

PAGE 1:1

Listening to training

It may have been some time since many First Aid trainees have needed to listen to important information in a learning environment. This page introduces an important element of First Aid training – protecting yourself – and at the same time develops skills required for active listening in training sessions.

Materials

Audio CD and player, flipchart

Learning outcomes (objectives)

- 1 To identify the importance of and reasons for personal safety.
- 2 To identify good listening techniques in First Aid training.
- 3 To identify main points and key words in a First Aid talk.

Suggested teaching activities

- Discuss the different strategies learners use to remember what they have listened to; collect on flipchart or whiteboard. For example, some people may 'see' the words; some will remember the actual words spoken. Often learners associate what they hear with other, unrelated things, e.g. something else that happened in the session, what someone was wearing.
- Ask learners about training talks that they have listened to on any previous courses. How easy did they find them to follow? What did they find most difficult? Note their ideas on the flipchart.
- Ask learners what they understand by personal protection. Why is it important? Check that they understand what 'protection' means (in this context).
- Go through the teaching points on the learner page with learners using the trainer's words to exemplify each point.
- Listen once to the audio extract from a training session. Ask learners how they know what it is about. (The speaker said so clearly at the start.) Explain that this should normally happen in a talk; this will help you listen to/pick out the main points in the talk.
- Explain to learners that you are going to play the audio again and ask them to listen and pick out the main points the trainer makes. Write learner responses on the flipchart, then play the audio again; ask learners to check that they have picked out all the main points.
- Ask what helped them to do this. (The trainer puts emphasis on certain words.) Ask learners if they remember which words were emphasised. Why those words? (They give important instructions for protecting yourself.)
- Draw attention to the tip about other information (reasons why). Play the audio again. Ask learners to listen for other reasons why that the speaker gives. (**Because of this risk, you should protect yourself before attempting to treat the patient.**)
- Direct learners to the task on the learner page. Before playing the audio again, fully discuss the importance of signal words and how they give you clues about the content and direction of a talk.
- Play the audio for learners to complete the task on the learner page.

Suggestions for learners who are having difficulties

- Some learners may need more help picking out the key information on the audio. If so, read the script aloud, slower than it was on the audio, and with pauses for them to respond. Explain more technical words, such as 'voltage' or 'contaminated'.
- ESOL learners may need to listen to the audio several times or use a transcript of the audio so they can see and read at the same time. Alternatively pause the audio at intervals to discuss what they have just heard. (This may be particularly useful when listening for the reasons for actions.)

Suggestions for advanced learners

- Learners make a summary of the talk information in their own words.
- Play the audio and ask learners to think about what other sort of personal protection might be discussed as part of the talk, particularly personal protective equipment.

Curr ref

SLlr/L1.1
SLlr/L1.2

Key Skills

C1.1

Listening to training

Carrying out First Aid correctly can be a matter of life and death, so listening carefully to speakers is important.

What's the best way to listen to my trainer?

Look at the speaker – this keeps you focused.



- Listen carefully to the beginning of the talk to find out exactly what the talk is about.
- Listen for the **main points** the speaker is making.

Right, today I'm going to go over some points about **personal protection** when you're giving First Aid to others. First, let's look at electrical burns ...

Listen for important information, for example, the **reason why** you do something.

Don't touch the casualty with your hands or try to move them with a wet item such as a mop, **because you're likely to be electrocuted yourself.**

Listen for **key words** to help you understand the talk and remember **key points**.

If the casualty is **still in contact with the electrical source** and you **know it's low voltage**, you can move the wire or the casualty to a **safe position** with a **dry pole** or **rope**.

Keep your concentration by listening for words that **signal** the start of a **new step** in the stage. For example: Now **let's move on**; Next ..., Then ...

Now **let's move on** to dealing with a bleeding patient ...

Remember!

Personal safety is the most important thing in First Aid.



Listen to an extract from a training session to consider the points on this page.

- List the signal words that tell you the speaker is moving on to a new subject.

PAGE 1:2

Work at your listening

Asking questions to confirm that you have heard and understood correctly is a major part of active listening and a useful skill on any training course. Creating the space to ask these questions usually requires good interruption techniques. Both these skills are practised here in the context of performing chest compressions on an unconscious casualty who is not breathing.

Materials

Audio CD and player, flipchart

Learning outcomes (objectives)

- 1 To be able to use active listening techniques during training sessions.
- 2 To use appropriate phrases for interruption in order to confirm understanding during training.

