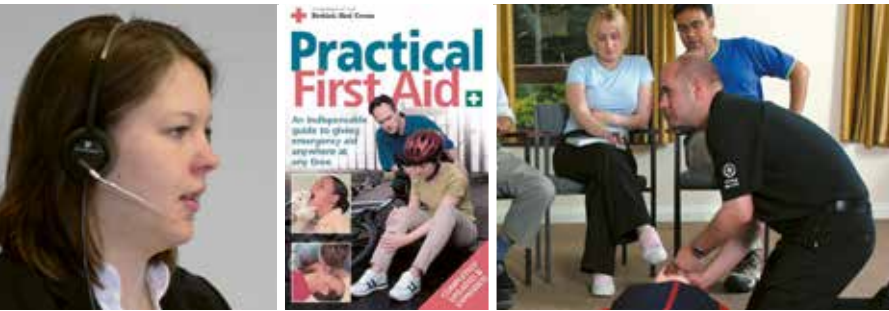


Saving lives

LEARNING OUTCOMES

- To consider what is already known about first aid
- To identify any gaps in knowledge or skill for the purpose of further practice



RESOURCES

- True/false cards prepared from Resource 1
- Copies of Resource 2
- Internet access, if available
- First aid books/manuals for reference

RELATED TOPICS

- Use the Internet to find information (Theme 8, Topic 2)
- Follow written instructions (Theme 8, Topic 3)
- Watch first aid demonstrations (Theme 8, Topic 4)
- Follow emergency instructions (Theme 8, Topic 5)

HEALTH SKILLS

People often assume that accidents and other emergency situations take place outside the home. However, most accidents happen in the home. So it is more likely that a person will need to give emergency first aid to a family member than to a stranger.

This introductory theme raises awareness of the importance of knowing about first aid. It provides learners with an opportunity to consider their current knowledge of first aid and how they can improve this, and allows learners to select from four methods of research/information sources. These methods are then explored in more detail within the topic. Learners can choose the ones they want to learn more about or practise some underpinning skills in preparation.

Note: LLN specialists may find it useful to deliver these sessions in conjunction with a health/first aid expert.

Related health information

www.redcross.org.uk/firstaid

www.sja.org.uk (St John Ambulance)

FUNCTIONAL SKILLS

One way to acquire first aid skills is from an accredited practical course. Other sources of information involve reading and following instructions, including interactive programs on the Internet or on CD-ROM. Learners will need to be able to:

- listen to instructions
- take part in discussion
- check understanding and ask questions
- read a range of text types
- understand written and graphical information.

Functional Skills/Core Curriculum

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

- listen for and identify information from discussions, explanations and presentations
English E3.1 (L Sllr/E3.3) **English** L1.7 (L Sllr/L1.2)
- use strategies to clarify and confirm understanding (e.g. gestures, verbal prompts) **English** E3.7 (L Sllr/E3.5) **English** L1.2 (L Sllr/L1.3)
- read and understand a range of texts
English E3.9 (L Rt/E3.3).

- Discuss learners' understanding of the term 'first aid' and when they may be likely to use it.
- Give out the true/false cards prepared from Resource 1 a few at a time. Read through the cards as you give them out, asking learners about the meaning of technical words such as 'brain damage', 'bridge' (of the nose), 'casualty', etc.
- In groups, ask learners to discuss the statements and sort them into 'true' and 'false' piles. Note that there are seven true statements and seven false statements (see 'Answers').
- Go through the cards in the 'true' pile, one statement at a time, asking learners to explain their reasoning. Ask: 'Why do you think bleeding from the ear is dangerous?'
- Have a good reference source on hand to answer queries.
- Go through the statements in the 'false' pile one by one, discussing why they are not good practice. Ask: 'What is wrong with putting butter or cream on a burn?'
- Discuss what to do in a serious situation, for example where someone has collapsed or is not responding. Emphasise the importance of dialling 999 in such situations. Acknowledge how stressful emergency situations can be, but point out that the call handler will support the first aider in recognising what the problems are and will give instructions on what to do.
- If internet access is available, test first aid knowledge with an online quiz, such as the one on the St John Ambulance website, www.sja.org.uk.

What do you understand by the term 'first aid'?

ACTIVITY 1

Choose research methods to enhance knowledge

- Discuss what learners already know about first aid, how they learnt it and what they have at home for first aid.
- Ask learners to suggest how they could increase their knowledge, and display their ideas on the board/flipchart.
- Using Resource 2 as a stimulus, discuss the pros and cons of each method, encouraging everyone to participate and to talk about their own experiences of learning. Ask how many people keep first aid books in the house. Ask: 'How up to date are they?', 'How easy are they to find and use in an emergency?', 'Could you use the Internet to find out how to do something in an emergency?'
- Ask learners to choose one of the methods identified and signpost them to the appropriate topic in this theme. Each topic explores some of the underpinning skills that are required for learning by this method (e.g. Internet research requires good reading skills to scan and identify relevant information).
- Learners can work through one or all of the research methods, but be aware that Internet searching and following written instructions require a high level of reading skills.

