

PAGE 3:1

Following procedures (the primary survey)

First Aid trainees need to understand and be able to carry out First Aid procedures correctly. Written procedures introduced during training may include both information and instructions. This page looks at the procedure for carrying out a primary survey and reinforces reading skills by distinguishing between information and instructions in a piece of text.

Materials

Flipchart

Learning outcomes (objectives)

- 1 To identify instructions and procedures for carrying out a primary survey.
- 2 To understand the difference between procedures and instructions.
- 3 To recognise the language of written instructions (imperatives/must do words), including conditional instructions.
- 4 To identify and use features which make procedures and instructions clearer, e.g. numbering, bullet points, use of capitals, bold typeface, etc.

Suggested teaching activities

- Check that learners understand the term 'primary survey'. (Can they explain it? i.e. deciding on the right course of action with a casualty.)
- Discuss the glossary definition of a procedure (a series of actions to carry something out) with learners. Are there any procedures that learners need to follow in their workplace?
- Discuss the difference between a procedure and an instruction. (A procedure is a set of actions carried out in a certain sequence or manner; an instruction is one action that you must do.)
- Hand out copies of the learner page. Point out that the first sentence in the procedure is information – it informs readers of the aim of the primary survey.
- Go over the use of the imperative in instructions. Ask learners to try inserting the words 'you must' before the word to aid understanding and identification.

- Ask learners to complete the question – underline all of the imperatives on the learner page example. They could highlight the words place, tilt, remove, lift, look, listen, feel, lift.
- If appropriate, compare the use of verbs in instruction sentences and those used in information sentences. Talk about the difference between information and instructions, or ask learners to define the two.
- Discuss the word *conditional* (see the instruction in bold capitals). This means that you **only** carry out the instruction 'if the casualty is not conscious ...'. Ask learners to think of other examples from their training.
- Ask learners to comment on other ways in which instructions are made clearer or quicker to spot. (Use of bullet points, capitals etc.)
- Follow up with another example from the First Aid programme combining information about procedures with specific instructions for learners to work on.

Suggestions for learners who are having difficulties

- If learners have difficulty in recognising imperatives, ask them to try adding the words 'you must' before the word/verb to check if it is an instruction. This is particularly helpful to ESOL learners who need to recognise the stem/base form of the verb in order to understand instructions.
- Conditional instructions can be particularly difficult for ESOL learners. One answer is to turn the instructions into direct commands, using key instruction words (imperatives), e.g. 'The casualty is not conscious. **Shout** for help, and then **do** the next check.'

Suggestions for advanced learners

Ask learners to look through their training manual and identify other procedures which contain both instructions and information.

Curr ref

Rt/L1.2

Rs/L1.2

Key Skills

C1.2

Following procedures

The primary survey

There are a lot of **procedures** in First Aid that **must** be carried out correctly. The primary survey is a first assessment of an emergency situation and of the casualty's condition.

Procedures often give **information** as well as **instructions**.

Instructions are usually written in short full sentences and begin with imperatives or command words. For example, 'place', 'remove' and 'lift'.

The first sentence in this procedure gives **information** about the aim of a primary survey.

This part **informs** you of the sequence or order of checks in the primary survey. **Questions** are used to help you **think** about what checks to make.

There might be **several instructions** in each point.

Look out for:

- **imperatives** (e.g. place, tilt)
- **new sentences**
- the word '**and**'

Can you underline all of the instructions in the primary survey procedure?

Primary survey

The aim of a primary survey is to **identify life-threatening conditions**, to make sure that they are treated first.

The sequence of checks in a primary survey is:

- 1 **DANGER** Are you, or the casualty, in any **danger**?
- 2 **RESPONSE** Is the casualty conscious?
IF THE CASUALTY IS NOT CONSCIOUS, SHOUT FOR HELP, AND THEN DO THE NEXT CHECK.
- 3 **AIRWAY** Is the casualty's **airway** open and clear?
- 4 **BREATHING** Is the casualty **breathing**?
- 5 **CIRCULATION** Can you see, hear or feel **breathing, coughing, movement**, or any other signs of life?
Is there any severe **bleeding**?

To open the airway:

- Place one hand on the **forehead** and tilt the head **back**.
- Remove any **obstructions** from the casualty's **mouth**.
- Lift the casualty's **chin** with your **fingertips**.