Suggested teaching activities

- Explain the importance of understanding all the information given in a training session. Ask learners what they would do if there were things in the talk that they did not understand. List their ideas on the flipchart.
- If learners do not include this, ask them if they ask questions. Why is this important? (Explain that good listeners ask themselves questions while they are listening – it helps to put what they are listening to in place.)
- Check if learners do ask questions in talks. Can they give any examples?
- Go through the learner page, making sure that everyone understands the colour-coded speech bubbles used to exemplify the points on the page.
- Play audio 1 to learners to exemplify the teaching points on the page.
- Prepare learners to listen to audio 2 – how to carry out the chest compression technique. Divide learners into two groups. Explain that you will pause the audio at certain points, and one group will ask questions, and the other will answer. (So both need to pay full attention.)
- Play the audio and pause it at key points for questions to be asked by one group and answers given, hopefully, by the other. (Check what sort of questions they ask, i.e. to check that they have understood, or to get extra information.)

- Discuss any problems with asking questions, for example making space to do this, and practise interrupting in order to ask questions. List a set of phrases that learners feel comfortable using in order to interrupt.
- Read the text aloud, asking learners to interrupt you. (This is more realistic than using the audio for this purpose.)
- To increase learners' confidence in using these techniques follow up with a new example (either on audio or spoken by the teacher) for further practice.

Suggestions for learners who are having difficulties

- For learners who are less confident interrupting, start by reading out the audio script more slowly, with pauses at points where they should interrupt. Later, repeat the activity with other audio material for more practice, making the pauses shorter.
- Use the learner page and glossary to discuss the meanings of technical and difficult words such as **primary survey** or **compression**.
- Encourage learners to talk about their experiences of trying to interrupt people in the past. Stress that it is OK to ask questions – this makes the whole training experience more interesting for everyone – but questions must be appropriate and asked politely and clearly.
- ESOL learners may need specific support understanding the vocabulary in the audio. It may be useful to provide a transcript so they can see the spellings of technical vocabulary. Some ESOL learners may need further help with the vocabulary for the different parts of the body as detailed in audio 2 (for example **index finger**, **lowest rib**, **breastbone**).

Suggestions for advanced learners

More advanced learners could paraphrase the content of the audio in their own words for an audience of new trainees. They could do this either in pairs or small groups, or individually.

Curr ref

SLc/L1.2
SLd/L1.3

Key Skills

C1.1

Work at your listening

There are strategies you can learn to help you become a better listener. **Active listening** helps you get the right message and avoid misunderstandings.

Let the speaker know you are listening by:

- giving them your **full attention**
- using **positive signals** such as eye contact.



ABC checks? I remember her mentioning ABC checks and A stood for airways but I don't remember what B or C stands for!

I'm sorry to interrupt, but could you possibly remind us what the B and C stand for in ABC checks?

If you don't understand something, don't be afraid to ask the speaker. Don't interrupt the trainer in mid-sentence. Wait until there is a convenient pause or break.

Excuse me. The information about how to get the casualty's blood to circulate seems very important. Could you possibly repeat what it is we need to do?

If there is a lot of information or the trainer is speaking too quickly, you should ask them to repeat what they said.

Right, so today we're going to look at dealing with an unconscious casualty who's not breathing and has no circulation.

You've established this through your primary survey, that's your ABC checks.

Whatever you do, don't give up! You can still supply that vital oxygen to the brain and heart even though the heart's not beating!

What you have to do is make the casualty's blood circulate enough by compressing the chest. First you have to know where to put your hands, and how to apply pressure ...



Listen to the next part of this training session. Listen carefully for key words.

- What is the next part of the talk about?

PAGE 1:3

Watching training videos

Videos are often used on training courses to present information or situations in ways which encourage discussion. Videos are effective teaching tools but learners need to use different skills to those that they use when watching TV. The key to good listening and watching techniques is being aware of the purpose for listening and being able to sustain focus on visual and audio information.

Materials

Source material pages 0:01 and 0:02, flipchart or whiteboard, coloured pens. Internet access and old TV guides would be useful.

Learning outcomes (objectives)

- 1 To recognise how oxygen reaches the vital organs to keep people alive.
- 2 To identify the gist or overall message of information in a video.
- 3 To develop techniques for careful and concentrated listening and watching.
- 4 To understand explanations in a video.

Suggested teaching activities

- Ask learners what they watched on TV last night. What kind of programme was it? Do they need to remember all the details? How much can they remember? If two or more learners have watched the same programme, ask them to compare ideas – do they remember the same things?
- What's the difference between watching TV and a training video? Note ideas on the flipchart. (Watching TV is almost always for pleasure and relaxation. Watching a training video is always for a particular purpose; the trainer will have chosen it for a clear reason.) A good trainer will tell you the purpose of the video and why they want you to watch it. Always listen carefully as the trainer introduces a video, as you may be asked to do follow-up activities after watching. These will be easier to achieve if you understood the purpose **before** watching the video.
- Hand out copies of the learner page and go through the points with learners. Explain the use of different speech bubbles, colours and arrows. If black and white copies of the page are being used, make sure that learners fully understand and can follow the flow of the page.

