

Watch first aid demonstrations

LEARNING OUTCOMES

- To follow and remember spoken instructions
- To practise taking notes
- To reflect on own learning preferences



RESOURCES

- One or more of the following (in order of preference)
 - a short first-aid demonstration
 - a short video clip of a first aid demonstration
 - an animated demonstration from a website such as <https://www.redcross.org.uk/first-aid>
- Internet access
- Audio equipment 🎧 9–10
- Copies of Resources 1 and 2

RELATED TOPICS

- Saving lives (Theme 8, Topic 1)
- Use the Internet to find information (Theme 8, Topic 2)
- Follow written instructions (Theme 8, Topic 3)
- Follow emergency instructions (Theme 8, Topic 5)

HEALTH SKILLS

First aid courses are an ideal way to prepare people for first aid situations. Most first aid courses use demonstration and practical activities. It is clearly important to remember what has been taught. People use different memory strategies. Learners need to find one that works for them and will help them deal with situations that arise.

FUNCTIONAL SKILLS

Demonstration and practical involvement are powerful learning methods for most people, but others prefer to listen carefully and to take notes. Whatever the preference, it is helpful for learners to reflect on their learning and to try out different techniques. They will need the following skills to do this:

- listen and respond to information
- read a range of different texts
- reflect on their own learning.

Functional Skills/Core Curriculum

Activities in this topic will contribute to learning in the following curriculum areas:

- listen and understand explanations, instructions and narratives **English L1.7** (L_{SL}r/L1.2)
- use strategies to clarify and confirm **English L1.2** (L_{SL}r/L1.3)
- relate an image to text **English E3.12** (L_Rt/E3.9)
- judge how much to write and the level of detail to include **English L1.23** (L_Wt/L1.2).

- Explain that you are going to give a short demonstration and that you want learners to watch.
- Demonstrate an aspect of first aid using a visual aid (or play a video clip if available).
- Ask learners to recount the information in as much detail as possible. How did they remember the information? What could they do to ensure that they remembered this information for a long time, rather than just for immediate recall?
- Discuss the problems of retaining a lot of information. Ask learners to suggest strategies they can use to help them remember details as well as the big picture. Give prompts and examples.

How do you remember things best?

ACTIVITY 1

Think about strategies for remembering information

- Discuss the introductory information on Resource 1. Ask learners to tick any of the methods that they find are a useful way to remember things.
- Encourage learners to share their preferred methods in the group.
- Move the discussion on to talk about learning styles. If possible, learners should also try a learning styles quiz from a bona fide website such as the BBC: www.bbc.co.uk/keyskills/extra/module1/3.shtml.
- Explain the importance of understanding your own strengths and preferences in learning. Emphasise that most of us use a range of styles when learning, depending on the situation. For example, there are times when lists and linear processing are important, whereas at other times, visual 'big picture' approaches are a better way to retain and remember things.
- Compare the information learners ticked on Resource 1 and the outcome of the quiz to see if they match up.
- Invite learners to tell the group about other strategies they use. Acknowledge that any strategy is useful if it works.

Do you ever use memory aids?

TIP

It is important that learners take time to reflect on different methods of learning and ways of remembering information.

Support

Learners may need support to find, read and answer the questions in the quiz. Direct questioning and observation will also support this process. Learners may not always be able to articulate their learning preferences.

ESOL

Learners who have not had previous opportunities to access formal education and to consider learning techniques may struggle with some of the concepts explored here. Relate this to real-life situations, such as learning to drive, learning to cook – both of which are practical learning activities. Compare this with learning a language, which is more text focused, but includes a lot of verbal practice.

ACTIVITY 2

Use notes as a memory aid

- Ask learners about the reason for taking notes and the main principles of doing so. Demonstrate and encourage strategies for note taking: the use of abbreviated words, writing in incomplete sentences, using lists or bullet points, using small graphics to record essential information. Some learners

Do you find taking notes helpful?

may also use colour to highlight or emphasise key points. Emphasise the fact that notes are for their own use.

