe the accident**.

This is divided into:

- when it happened
- where it happened
- how it happened
- what the injury was (bleeding hand, intense pain to left leg, bruising).

Write **dates** with the day, month and year, for example:

10th June 2005 = 10/06/05

Use **am** or **pm** to show exactly what **time of day** the accident happened, for example:

9 o'clock in the morning = 9.00 am.

9 o'clock in the evening = 9.00 pm.

PAGE 4:5

Ordering First Aid supplies

If the First Aid trainee becomes an Appointed Person in their workplace, they may be expected to make sure that the company has the right First Aid equipment, and order supplies as and when required. Some familiarity with filling in order forms is therefore desirable.

Materials

Source page 0:10, examples of First Aid stock catalogues (both printed and from the Internet), OHP copies of relevant materials, calculators, flipchart

Learning outcomes (objectives)

- 1 To read and understand the layout of order forms.
- 2 To fill in an order form.

Suggested teaching activities

- Ask learners about their experience (if any) of ordering goods at home or at work, either through catalogues or online. (Are the order forms easy or difficult to complete? Any problems completing the forms? If so, why?)
- Ask learners to list the possible steps in placing an order (e.g. read through order form, find items you want in the catalogue/supplier's list, fill in the order form). Explain that this activity will practise all the skills in doing this.
- Go through together the three steps in the boxes on the learner page to confirm the process.
- Focus on the term 'scan'. Give learners some examples of scanning, for example reading a phone manual to see what a particular display symbol stands for. Point out that readers scan information when they know what they are looking for. This saves having to read through lots of information. (There is more on scanning on pages 2:1 and 2:2 of the materials.)
- Look at the order form, and read through the headings together. Use the notes to explain any that are new to learners. Ask them why there are two lines in italic. (Examples to help the customer.)
- Hand out a selection of other order forms. What features do they have in common? (Arranged in columns and rows, code numbers, names of items to be ordered.) List these features on the flipchart

as learners say them. Explain that we can expect these features on all order forms.

- Ask about any problems in using catalogues. (Using contents or index pages, codes and reading small dense print.) Use a range of catalogues from First Aid suppliers to identify quickly how to scan the text for particular items.

Source page

- Read through and explain the tasks and the relationship between them: they both practise the scanning skills listed in steps 2 and 3 on the learner page.
- Do these two tasks together as a whole group. Make sure learners are clear what key words they are scanning for (e.g. 'company' or 'business' or 'workplace' in the subheadings, number of workers/employees in the individual items).
- Ask why this is useful (don't need to read as much, can concentrate on finding those words only).
- Use other examples of First Aid catalogues for learners to reinforce these scanning skills, working individually or in pairs.
- Explain that once you have found the item you think you want, you need to read information about it carefully and in more detail. This may mean reading slowly to check you understand exactly what the product is before buying. (Page 2:4 of the materials includes more tips on reading in detail.)
- Once you are sure what you want, and what the form is asking you to do, you can begin to fill it in. Suggest that if the form is important or a type that's new to you, practise on a photocopy before filling it in.
- Look again at the order form on the learner page. Ask learners to fill it in, using the item they selected on the sample page (and any others selected from other catalogues during the earlier practice). Explain that they should use the examples in italic print on the form as a model.
- Encourage learners to use a calculator to work out the cost at the bottom of the form (though it is always a good idea to make a rough estimate of what the amount might be).

- Work through some examples asking learners to give estimates before entering the calculation into the calculator. Observe learners to make sure that they are using the calculator correctly and confidently.
- Complete the form-filling process on OHP for learners. Learners compare their versions to your completed, accurate version.

Suggestions for learners who are having difficulties

- The task of filling in forms combines a number of skills, any of which may pose problems for some learners.
- To develop scanning skills, further practise in working through supplier lists, with more individual support, may be helpful. Learners could then be set timed tasks to find specific information, gradually reducing the times allowed as they become more confident and skilled.
- If learners are experiencing difficulties calculating money using a calculator, check that they understand how to enter numbers, including zero, and the decimal point.
- Dyslexic learners may experience difficulties with the visual tracking skills required by this task and should be encouraged to use a ruler or the edge of a piece of paper when reading and completing order forms.

Suggestions for advanced learners

- Complete a range of forms with further workplace orders.
- Complete the cost column of order forms, including VAT calculation.