- How do we take in information when watching a video? Ask learners, if necessary, to refer to the learner page to find out. (Through our ears and eyes.)
- So, videos suit learners with different learning styles (both auditory and visual) and are often a good way of learning and remembering new skills – if you approach them in the right way. Ask learners how they think they learn best.
- Discuss the different parts of a video and how, rather like a book or a film, they will often have a definite start, main body and finish:
 Start: an introduction, background information, it might ask the viewer to consider certain questions.
 Main part of the video: information and (often) examples (e.g. real-life situations, though not this particular one).
 Finish: summing up, maybe with further questions or remarks for the viewer to consider.

Source page 0:01

- Discuss the 'Trainer's guide' and the title of the video (top of page) and how this gives the purpose of the video.
- Look at the first screen (table). Which part of the video do they think this comes from? (Introduction) Why?
- If needed, discuss and explain the table: how it provides a quick visual way of giving the message (the message being that air we breathe out is not so different from the air that we breathe in).
- What point does the video of the First Aider giving rescue breaths to the unconscious person (in screen 2) emphasise? (Answer: that it is air we breathe out that is used in rescue breaths.)
- The narrator is, in screen 2, giving extra information. Point out that learners need to listen carefully to key words here to remember how short the time period for action is.

Give out Source page 0:02

- What is the purpose of the part of the video shown on Source page 0:02? (Shows through a set of diagrams how oxygen is transported round the body.)

- Point out the emphasis (bold typeface) on important information or terms. Ask learners to read out the explanations from screens 1 and 2. Would they emphasise any other words that are not in bold type? Emphasis does not always mean saying a word or phrase louder – it can also mean a change in stress or tone, saying the word more slowly or pronouncing it very carefully.
- Ask learners to look for explanations of highlighted terms in Source page 0:02 in pairs and make a list of the ones they find there (e.g. circulation, oxygenated, etc.).

Suggestions for learners who are having difficulties

- Many learners find the concept of purpose very difficult. Teach this explicitly using real everyday examples. For example: the purpose of reading a bus timetable is to ..., the purpose of watching the news on TV is to ..., the purpose of attending the training session is to ...

Alternatively bring in some old TV guides and discuss the purpose of a variety of listed programmes such as cooking and DIY programmes (instruct and entertain), news and documentaries (inform), discussion (inform, argue and persuade), etc. Use simplified language as needed.

- Check that learners can read and understand all difficult and technical vocabulary. Help them to make a glossary (using explanations given on the 'video' where possible).

Suggestions for advanced learners

- If Internet access (with sound) is available, ask learners (in pairs) to look at online videos such as short news videos on www.bbc.co.uk and then question each other about how much they remember using their new skills. Alternatively ask them to watch a short 10–15 minute section of an informative TV programme (e.g. a documentary, a political discussion) with the purpose of remembering and understanding as much information as possible.
- Extend the topic by talking about using note-taking skills while watching videos (see also page 1:8).

Curr ref

SLlr/L1.1

SLlr/L1.2

Key Skills

C1.1

Watching training videos

To get the best out of a training video you need to know why you are watching the video. Ask yourself what you expect to learn from the video. Once you understand **the purpose for listening and watching** you can focus your attention on the important parts of the video.

Read, watch and listen carefully to the title and the introduction. Training videos are often only 5 or 10 minutes long. Stay focused all the way through. It is not like watching TV. If your attention wanders, you might miss essential facts or explanations.

Listen for:

- emphasised words or phrases, especially when the narrator is going through important information
- explanations of technical words.

Why oxygen is so important

Air we breathe out **still contains 16% oxygen** ...

A lack of oxygen in the body is known as **hypoxia** ...

GAS	Air entering lungs	Air leaving lungs
Oxygen	21%	16%
Carbon Dioxide	0.03%	3%

Focus closely on tables and diagrams. They can give you important information quickly.

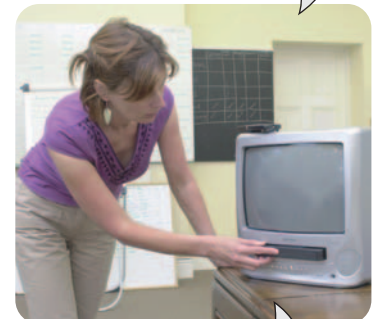
We are going to watch a short video. It's about 10 minutes long so please get comfortable! It's called '**Why oxygen is so important**'. It explains why ...

Listen to the trainer as she introduces the video.

Now, what did the trainer say?
She said we were going to watch a video that explains why oxygen is so important. I think there was something else?

Oh yes. She also said that we were going to talk about how to avoid the brain being starved of oxygen.

... In the video we will see how oxygen is transported between the heart and lungs and around the body, and then discuss what you can do to prevent oxygen starvation of the brain.



PAGE 1:4

Answering questions about First Aid

At any stage of a First Aid course the teacher may use oral questioning to assess learners. Learners must understand that although this questioning may appear informal it is essential that they respond appropriately in order to successfully complete the course. This page practises skills for answering oral questions.