To check for breathing:

- **LOOK** for chest movement.
- **LISTEN** for sounds of breathing.
- **FEEL** for breath on your cheek.
- **LIFT** the chin throughout the breathing check, to keep the airway open (the breathing check should last for **10 seconds**).

You are checking for **breathing, coughing, movement**, or any other signs of life when you look, listen and feel for circulation.

Some instructions are **conditional**. This means you only have to follow them in certain circumstances. Look out for the word '**if**'.

Key words are written in **bold** to make them stand out.

Bullet points make each instruction stand out clearly.

PAGE 3:2

Using abbreviations

Abbreviations are very frequently used for common First Aid techniques, for example the primary survey of a casualty (DRABC). In addition, many mnemonics have been devised and are standard practice for remembering how to manage particular conditions, e.g. sprains and strains, external bleeding, etc., so they form a part of the training, and also a technique for remembering the training received.

Materials

Flipchart

Learning outcomes (objectives)

- 1 To identify the purposes of abbreviations and acronyms.
- 2 To practise using acronyms to remember important First Aid information.
- 3 To explore ways of remembering useful acronyms.

Suggested teaching activities

- Explain that this activity is about abbreviations and their use in First Aid training. Ask learners what they understand by 'abbreviation'.
- Hand out a short list of abbreviations, both general and related to First Aid (for example mm., approx., max., i.e., e.g., NHS, H&S, ABC). Learners say which ones they a) recognise, b) know the meaning of.
- Ask learners why we use abbreviations. Possible reasons are: something that we say very often, something which everyone (in the same line of work) will understand, something which is too long to say in full (e.g. Health and Safety at Work Acts).
- Take the example NHS: What does it stand for? How is it formed? Explain that we often use the first letter of a group of words in this way. Sometimes this makes a word in its own right – give an example (AIDS). In this case it is easier to remember the 'word' AIDS, than to remember what the initials stand for (Acquired Immune Deficiency Syndrome, if any learner asks).
- Introduce the term 'acronym'. Have learners heard the word? Do they know what it means?
- Ask learners to find the meaning of 'acronym' on the learner page (a word formed from the first letter of a set of words).

- Explain that acronyms are pronounced just as they sound. They can be written in lower case letters with a capital letter at the beginning (e.g. Scuba, Interpol) or as a string of capitals.
- Ask learners to look at the sets of initials (acronyms) at the top of each box. Which ones do they recognise?
- Discuss the meaning of the example acronyms – ask learners to try and guess their meaning, from the words they are made up of. This will require some knowledge of First Aid but is a useful discussion exercise without such knowledge. (PEEP – management of external bleeding; RICE – management of sprains and strains)
- Point out that there are three different types of initials on the page (ones that have a meaning – ABC – or can be given a meaning – DRABC; ones that make a real word – PEEP/RICE; ones that can sound like a word, even though they are not – HASAWA/COSHH/RIDDOR).
- Ask learners which ones they find easiest to remember, and why.

Suggestions for learners who are having difficulties

- For ESOL learners some of the acronyms may be of limited value, since they may not recognise the word itself (e.g. PEEP) or some of the terms to be remembered (e.g. Expose/Elevate, Hazardous Substances).
- These learners could be encouraged to 'translate' these terms into ones with which they are more familiar, although they do still need to recognise them when they are used by trainers and others.

Suggestions for advanced learners

Higher reading skills do not necessarily mean that a learner is any more familiar with the use of acronyms as a memory aid, so the steps in this activity may be equally useful to them. Even if they are familiar with it, they should in any case be encouraged to think about the ways of remembering which work best for them (which may for example be visual rather than verbal).

Curr ref
Rw/L1.2

Key Skills
C1.2

Using abbreviations

There are many abbreviations used in First Aid and related topics, such as health and safety. Abbreviations are a quick way of writing to save time and space. They can also be very useful to help us remember important information. Here are some examples.

All the abbreviations on this page are **acronyms**.

An **acronym** is a word made up from the first letters of other words. There are different kinds of acronym.

RICE
Rest
Ice pack
Compression
Elevate

PEEP
Position
Expose/Examine
Elevate
Pressure

Some acronyms use the first letter of each word to make another real word. This new word helps you to remember important information.

DR ABC
Danger
Response
Airways
Breathing
Circulation

ABC
Airways
Breathing
Circulation

These common First Aid acronyms don't make a new real word but the first letters do have an important meaning.