- Explain to learners that they are going to listen to an audio clip relating to the notes about breathing checks made on Resource 1.
- Play the audio clip of the first aid advice on checking to see if someone is breathing. Ask learners to repeat the three methods to each other in as much detail as possible.
- Discuss this method of repeating something in order to remember it. Ask who found the method helpful. Would it be enough to ensure they remembered it in the future, or would they need to make notes as well?

Do you need to write down every word?

Does repeating something help you to remember?

Support

- Play the audio clip through once for gist first.
- Then play it again, one sentence at a time, asking direct questions about the instructions.
- Make sure learners can read the notes on Resource 1.

ESOL

- Discussing the context of what they are about to hear can help learners to predict the type of information and words that will come up when they listen.
- Ask learners to suggest situations where they would need to check someone's breathing and what they would need to do. Record their ideas and relevant words they use.
- Play the audio clip and then discuss similarities and differences between the instructions the trainer gave and the learners' ideas.

ACTIVITY 3 10

Listen to instructions and make notes

- Give each learner a copy of Resource 2. Play the audio clip of the first aid instruction for treating an adult who is choking. Using the instructions and the picture, ask learners to make a note of the instructions in the box.
- Remind learners to use any strategy that they think will help their memory.
- Point out the prompt words provided on the page to help them.
- Go through the notes with them afterwards to check accuracy.

Are photographs and drawings helpful for remembering first aid?

Support

- Play the audio clip one sentence at a time and ask learners direct questions about what they have heard.
- Support them to pick out the words on the page in the context of the audio clip.
- Make sure that learners know that there are two instructions.

ESOL

- Listening and taking notes at the same time when there are a lot of unfamiliar words can be challenging. Support learners by providing partially completed notes.
- When playing the audio clip again, draw attention to the words that are used to separate and order each instruction (e.g. 'first', 'then').

ACTIVITY 4

Make notes during a demonstration

- Repeat the 'Engage' demonstration and ask learners to make notes in a way that will help them to remember the main instructions.
- Go through the notes to check their accuracy.

Support

- Stress important words or phrases to help learners pick these out.
- Repeat details as required.
- Encourage learners to ask questions to check details.

ESOL

- Learners may like to make notes in their preferred language.
- As follow-up, discuss what learners can do and say if they are having problems following instructions. Work together to build up a bank of phrases for checking and clarifying.

Action

To extend learners' skills, invite a professional to demonstrate first aid to the group. Ask learners to make notes in a way that will help them remember the key points of the demonstration, or to apply other learning and memory strategies that help them.

What methods do you prefer for remembering things?

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RESOURCE 1



On a first aid course you will have to listen to instructions and watch demonstrations. In any emergency, you will need to remember what to do.

I like to make notes or write a list.

I use memory aids such as ABC – airway, breathing, circulation.

I listen and remember what was said. I say things aloud to myself to remember.

Breathing checks

- 1 Look – chest rising and falling
- 2 Listen – breathing
- 3 Feel – breath (put cheek close to mouth)

Breathing checks

Look
Listen
Feel
– for up to 10 sec



Photograph supplied by St John Ambulance.

OK, I need to check if the chest is rising.

Sometimes I find it useful to explain what I have learned to other people.

I remember things that I see so I try to picture things in my head.

I like to ask questions. I also like to double-check things.

I'm a hands-on person. I remember things best if I actually have a go myself.

Could you just remind me how many seconds you do that for.

Make sure you always use information that is up-to-date and reliable.

How do you remember what to do?

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RESOURCE 2

🎧 10



Prompt words

bend
sharp
back
shoulder blades
flat
between

Back slaps for a choking adult

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ANSWERS AND AUDIO SCRIPTS

There are no specific answers for this topic.

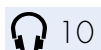
AUDIO SCRIPTS

ACTIVITY 2



One way to check if an unconscious casualty is still breathing is to look carefully for chest movement. You can also listen for breathing. Another way is to feel for air on your cheek.

ACTIVITY 3



I'm going to show you what to do if an adult is choking. First of all, bend the person forward. Then give five sharp blows to the back between the shoulder blades using the flat of your hand.