Materials

Source material pages 0:01 and 0:02, flipchart or whiteboard, coloured pens

Learning outcomes (objectives)

- 1 To be aware of how to frame answers to oral questions and how much detail to include.
- 2 To explain and give answers clearly and in a logical sequence.

Suggested teaching activities

- Ask learners how they feel when someone asks them a question at work. (Do they always understand the question? What makes a good/bad question?) Note learners' ideas on flipchart (e.g. speaker asks you in a clear voice; only asks one question at a time; uses polite, pleasant tone of voice; makes eye contact when asking the question; gives you time to think; puts the question in context).
- Go through the learner page explaining the use of different speech bubbles, bold type and arrows. Make sure that learners can navigate the page and link the trainer's questions, through the information in the video, to the model answers. If black and white copies of the page are being used, make sure that learners fully understand and can follow the flow of the page.
- Point out the use in the model answers of the words in the questions as a starting point to the replies. Why is this a good tactic? (Because it helps to keep the reply relevant and focused.) Discuss how this tactic is used in the learner page (words in bold type).
- What can learners do if they don't understand a question? (Ask the questioner to repeat question. If the question has more than one part, try to break it down into individual questions.)
- Discuss the use of body language and tone – importance of looking at questioner when replying, sounding confident, etc. Look up – your voice will carry better and you will appear confident.

Source pages 0:01 and 0:02

Ask learners to read through Source page 0:01 in pairs. Person A of each pair asks person B questions on the content. Repeat with Source page 0:02, but person B asks the questions. How much did they remember? Did they have to look back at the Source page before answering? Did pairs speak clearly to each other? Why is this important?

Suggestions for learners who are having difficulties

- Read through the Source pages with learners. Check they understand all the vocabulary. Help them to find explanations in the text and to use the glossary. (Ask learners about each section of the Source pages as you read through.)
- For paired activity (as in main activities above) model the process with a volunteer first.
- Discuss and model how to respond to different types of questions. Explain that listening carefully to the words in the question helps you to answer. (Prepare some questions on cards for this activity, for learners to use either in pairs or with the teacher.)
- Give examples of open and closed questions e.g. on Source page 0:02:
 - Q1. Which of the pictures shows the respiratory system? (Closed question, but it would be useful to add a short explanation to the answer, for example why you think this.)
 - Q2. Why are some parts red and others blue? (Open question, so it needs an answer that explains what each colour means.)
- Get learners to ask each other questions about the Source pages with a strict time limit – for example 20 seconds per answer – the purpose being to keep answers clear and to the point.

Suggestions for advanced learners

Discuss the importance of a clear presentation. Does their job role (either current job or future First Aid role) depend on using clear language and good speaking skills? Why is this particularly important with First Aid topics?

Curr ref	Key Skills
SLlr/L1.5	C1.1
SLlr/L1.6	
SLc/L1.1	
SLc/L1.3	
SLc/L1.4	

Answering questions about First Aid

Your tutor or trainer may ask you oral questions to check that you understand important facts about First Aid. These tips will help you to respond clearly and confidently to these questions.

Listen carefully to the question. It may help you remember which part of the video the question refers to.

Question

So, thinking back to the beginning of the video. Can someone tell me what is so **interesting** about **the air we breathe out**?

Hmmm. That was right at the beginning when they showed that table on the screen ...

Why oxygen is so important

Answer

It's **interesting** that **the air we breathe out** still contains 16% oxygen.

Use the **questioner's words** to help you phrase your answer. This will help you give a relevant answer.

Air, as you can see in the table, consists of **21% oxygen**. But the interesting thing is that the air we breathe out **still** contains **16% oxygen**. So why is this **useful** for us as first aiders?

Question

So, moving on. Why is the **air we breathe out** so **useful**?

... but the air we breathe out still contains **enough oxygen** to keep someone alive until an ambulance comes with more advanced medical help.

Answer

The **air we breathe out** is so **useful** because it has 16% oxygen and can keep a person alive until medical help comes.

Hmmm. They were talking about that when they showed that woman lying on the floor – she looked in a bad way.

PAGE 1:5

Taking part in a discussion

To get the most out of the course learners must follow and contribute to discussions. To do this they must respect turn-taking rights, know how to use appropriate interruption techniques and also how to encourage others to speak. Although such discussions may appear informal it is essential that learners respond appropriately in order to demonstrate their knowledge and understanding and successfully complete the course.

Materials

Flipchart or whiteboard, coloured pens

Learning outcomes (objectives)

- 1 To recognise the importance of encouraging others to contribute in a discussion.
- 2 To respect the turn-taking rights of others and use appropriate phrases (and gestures) for interruption.