COSHH
Control (of)
Substances
Hazardous (to)
Health (Regulations)

RIDDOR
Reporting (of)
Injuries
Diseases (and)
Dangerous
Occurrences
Regulations

HASAWA
Health
And
Safety
At
Work
Act

Sometimes the first letter of each word is used to make a word that sounds like a real word.

PAGE 3:3

Using a dictionary or glossary

Even though training manuals may be written in a simple and learner-friendly way, an understanding of First Aid involves the specialist areas of biology and medicine, and some of the technical vocabulary associated with these areas. Learners therefore need to be able to use glossaries and dictionaries with some confidence in order to benefit fully from First Aid training.

Materials

Multiple copies of dictionary(ies), glossary from these materials, Source page 0:04, flipchart

Learning outcomes (objectives)

- 1 To use reference books to find the meaning of unfamiliar words related to First Aid.
- 2 To understand the purpose of glossaries and where they are likely to be found.
- 3 To practise using a glossary to find the meanings of technical words.
- 4 To practise using a dictionary to find the meanings of unknown words.

Suggested teaching activities

- Ask learners how they learn the meaning of new words, especially technical vocabulary. (Dictionary, glossary, asking someone, other ways.)
- Explain that there are many different ways of doing this, but that the purpose of this session is to practise using dictionaries and glossaries. Check if learners understand the term glossary. (How is it different from a dictionary?)
- Hand out copies of the learner page. Ask learners how many differences they can find between a dictionary and a glossary. (Glossary: specialist or technical terms, often at the back of a manual; dictionary: all words, all the different meanings of these words.)
- Point out the text extract in the centre of the page. Go through the information boxes on the page surrounding the text extract.
- Ask learners where they would look for the meaning of the words 'oxygenated', 'defibrillator', 'resolve', 'arrest', keeping in mind the differences between a dictionary and a glossary.

- Ask learners to read the definitions of 'defibrillator' and 'resolve' on the sheet. Where did these definitions come from, a dictionary or a glossary? (Why?)
- Look at the definition of 'oxygenated'. Point out that some definitions in a glossary may use other technical words. Learners should keep going, looking up words as necessary, until they understand the meaning of the first word they looked up. Demonstrate this with 'oxygenated' and 'oxygen'.
- Look together at the two definitions of 'arrest'. What are the differences? (The dictionary definition includes two possible meanings of the word, the glossary definition includes only the meaning of the word as it is used in the extract.)
- Ask learners how much they use dictionaries, and if they have had any problems doing so. (Too many meanings to choose from, explanations that also use difficult words?)
- Show examples of different types of dictionary, e.g. standard and student versions. Ask students to choose which they would prefer using for the next reading exercise.

Source page

- Ask learners to read through the information. Point out that some of the words are shown in blue. Ask learners to work in pairs and circle the words in blue that they think are technical and would be found in a glossary. (The technical words learners might circle include breastbone, ounces, muscular, chambers, valves, backflow.)
- Ask learners to look up these words in the glossary.
- Now ask learners to follow up by looking for the other words in a dictionary. Where there is more than one meaning, they discuss in their pair the meaning they think fits best in this text. Give help with the word search as needed. Learners discuss as a group the meanings they have chosen. (The line numbers outside the box are intended to help with this discussion.)
- Ask learners to repeat this process with any other words in the text that they are not sure of.
- Point out that knowing where and how to get information about new words is an important skill.

- Discuss making a personal glossary (alphabetically-indexed note book) to record important words they meet in their training, and their meanings. (It is also useful to include examples of sentences where the word is used correctly in context.)

Suggestions for learners who are having difficulties

- Some learners may have difficulty finding words, because of difficulty in locating second and third letter clues. These learners can be helped by providing them with an alphabet strip to use until they become more confident.
- Some learners may also need extra support in interpreting dictionary definitions, especially where there are many alternatives to choose from.

Suggestions for advanced learners

Learners who are already familiar with the technical vocabulary on the Source page could scan other examples of information of this type for unfamiliar vocabulary. They should then use sources of reference to look up the meanings, and use these words in other sentences as a way of reinforcing their knowledge.

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

Using a dictionary or glossary

One way of finding the meaning of words that you do not know is to look them up in a **dictionary** or **glossary**.

I've never seen that word before! Where's my dictionary?



That's a new word! I'd better look it up in the glossary at the back.



A **dictionary** is an alphabetical list of all the different meanings of words.