Curr ref	Key Skills
Rt/L1.5	n/a
Rt/L1.4	
Wt/L1.5	
HD1/L1.2	

Ordering First Aid supplies

After completing the Appointed Person's First Aid course, you may be expected to order First Aid supplies. You will need to make sure you copy details from the catalogue accurately and into the right boxes on the form.

1 Read the top of the **order form**. Some things will stand out or look different. These might be the use of:

colour

words in **bold**

CAPITAL LETTERS

This tells you what information you have to write.

2 Scan the section headings in the catalogue.

You know what items you are looking for and so you can search or **scan** the text quickly for related words and phrases.

Scanning is like looking for your name on a list.

3 Quickly **scan** the **items** listed in that section.

Look out for **key words** or **phrases** to find what you are looking for.

Then **read** the description **carefully** to make sure it is really the item that you want.

Suppliers often give a couple of **examples** to show how to fill in the order form. These may be marked *e.g.* and in *italics*.

short for Quantity
(how many)

excluding
(without) VAT

n/a means not applicable

Number in supplier's
catalogue

First Aid supplies order form

Item no	Description	Qty	Price ex VAT	Total £	VAT
e.g. 0061	First Aid Travel Kit	2	6.99	13.98	2.46
e.g. 5012	Practical First Aid manual	1	7.99	7.99	n/a
Postage and packing: If required, please add £3.50 + VAT (61p) if total order value is less than £25.00 excl. VAT.					
			Sub-Total		
			VAT @ 17.5%		
			Total		

Value Added Tax:
(17.5% tax paid on
most items)

Total without VAT

@ means at

PAGE 4:6

Finding information on the Internet

After completing the course, First Aiders may need to find information which is not available within their organisation. It is likely that the most convenient source of information on either First Aid or training will be the Internet. To find information on the Internet effectively users must use a combination of reading skills. This page further practises the reading skills of scanning, skimming and detailed reading. (These skills are also covered in learner pages 2:1, 2:2 and 2:3.)

Materials

Source page 0:11, computer with Internet connection, projector

Learning outcomes (objectives)

- 1 To use different reading skills to find information on the Internet.

Suggested teaching activities

- Explain that there is a lot of information on the Internet. So using it well is all about finding very quickly the right information, in order not to waste a lot of time.
- Read through the task on the learner page with the learners (see text box).
- Read through the information about different ways of reading. If learners have already practised skimming and scanning in earlier sessions, ask them to give examples of situations where they have scanned information, looking for a key word only. (Looking for a telephone number in the phone book, finding the meaning of a display symbol in your phone manual.)
- NB If learners have not practised this before, give them some examples of scanning and then skimming to discuss before collecting examples.
- Ask learners for examples of skimming (reading the headlines of the newspaper to find an article of interest, looking through the TV magazine to see what's on tonight).
- If learners find this difficult, give some examples, explain them, and ask for others. (Explain that this is an important skill for using the Internet well, because you may sometimes have to skim or scan a lot of information before you find what you want.)
- Direct learners to the task. Explain that they are going to practise skimming and scanning to find information about First Aid courses.
- Ask learners to look at the five entries in the top box on their sheet (the screen shot of the search page). What words do the underlined phrases have in common? (First Aid Training). If possible ask a learner to type into the computer 'First Aid Training' and compare the results of that search with what is on the sheet. (They should be similar.)
- Go back to the task and help learners to identify the key words that they would scan this list for (First Aid, training, workplace).
- Explain that if they click on this site, they get the page with four pictures. (Demonstrate this on the computer/OHT if possible.)
- Remind learners of the task and the need to scan this page. Ask learners to identify the key word that they should now be scanning for (workplace).
- Explain that by now scanning for fewer key word(s) they are actually narrowing down their search for information.
- Demonstrate to learners what happens when they click on First Aid training courses for the workplace (They get the page at the bottom of the learner page.)
- Divide learners into two groups, one to skim the text for any useful information, the other to scan the list in green. Remind them that they want to bring their skills up to date and ask them to say as soon as they find any useful information. ('Skills Update' in the list).
- Note that the text is not helpful this time – explain that this is 'normal' with searches on the Internet.
- Explain that if they click on 'Skills Update' they will get more detailed information – see Source page.