Suggested teaching activities

- Ask learners how they feel about discussions. Do they feel confident or are they concerned about speaking up in a group? Do they know when or how to interrupt? Do they have difficulty putting their thoughts into words? Do they enjoy hearing other people's points of view?
- What makes a good and a bad discussion? Do they dislike it when someone speaks for too long and gives no one else a chance to speak?
- Go through the learner page explaining the use of the numbered speech bubbles, highlighted text and arrows as needed.
- Look at how speaker 2 interrupts (*Could I just make a point here ...*). Elicit from learners other effective ways of interrupting. Collect these on the whiteboard/flipchart.
- Why is it important to encourage quiet/shy/unconfident people to speak up? (Answer: so you can hear and share *everyone's* views.) How can you do this without making such people feel conspicuous? How does speaker 2 do this?
- Ensure that learners know what is meant by an open question (one that requires more than a simple yes/no or single word answer).
- Move on to the topic of body language. **Positive BL** – talk about how a look or gesture can be just as effective as words (or more so). Extend this by talking about how, once you have encouraged

someone to speak up, you can use positive body language, such as smiling and nodding, to encourage them to keep going.

Negative BL – talk about how you could use body language to encourage someone to be quiet and allow others to speak. For example: looking impatient, gesturing for someone else to speak, gently tapping fingers. Point out that this type of body language needs to be used with care.

- Discuss the use of body language and tone when talking in a group: looking around and maintaining eye contact with people, looking up – your voice will carry better and you will appear confident.

Suggestions for learners who are having difficulties

- Ask learners to interact with the text on the learner page as you go through – e.g. point to or highlight certain sections, underline, circle or annotate key points etc.
- Explain the use of the speech bubbles (point out the numbering). Ask questions about the central picture. How is speaker 2 (speech bubble 2) trying to help speaker 3 (speech bubble 3)?
- If learners are confident and happy to read aloud, ask for three volunteers to take parts of each speaker in the picture (speech bubbles could be cut out and handed to each speaker to avoid overload of text). This is a good way of subtly introducing a role-play. Then encourage learners to continue the discussion.
- ESOL learners will need explicit definitions of vocabulary such as **gesture**, **body language**, **tone**.

Suggestions for advanced learners

- Highlight the issue of disagreeing with someone in a discussion and possible (negative) effects if this is done in an inappropriate way (shouting, being impolite).
- Learners to list some alternative ways of doing this, for example starting with a positive phrase followed by but ... (e.g. 'That's an interesting point, but ...') and use of softeners (e.g. '[I'm sorry,] I don't quite see ...')

Curr ref

SLd/L1.1
SLd/L1.2
SLd/L1.3

Key Skills

C1.1

Taking part in a discussion

The key to a good discussion is to stick to the point, listen to other people's opinions, and encourage everyone to take part.



OK. You've had a chance to get into the course now. So I'd like you to get into groups of three or four and discuss how you feel about becoming a first aider.

If someone is saying too much or moving off the point, politely interrupt and make your own points.

1

Well, I don't know about anyone else, but I'm certainly worried about whether I'd cope in an emergency. My friend says that I'm too squeamish. It's true that on holiday last year ...



3

I think when it comes to it, and we're in a situation where we need to act we'll manage and do what we need to. I agree that the training we receive here is very important.

2

Could I just make a point here?

I don't think we should expect too much of ourselves. How well we cope will depend on what we learn here on the course and also on the support we get when we're doing it for real at work. In any situation we can only do our best after all.

Mary, what do you think?

How do you feel about having to deal with an accident at work?

Encourage quieter group members to voice their opinions by asking them open questions about the topic. Don't force someone to speak or draw too much attention to them.

Body language is very important in discussions. You can also use your eyes and hands to signal to others that it is a good time to speak.

PAGE 1:6

Watching demonstrations (the recovery position)

Demonstrations form a major part of First Aid training, so it is important that learners are aware of the different types of information that they can obtain from observation and from listening. The key to good listening and watching techniques is being aware of the purpose for listening and being able to sustain focus on visual and audio information. This page practises these skills.

Materials

Audio and CD player, flipchart, cut up photos and cards from Source page 0:03

Learning outcomes (objectives)

- 1 To understand the steps in putting a casualty into the recovery position and reasons for those steps.
- 2 To practise recognising key instructions and explanations in demonstrations.
- 3 To develop techniques for careful and concentrated listening and watching.
- 4 To use questions to check, confirm and ask for more information.

Suggested teaching activities

- Ask learners about their previous experiences (if any) of learning from demonstrations. (Was it easy or difficult? What did they find most difficult? Why?)
- Explain that in this activity learners will find out how to put a casualty who is unconscious but breathing into the recovery position. They will start with step 1.
- Hand out copies of the learner page and go through the points with learners. Read out the first audio for gist. Then read it again, now demonstrating it as shown in the photo. Then repeat just the key part from 'the first thing to do is ...' at least three times. Each time ask learners to pick out these three different things:
 - 1 the instruction words (or phrases) – what to do
 - 2 the description of how to do it
 - 3 the explanation of why this is done.
- Write down key phrases from the audio on the flipchart/whiteboard and discuss the difference

between the instruction, description (which gives more information about the instruction) and the explanation. Pick out any key words or phrases that introduce these things. For example, 'open the airway' is the key instruction; the word 'by ...' introduces the description of 'how' to follow the instruction (adding further details).