If you look a word up in a dictionary, you might find several meanings.

arrest

1. catch, take hold of (person) by force
2. **stoppage** (of the heart)

resolve

1. decide on something
2. **deal with** (or sort out)

Although CPR is important to keep the body **oxygenated**, a **defibrillator** is needed to **resolve** the electrical problem in the heart.

The chances of a person surviving after suffering a cardiac **arrest** are much improved if the emergency is dealt with quickly.

To find a word in the **dictionary** or **glossary**, look for:

- the first letter **r** **d**
- the second letter **e** **e**
- the third letter **s** **f**

and so on.

A word may have more than one meaning. It may also have both an everyday and a technical meaning. The **dictionary** will give both. The **glossary** may give only the technical meaning. (Look at the word 'arrest'.)

A **glossary** is an alphabetical list of specialist words and their meanings.

arrest stoppage, e.g. of the heart (cardiac arrest)

defibrillator machine that gives a controlled electric shock (in order to re-start the heart)

oxygenated supplied with **oxygen**

oxygen – an element in air that we need to breathe

You might find that the glossary definition gives you another word that you don't know. Keep going until you are sure.

PAGE 3:4

Working out the meaning of words

First Aid is based on an understanding of how the body works and can include some technical language. This page gives learners practice in using some strategies to understand this specialist language.

Materials

Source page 0:05, flipchart

Learning outcomes (objectives)

To identify and practise a range of strategies for dealing with unfamiliar vocabulary.

Suggested teaching activities

- Ask learners what they normally do when they came across a word they haven't seen or heard before, or don't know the meaning of. Note learners' ideas on the flipchart.
- Work through the three methods of dealing with new vocabulary suggested on the top half of the learner page. Relate these methods back to the trainer's words in order to exemplify and demonstrate each method.
- Check which of these methods learners had already suggested and which are new to them.
- Elicit learners' views on the different methods being suggested, and the advantages and disadvantages that they see in them.

Source page

- Explain to learners that they will now have the chance to try the methods out on a new text containing unfamiliar/technical vocabulary.
- Ask learners to read through the text. Point out that the technical words are already printed in blue. (Learners may know some of these words already, but there will probably be many which are new.)
- Ask learners to work in pairs and underline words where they think there is an explanation or example in the text itself. (Possible answers: respiratory, to some extent carbon dioxide, inhaled, and the respiratory tract.)
- Discuss learners' ideas, and make brief notes of the meanings on the flipchart.
- Ask learners if they can say anything about the alveoli and the epiglottis, and why (alveoli is in

the lungs – it says so; alveoli and epiglottis are both shown on the diagram).

- Now that learners have found the meaning of almost half of the words in blue, ask if they can guess any others (for example 'exhaled' from having worked out 'inhaled').
- Explain that this is a good way of working out meaning, because we form many words by adding parts like in- or ex- at the start to make a new but related word. (Ask briefly for one or two other examples.)
- Ask learners how they would find out the words that remain (dictionary, glossary, ask someone). Direct any learners who need help in using a dictionary or glossary to page 3:3 of the materials.
- Explain that asking someone else is a quick and useful way of finding out the meaning, as long as you can rely on the person you ask giving the right answer.
- Ask learners to practise this in pairs, giving their partner the line number of the word to make it easier to find.
- Ask learners to give an explanation in their own words of as many of these new words as they can, helping each other out if anyone gets stuck. (They also have notes left on the flipchart to help them.)

Suggestions for learners who are having difficulties

- Read the words with the learner separately and also in context. Ask learners to use their knowledge of the human body, and the context, to try to predict the meaning of the words. Use other examples if they respond well to this strategy.
- Encourage learners to keep a notebook of useful terminology or a personal glossary.

Suggestions for advanced learners

On a more difficult text, highlight information that is difficult to access or technical language that is unknown and ask learners to use the range of strategies practised to work out the new words, and then say how they have done it.

Curr ref
Rw/L2.1

Key Skills
n/a

Working out the meaning of words

One way of finding the meaning of words is to look them up in a dictionary or glossary (see page 3:3). But it is often possible to work out the meaning in other ways. Here are some examples.

Listen for an **explanation** of the technical word. The trainer explains that **myocardium** is the heart muscle.

The heart muscle, which is *also known as* the **myocardium**, is the part affected in a heart attack ...