Source page

- Discuss what information they want to get (Who can/should take part? What is taught?). Should they read these parts quickly or more slowly, in detail? Refer back to the tip on reading at the top of the learner page. (Answer: detailed reading)

- Read the introduction and these sections together. Check learners understand the vocabulary, and explain where necessary. Ask if this seems to be the right course, and why.
- Ask what action they should take. (Write the name or postcode of the town where they want to do the training in the white box marked 'postcode or town'.) Assuming that the site is still live, learners take turns to practise doing this on the computer, and see the results.

Suggestions for learners who are having difficulties

- Learners who have not used the Internet before need to be encouraged to key the answers into the computer for themselves and see what happens.
- It is unrealistic to expect learners completely new to the Internet to grasp how it works fully from one task. It needs to be followed up soon with other examples to reinforce their learning.

Suggestions for advanced learners

- More advanced learners, either in terms of Internet use or of reading skills, could explore other sites, making a note of the route that they take. In this way they would obtain other information about this subject. They could then present/demonstrate their findings to the rest of the group.

Curr ref

Rt/L2.6

Rt/L2.7

Key Skills

C2.2

Finding information on the Internet

To find information on the Internet you need to read in different ways.

Scanning is looking quickly over a text for **key words** and nothing else.

Skimming is reading quickly to find out if the text is of interest to you.

When you skim, you do not need to read or understand every word. You do **detailed reading** when you know the information is relevant for you.

BBC Health: **First Aid Action**

A fully interactive online **first aid** course from the BBC that informs, educates and entertains whilst leading ... Find your nearest **training** centre here. ...
www.bbc.co.uk/health/**first_aid_action**/ - 23k - 13 Jun 2005 - [Cached](#) - [Similar pages](#)

St John Ambulance - **First Aid Training** and Health and Safety Courses

First Aid Training Courses... **First Aid** for the Workplace. **First Aid** for the General Public. **First Aid** in Schools ...for the Workplace ...for the General ...
www.sja.org.uk/**training**/ - 23k - 13 Jun 2005 - [Cached](#) - [Similar pages](#)

St John Ambulance - The UK's leading **First Aid**, Care and ...

If London wins the bid, St John Ambulance will provide **First Aid** support at the games ... Its mission is to provide **First Aid** and medical support services, ...
www.sja.org.uk/ - 26k - 13 Jun 2005 - [Cached](#) - [Similar pages](#)

First Aid instruction

First Aid Training ADR Training & Fire Awareness. Firstaid Training. CDG (HAZMAT) ADR. FIRE. Welcome To 1st **Aid Training**. [Appointed Persons] ...
firstaidtraining.2cuk.co.uk/ - 17k - 13 Jun 2005 - [Cached](#) - [Similar pages](#)

British Red Cross **First Aid Training** - **First Aid** Courses News and ...

British Red Cross **First Aid Training**, News and Updates, Welcome to the news and update section of the British Red Cross Commercial **Training** division.
www.redcrossfirstaidtraining.co.uk

Task

You have been a First Aider at work for a number of years now.

You want a course to bring your skills up to date for your workplace.

Find the right course for you!

First scan the search page for key words.
Look for First Aid, training and workplace.

Now scan this page for key words.

First Aid Training Courses...



...for the Workplace



...for the General Public

Other Training Courses...



...in Schools



Manual Handling Training

Scan this list for key word(s).

When you have found the words you want, click on them to get more information. You will then skim and scan again page by page until you find what you are looking for.

Home > Train with St. John > **First Aid in the Workplace**

Train with St. John

- First Aid in the Workplace
 - **First Aid at Work**
 - FAW Requalification
 - Skills update
 - Appointed Persons
- First Aid for the General Public
- First Aid in Schools
- Defibrillators
- Moving and handling
- Health and Safety
- Defibrillators
- Fire Marshal
- Training
- Request a Training
- Brochure
- National Training

First Aid for your workplace

Become a First Aider and you'll make a real difference to the well-being of your colleagues.

As a qualified First Aider you'll have the essential skills to handle any First Aid situation, from minor slips and trips to the most serious of incidents.

First Aid provision in the workplace saves lives. It can prevent minor problems or injuries from becoming major ones. It can help employers reduce costs from injury. And it is a legal obligation on every single employer to make sure that their employees receive the right First Aid care in the workplace.



Next skim the page to see if it is interesting or relevant to you.