- Look at the check/confirm/ask example questions. Ask learners to think about what questions they would ask based on the demonstration of this first step. As a whole group, write complete questions on the board that start with the phrases shown in the speech bubbles.
- Discuss learner strategies for making quick notes.

Source page

- Explain that learners are going to use the next steps to practise the listening part of the demonstration. Get learners into groups and give each group photo 2 of the photos from the Source materials and one of the cards (these can be different). Explain that each group will be listening for the key information written on their card. They can use the photo to help them follow the spoken instruction and ask questions at the end of the demonstration to check or confirm their understanding. Suggest that one person writes the key information down as notes.
- Play the second audio as many times as necessary to allow learners to identify their information. Learners may ask questions at the end to check or confirm and information can be repeated as required.
- Ask groups to feed back their information and check it against the audio script to see if they picked up the key information they were listening for.
- Repeat this with photos 3 and 4 and the relevant audio scripts, each time swapping the cards so that each group practises listening for different things.
- Explain that for the final step, learners will practise listening for all the information – instruction, description and explanation. They should write this down in their own words in a way that would help them remember it.

- Give learners a copy of photo 5 to show them what the final position is. Play the fifth audio as many times as required and allow learners to ask questions to check and confirm information.
- Draw conclusions about the need to observe and listen carefully to demonstrations (and ask questions as necessary at the end).

Suggestions for learners who are having difficulties

- Some learners, including ESOL learners, may benefit from being given a transcript of the demonstration and then relating this carefully to the pictures from the Source page.
- For ESOL learners the difficulty may lie in identifying subtle differences between instructions, descriptions and explanations. Give learners key words to listen out for in each audio, like those shown in bold on the learner page.
- Then read out the audio scripts slowly, pausing to help them recognise these markers when they appear. Follow up with further examples on audio for practice, either one-to-one or in small groups.
- If learners have difficulty interpreting the photos, demonstrate the positions instead and encourage learners to ask questions about it.

Suggestions for advanced learners

For more advanced learners use a digital camera to record a further First Aid demonstration. Advanced learners can use this to write their own set of instructions, and a list of questions in their own words where they think further explanation of reasons, etc. is required.

Curr ref	Key Skills
SLlr/L1.1	C1.1
SLlr/L1.2	

Watching demonstrations

The recovery position

To get the most out of a demonstration you need to watch and listen carefully to the trainer in order to understand:

- **what** to do
- **how** to do it
- **why** it should be done that way



How?

... by lifting the chin forward, like this.

What?

Open the airway ...

Listen for key instructions.

You can ask questions to:

- **check information**
- **confirm understanding**
- **ask for more information.**



Watch carefully and listen for accompanying **descriptions** which **add more detail** about how to carry out key instructions.

Why?

*Any fluid will then drain out of the mouth **so there's less chance of the casualty choking** on it.*

Tips

- Let the demonstrator finish giving the full instruction first.
- Note down any key points you need to remember.

So, the first thing to do is ...

Could you just explain again ...?

What do you do if ...?

Listen for explanations.

PAGE 1:7

Work at your memory

Many course participants may not have recently been in a learning environment and may not ever have consciously considered memory techniques. The First Aid information covered on this page is of vital importance to trainees in dealing with casualty situations.

Materials

Flipchart

Learning outcomes (objectives)

- 1 To explore and use a variety of methods for remembering information.
- 2 To use these memory methods to remember important First Aid information for dealing with casualties.

Suggested teaching activities

Discuss the reasons for needing to remember key information during all training sessions and the importance of good listening skills in order fully to understand and remember important First Aid information.

- Discuss learners' different strategies for remembering things they hear. For example some people may 'see' the words; some will remember the actual words spoken.
- Discuss how counting and/or listening for key words can be useful when listening to instructions or other important points.
- Ask learners to discuss briefly with a partner how they remember things they hear or read.
- Pairs feedback to the whole group, commenting on methods used by others which were new to them. Note suggestions made on flipchart.
- Hand out the learner page and go through the information in the blue boxes. (If learners are using black and white copies, the two large boxes on the left hand side of the page.)
- Check and compare the strategies in the blue boxes with the information recorded on the flipchart. Add anything new to the chart.
- Move on to a general discussion about **mnemonics** (including its spelling with a silent m). How do learners remember how many days there are in a month? The points of the compass (never eat shredded wheat, naughty elephants

squirt water).

- Explain that the two examples of mnemonics on the page related to First Aid are very widely used (ABC – priorities in life support, and DRABC – first inspection of a casualty).
- Discuss ways learners would try to remember DRABC.
- Explain that some learners may prefer visual clues to help them remember important information.
- Look at the example on the learner page for using an image to remember how to put a casualty into the correct recovery position. Do they find this easier for this type of information? Discuss the use of a variety of techniques depending on what information needs to be remembered.
- Discuss other methods of remembering information. Some learners may prefer to make a bulleted list or put the information into a table. Some learners may prefer to create a mind map or spidergram.