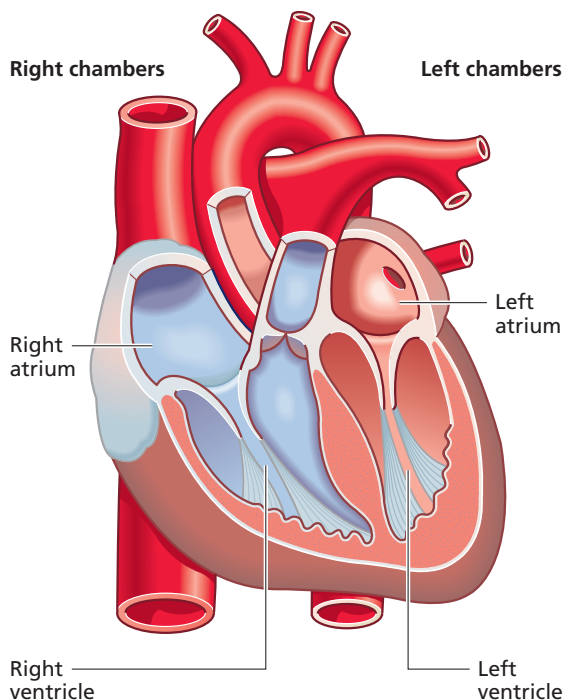
Listen for an **example** which explains the meaning of the word. The trainer says that **valves** are like *pumps*.

The heart has **valves**, which are *like pumps*, to stop blood flowing back into the heart ...

Deoxygenated blood is then pumped from the heart to the lungs ...



Ask the trainer, or a friend, if you are not sure what a word means.



Excuse me, can you explain what **deoxygenated** means please?

Look for **diagrams** that will help you to understand the meaning of unfamiliar technical vocabulary.

I can look at this diagram. It explains the meaning of **atria** and **ventricles**.

Tip
Once you understand the meaning of a technical word try to use it.

PAGE 3:5

Using diagrams (chest compressions)

Diagrams are often used in training, either on their own or in conjunction with written explanations, to convey a precise understanding of practical techniques that would be difficult to convey as fully through words alone. They are widely used in First Aid training, where precise use of particular techniques can save lives. They can also be helpful in clarifying technical and semi-technical vocabulary.

Materials

Flipchart

Learning outcomes (objectives)

- 1 To identify how pictures can work in conjunction with written instructions in explaining a process.
- 2 To identify how pictures can assist in explaining difficult words in instructions.

Suggested teaching activities

- Explain that this activity practises using diagrams to understand instructions. Start by giving oral instructions for carrying out chest compressions. (You can use the headings 1) to 3) and instructions next to diagrams on learner page for this.) Ask how easy or difficult this was to follow. (Probably quite difficult.) Why? (Understanding exact position, knowing which finger to use, possibly vocabulary.) What would help? (Diagram, photo)
- Hand out copies of the learner page. Ask what attracts learners' attention first. (Elicit answer pictures/diagrams.)
- Ask learners to cover the text next to the pictures, and try to give exact instructions from the pictures alone. Then discuss what made it difficult. (Describing exactly action and location.)
- Now tell learners to look at the written instructions. Explain that each bullet point is one instruction. Learners read them aloud one by one, and follow each one with their finger on the diagram.
- Check how learners found this task. (Have they worked with diagrams like this in the past? Is it a method they would use in future?) Agree the importance of using diagrams and written instructions in tandem.

- Review the tips in the text boxes. Ask if they contain any new information. (Dealing with unfamiliar words.)
- Ask learners to use the pictures to explain/define the words that are highlighted. Check if there are other words that they do not recognise. Do the pictures help in understanding them?
- Follow-up with other examples of visuals supported by text from the First Aid manual, using the same approach to reinforce these skills.

Suggestions for learners who are having difficulties

- Ask learners to highlight any words they find difficult, discuss them and suggest they think of alternative ways of saying the same thing. Remind them that the glossary will help them.
- If ESOL learners have specific vocabulary difficulties (e.g. precise parts of the body) then ask them to model what they are seeing in the diagrams to show understanding.

Suggestions for advanced learners

Provide a set of jumbled illustrations of a particular set of instructions from another part of their First Aid manual, and ask learners to put them in the correct order and then write a short description/set of instructions for each one. Learners can check against the original instructions in the manual that their version covers the main points accurately.

Curr ref	Key Skills
Rt/L1.3	C1.2
Rw/L1.2	

Using diagrams

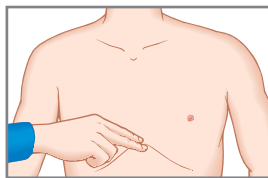
Diagrams can help you understand more exactly how to carry out a complex procedure. This is the procedure for correctly carrying out chest compressions.

Managing an unconscious casualty with NO breathing and NO circulation

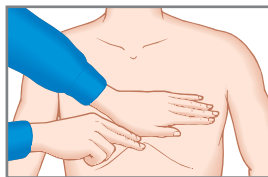
- 1) Find the right place on the casualty's chest.
- 2) Position the hands.
- 3) Compress the chest and release pressure.

1) To find the correct place

- Slide your index and middle fingers up the lowest rib.
- Middle finger is on the mid-point where the ribs meet.
- Index finger is on the breastbone.



- Slide heel of your other hand down the breastbone.
- Heel of hand meets index finger on breastbone.

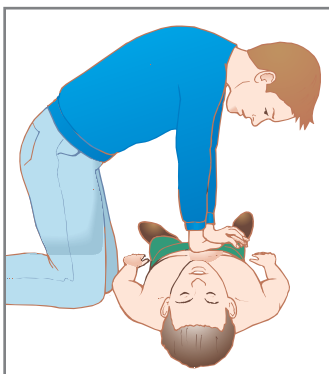


2) To position the hands

- Heel of first hand in position on **breastbone**.
- Heel of second hand on top, fingers **interlocked** and pulled up from the chest.



3) To compress the chest and release pressure



- Aim for a rate of about 100 **compressions** per minute.
- Lean well over casualty to apply pressure.
- Arms straight, press **vertically** down through heels of hand.
- Fingers raised to avoid pressure on ribs.
- Release pressure without moving hands off the chest.

The title and headings **summarise** what the instructions are for.

Pictures or diagrams give you **further information**.

Here they **illustrate** the points by showing the position of the hands.

Instructions might include **technical** words, or **unfamiliar** words.

Pictures can help you to understand the **meaning** of difficult words.

PAGE 3:6

Understanding flow charts

Flow charts are increasingly used in training to enable learners to gain an overview of procedures. Understanding how to 'read' a flowchart and use it to review an accident or emergency in order to take the right decision is an important skill for learners. It may not be necessary to read every bit of a flow chart but what is read needs to be read in detail and considered carefully.

Materials

Source page 0:06; if possible, make and use an OHT of flow chart on learner page.

Learning outcomes (objectives)

- 1 To identify the format and key features of a flow chart.
- 2 To practise using a flow chart to assess a casualty.

Suggested teaching activities

- Find out if learners know what a flow chart is. (A set of steps or instructions presented in a certain way.) Ask if they remember seeing a flow chart in their workplace.
- Explain that the chart on the learner page is a chart for taking decisions when first assessing a casualty (or doing a primary survey).
- Mention that some flow charts can answer questions, give information and/or instruct.
- Read through together the information about flow charts in the tip boxes. (If possible, use an OHT of the flow chart to point at the features mentioned.)
- Ask a learner to imagine a casualty; you ask questions about this casualty. The learner replies Yes/No, and other learners point out the route on the flow chart.
- Hand out the Source page. Read the first case study. Using the flow chart, decide as a group which route to follow and ask one learner to point it out for the group on the actual flow chart (if an OHT is being used).
- Learners make notes in the **Action you would take** column of their sheet. (Remove danger if safe to do so. Continue.) Check that learners keep their notes short, help with spellings if necessary, but point out that this is not really important on notes they take for themselves (so long as they can understand them).

- Learners do the other two examples in small groups, and then write their notes (individually) on their sheets. Get feedback from each group, and discuss answers given. Make sure that learners understand that they need to use the flow chart to decide what action they would take **FIRST** with each casualty.
- Ask learners to come up with more examples (from their experience, or as discussed in the training), and then work out in groups the action they would take. Add notes of these examples in the blank rows on the Source page.

Suggestions for learners who are having difficulties

- The format of the flow chart is the most likely problem. To counter this, go through the first example 'modelling' your thought processes aloud, e.g. 'So starting with the first box on the top left, are there going to be any dangers, either for me or for the casualty? Yes, there are, because of that electric cable. Now what does it say in this next box – remove danger? So I need to remove the cable, which is the danger. So now I've done that I can follow the arrow down from that box, and I'm back to the review on the left hand side of the chart.'
- Ask learners to talk through aloud the next examples in the same way. Check while they do this that they are actually following the right path on the chart.