Suggestions for learners who are having difficulties

- For learners having difficulties in using traditional word-based memorising techniques, it could be helpful to offer more practice with visually based memorising techniques, for example memory journeys.
- Since listening to a lot of new information can be challenging for both ESOL learners and native English speakers, it may be that fully obtaining this information is as much or more of a challenge than retaining it. In this case encourage learners to make a note of any words or phrases they don't understand.
- Encourage learners to keep a glossary of their own on a separate page for new technical vocabulary or concepts that they have just learned.

Suggestions for advanced learners

Learners could make up mnemonics for remembering other important information from their First Aid training manual or create sets of visuals to help them remember information depending on the method they prefer.

Curr ref

SLlr/L1.1

SLlr/L1.2

Key Skills

C1.1

Work at your memory

There is a lot to learn on any First Aid course. You will need to be able to listen for and remember relevant facts and important information. It can be difficult but there are a number of techniques you can use to help.

How can I remember key facts while listening to a trainer or watching a demonstration?

Listen and count the important facts as the trainer talks about them.

Don't be afraid to **ask questions** to check you have understood. This will help you get the key facts clear in your head and remember them.

Look at the trainer – this will help keep you focused.



After the training

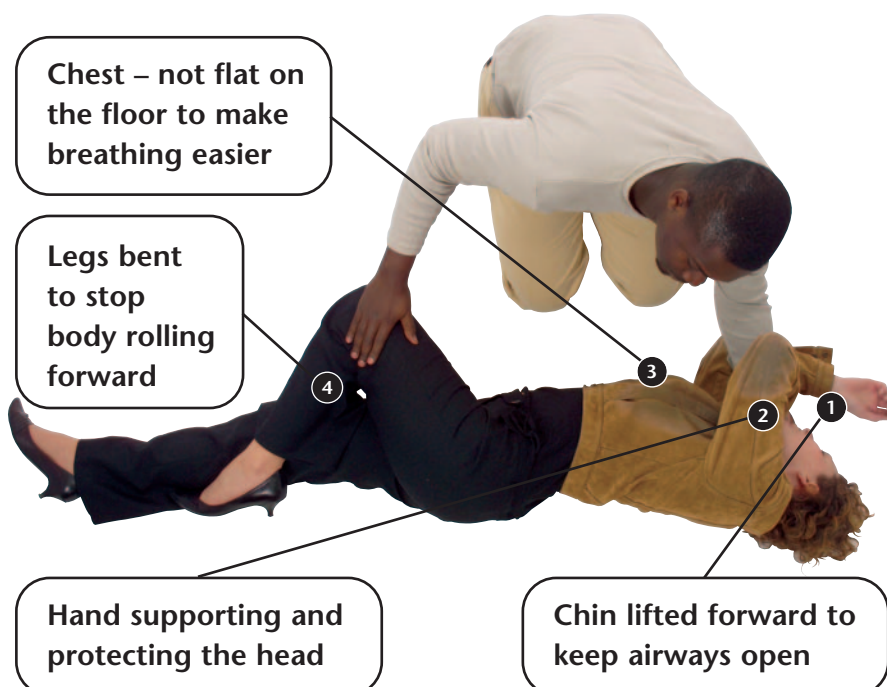
Look through your notes and handouts. Pay particular attention to colours, shapes and diagrams because these are often easier to remember than words.

Talk to your colleagues about what you have learned and make a list of key points.

If you like playing around with words, make up a **mnemonic**. Here's a common First Aid example that helps you to remember the key stages in assessing a casualty in the correct order:

Airways
Breathing
Circulation

Danger
Response
Airways
Breathing
Circulation



If you think in **pictures**, you might want to connect important information or key words with images.

For example, to remember how to put a casualty into the correct recovery position, imagine a picture of the body and work down it from head to toe.

PAGE 1:8

Take note of First Aid

First Aid training contains a considerable amount of information which has to be remembered very accurately, and to which learners will need to refer later. Some learners may not be used to taking in a lot of information all at once. This page helps learners to develop note-taking techniques which are appropriate both to the course requirements and their own personal learning styles.

Materials

CD and audio player, OHP

Learning outcomes (objectives)

- 1 To identify the purpose of taking notes.
- 2 To introduce and experiment with different note-taking strategies.
- 3 To practise note-taking strategies.

Suggested teaching activities

- Talk to the group about how much there is to learn and remember in First Aid training, and how useful it will be for them to take notes about what you say. Establish whether learners have taken notes before, and how useful or difficult they found it.
- Confirm that, while good notes are really useful, poor notes can lead to problems later on, if you cannot understand what you have written or if you didn't quite understand the information first time round. Taking or making good notes requires good understanding of the information and lots of practice.
- Discuss any note-making/taking strategies already used by learners and any difficulties experienced.
- Before introducing the learner page, play the audio extract a couple of times and invite learners to take whatever notes they wish. (Explain that you will not be checking their notes, but they will be able to do so individually for themselves.)
- Talk through the techniques outlined on the learner page for taking notes.
- Point out how these techniques have been applied in practice to the information at the start of the audio extract. Check which of these tips the learners either already use or consider useful.
- Discuss the advantages and disadvantages of abbreviating words – see the examples on the page. This may be a suitable point to introduce other common abbreviations, such as 'etc.', 'e.g.' or 'i.e.' Make sure learners know the meanings and use of these abbreviations.
- Ask learners what the symbols used in the examples mean to them. If appropriate, introduce other symbols.
- You may want to focus on the most appropriate occasions for using numbers, letters or bullets in lists. For example, numbers are particularly appropriate if things have to be done in a particular order.
- Explain the importance of giving all notes a clear heading for quick reference.
- Point out that the same techniques can be used whether the learner is taking notes while listening or reading.
- Play the second part of the audio extract as many times as required for learners to compare how notes have been made on this audio in two different ways on the learner page. Check that they recognise that the information is the same.
- Ask learners to compare the linear and spidergram notes. Discuss which type (if either) learners are familiar with or have used, and their preferences.
- Look at the linear example of notes on the learner page and compare this to the audio extract. Ask learners, why are numbers more appropriate for the final part of the audio? (Because the actions need to be taken in a certain order.)
- Emphasise the importance of finding ways of making notes that suit each learner, both in terms of writing information down and reading it back later. There are many ways of taking notes, but they will not all suit everybody.
- Other strategies include recording training sessions, using pictures or little drawings and using cards or sticky notes which can be moved around and combined in different ways.
- Depending on learners' familiarity and confidence with these approaches, set up follow-up exercises based on recent content from the First Aid training. Make clear that learners themselves should choose the approach which suits them best as individuals, and that different approaches can be equally good.

Suggestions for learners who are having difficulties

- ESOL learners may prefer to make notes in their own language. Encourage them to look up unfamiliar words in a bilingual dictionary.
- Dyslexic learners frequently have problems with taking and making notes and will need a lot of practice, they will probably (but not always) prefer mind-mapping or using pictures and diagrams. They may already have alternative strategies for coping with this such as using a Dictaphone.
- Another strategy that works well for dyslexic (and other) learners is to use sticky notes. Discuss a specific topic with the group (or use audio track) and encourage them to record ideas on sticky notes. Collect all the ideas together. Sort through the ideas together and put them into broad categories. This enables learners to move ideas around until they are happy with the results. Give each category a heading.

Suggestions for advanced learners

- Discuss shortened versions of other words learners come across or use regularly such as 'etc.', 'e.g.' or 'i.e.' Make sure learners know the meanings and use of these abbreviations. If appropriate explain they come from Latin. Extend to other abbreviations such as 'am' and 'pm'.
- Extend techniques by using sticky note methods as described above.
- Learners who already have good listening and note-taking techniques could benefit from using text books, written material and, where available, internet searches to find extra information about different aspects of First Aid, and make notes.

Curr ref	Key Skills
Wt/L1.2	C1.3
Wt/L1.5	
Wt/L2.2	
Wt/L2.5	
SLlr/L2.1	

Take note of First Aid

Writing things down can help you to remember later on what you have learned. Here are some techniques to help you take notes while you are listening or reading.



Cut notes down by using **abbreviations** (shortened words).

To shorten words you can:

- Use the **first few letters** of the word.
Examples: hosp = hospital, ext = external, uncons = unconscious
- Use the **first and last letter** of the word.
Example: yr = year
- Use just the **capital letters** for titles.
Example: AP = Appointed Person
- Use the apostrophe to show letters have been left out.
Example: you are = you're

Here are more examples of common abbreviations:

approx = approximately, inc. = including,
Tues = Tuesday, tel no = telephone number

You can also write notes as a **list**.
Use numbers, letters or bullet points.

Aims:

- Stop bleeding
- Stop shock
- Min. infect risk
- Hosp.

Action:

1. Direct pressure
2. Raise arm
3. Lay down
4. Dial 999

Use **symbols** in place of words. Symbols are marks that have a meaning.

+ plus or more - minus or less
∴ therefore = equal, the same as
@ at & and

Use **hyphens** and **arrows** to link ideas.

External bleeding is dangerous if a casualty loses enough blood to affect the circulation – this can result in shock and unconsciousness.

Ext. bleeding - dangerous -
blood loss affects circulation
affects circ → shock + uncons.

Use a **highlighter** pen or **underline** the important parts you want to remember:

External bleeding is dangerous if a casualty loses enough blood to affect the circulation – this can result in shock and unconsciousness.

Or use a **spidergram** (also called a mind map).