Suggestions for advanced learners

For learners who are already familiar with using flow charts and can do so easily, suggest that they try to create a flow chart for themselves, for example of an accident-reporting procedure. They would need to obtain a copy of the procedure, either from their place of work or the training centre itself, and convert the main features into a flow chart.

Curr ref

Rt/L1.4
Rt/L1.5
HD1/L1.1

Key Skills

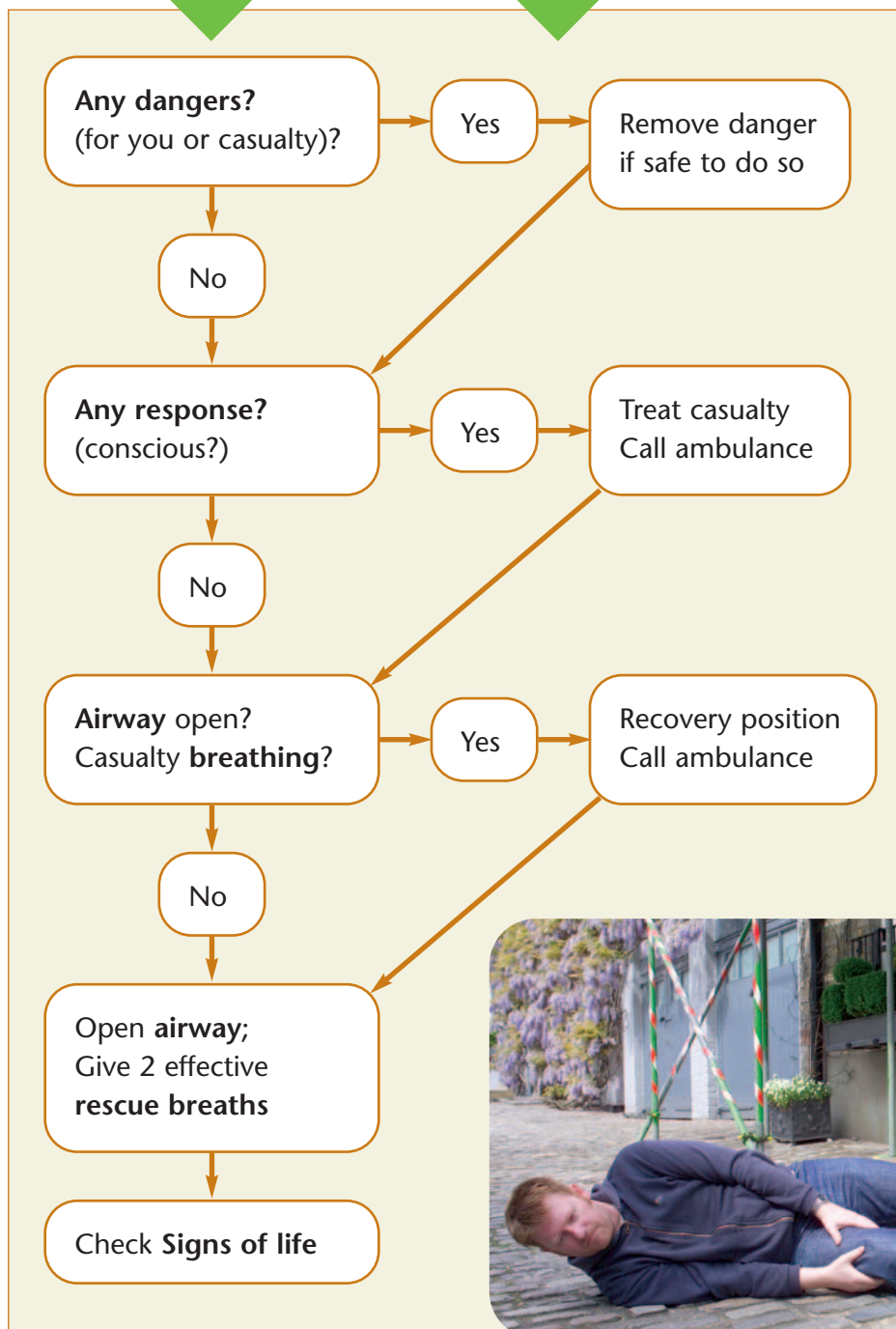
C1.2

Understanding flow charts

First Aid procedures are sometimes written as **flow charts** like the one below. A flow chart helps you to make quick decisions about casualty care.

There is always a clear **starting point**.

The steps in the procedure are linked together by **arrows**. The **route** you follow depends on the casualty you are treating.



Along the route you might have **questions** to answer. For example, 'Any response?'

You might also get **instructions** telling you what action to take. For example 'Treat casualty' or 'Call ambulance'.

You don't have to read the whole chart – only the part that applies to **your casualty**.



PAGE 3:7

Writing short answers

Many First Aid courses require learners to write their own answers to questions in the course manual. In general the emphasis is on short answers in note form, and it is important for learners to appreciate the type of answer required, and understand how to complete them, without putting themselves under pressure by exaggerating the requirements (for example in terms of spelling, grammar, etc.).

Materials

Source material for this page (0:07)

Learning outcomes (objectives)

- 1 To identify different methods of testing and reviewing learning on a First Aid course.
- 2 To practise writing effective short answers on First Aid topics.

Suggested teaching activities

- Explain to learners that this activity will help them to understand about shock as a medical condition, and to write short answers about it.
- Discuss how learners test their own knowledge, on this or any other topic. (Do they do the written tasks in the course book?)
- Hand out copies of the learner page and count the different types of question on the page. (Each type is in a different coloured box.)
- Go through the tips for answering each of the four different question types with learners.
- Ask learners if they have completed multiple-choice questions before. (If so, did they find it easy? Were they successful?) Discuss also possible dangers with multiple-choice tests (e.g. picking the 'obvious' answer without checking in the text, reading only part of the question, etc. Refer again to the tips on the learner page.)
- Point out the advantages – the answer is already written, you only have to pick the right one! (Some of the answers to choose from will be so clearly wrong that they are not an option.)

Source page

- Hand out the information sheet on **Recognising and treating shock** (Source page 0:07).

- Go through the information with learners, encouraging them to use the glossary to look up and make a note of any terms or words that they are unsure of.
- Ask learners to work in pairs or small groups to write short answers to the three questions at the top of the learner page (write notes/make a list/fill in gaps) and the two multiple choice questions at the bottom of the page.
- Go over the answers as a whole group and allow learners time to correct their answers as required.
- Discuss which question types learners found easiest/most difficult, and why. (If the problem is writing the answers, are learners trying to write too much?)

Suggestions for learners who are having difficulties

- One difficulty, particularly for ESOL learners, may be gap-fill exercises, since the clues to help pick the missing word may not be so obvious. If so, they should work through more tasks of this type, in pairs or small groups, or with a native speaker.
- Help learners to find the information in the text that they need to answer each question.
- If learners find it difficult to fully understand the questions, they can select key words and write them on cards. This will help them search in the text for words which match those on the cards.
- These learners may well need extra help with the language in the Source text. Encourage learners to make a dot with a felt tip pen after each sentence, and force themselves to stop at each dot and check whether they have understood what they have just read.
- Assist learners in using the glossary to look up difficult words.

Suggestions for advanced learners

More advanced learners could try to express their answers in their own words, perhaps with a particular reader in mind (e.g. a less experienced trainee, or a person with limited literacy skills).

Curr ref

Wt/L1.2
Wt/L1.5

Key Skills

C2.3

Writing short answers

On your First Aid course you will need to write short answers to different types of question. This page gives you some tips to help you record your answers correctly.

Write notes

Make a brief note of what shock is.

Write your answer here.

There is not much space provided – so your answer should be short – key words only, not a complete sentence.

Make a list

Make a list of the things you should not do when treating a person with shock.

What you should not do

- _____
- _____
- _____
- _____
- _____

There are 5 bullet points – so you know that there are 5 things you should not do.

Fill in gaps

Fill in the spaces to show different ways that blood can be lost. Write one word only in each space.

Blood may be lost through:

- _____ bleeding (e.g. cuts)
- _____ bleeding (e.g. damaged organ)

Multiple choice questions

Questions may have a sentence that is not finished. If so, choose the phrase that completes it correctly.

Read the whole question carefully. Pay attention to words in CAPITALS or underlined.

In multiple choice there is only one right answer. If you think there are more, choose the best answer.

1 Reduction in the fluid circulating in the body is most often caused by:

- a overheating
- b diarrhoea
- c loss of blood
- d vomiting

2 A person suffering from shock will be:

- a breathing fast
- b breathing slow
- c not breathing

Now use the information on the source page to answer all the different questions.