What do you already know about first aid?

Where can you find out more about first aid?

Has anyone been on a first aid course?

Do you use the Internet to find out about health matters?

TIP

Encourage learners to think about how they learn best (e.g. by listening, reading or doing) and to choose a method which suits their style of learning.

Support

- Support all learners to participate in the discussion, and value their opinions by adding to the information on the board.
- You may need to advise learners about the research areas that are most suitable for them or that are presented in a format that suits them.
- You may wish to advise less confident learners to choose or start with the one or two topics that mainly require listening and observation skills, rather than reading skills (e.g. 'Remember details from first aid demonstrations').

ESOL

- A good starting point for discussion would be learners' experience of first aid in their own countries – where they would go for information, etc. Draw out similarities and differences in their experiences of first aid in the UK and other countries.
- Illustrate different sources of information, bringing in real examples or showing pictures (e.g. a printout of a web page, or illustrated book on first aid). Discuss the pros and cons of each from the perspective of ESOL learners, and their priorities for further work (e.g. they may want to concentrate on listening skills for following emergency instructions on the phone).

Action

- Learners will move straight on to their chosen research method from the following choices:
 - 'Use the Internet to find information' (Theme 8, Topic 2)
 - 'Follow written instructions' (Theme 8, Topic 3)
 - 'Watch first aid demonstrations' (Theme 8, Topic 4)
 - 'Follow emergency instructions' (Theme 8, Topic 5).

How will you find out more about first aid?

Saving lives

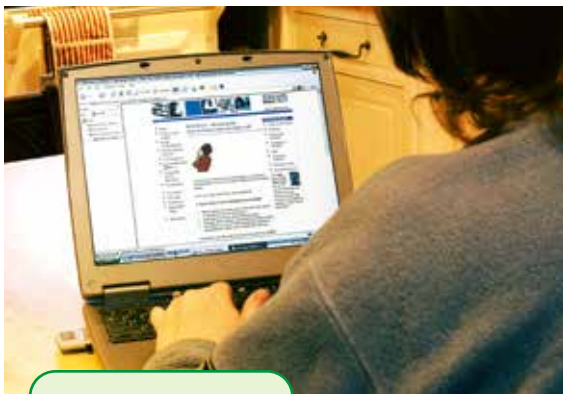
RESOURCE 1

<p>You should call for an ambulance if a casualty is bleeding from the ear.</p> <p>True/False</p>	<p>Warm, sweet tea is good for someone who has had an accident and who is in shock.</p> <p>True/False</p>
<p>You can learn enough first aid in ten minutes to save a life.</p> <p>True/False</p>	<p>You should put a hot-water bottle on sprains, strains and deep bruising.</p> <p>True/False</p>
<p>You should not move an injured person unless she or he is in danger.</p> <p>True/False</p>	<p>You should put butter or cream on a burn.</p> <p>True/False</p>
<p>A person who is not breathing is in danger of suffering brain damage.</p> <p>True/False</p>	<p>If a person has swallowed poison, you should make the person vomit.</p> <p>True/False</p>
<p>You can put cling film on a burn as a substitute for a bandage.</p> <p>True/False</p>	<p>The best way to treat a bleeding cut is to put the injured part under a tap.</p> <p>True/False</p>
<p>Even if a person can move a limb, it could still be broken.</p> <p>True/False</p>	<p>You should always call for an ambulance before you carry out first aid on someone.</p> <p>True/False</p>
<p>You should treat a nosebleed by tilting the person's head forward and pinching the nose just below the bridge.</p> <p>True/False</p>	<p>The best way to check whether a casualty is still breathing is to take the pulse.</p> <p>True/False</p>

It's a fact!

Most accidents happen in the home – about 3 million accidents happen in the home every year. That means you are more likely to have to help a family member or friend than a stranger.

Would you know what to do if a member of your family had an accident or became ill?



Use the Internet to find information.



Follow written instructions in first aid books.



Follow emergency instructions over the telephone.

Remember details from first aid demonstrations.



Photograph supplied by St John Ambulance.

There are no audio scripts for this topic.

ENGAGE / Resource 1

True statements

- You should call for an ambulance if a casualty is bleeding from the ear.
- You can learn enough first aid in ten minutes to save a life.
- You should not move an injured person unless she or he is in danger.
- A person who is not breathing is in danger of suffering brain damage.
- You can put cling film on a burn as a substitute for a bandage.
- Even if a person can move a limb, it could still be broken.
- You should treat a nosebleed by tilting the person's head forward and pinching the nose just below the bridge.

Bleeding from the ear can be a sign that a person has a head injury, which is an emergency situation.

There are many schemes and opportunities to take short courses in first aid. You can learn enough in ten minutes to save a life.

If a person has suffered a fall or has been involved in a car accident, they may have damaged their back or neck. It is therefore better NOT to move them unless they are in further danger, as you could make the injury worse.

The brain needs oxygen to survive. If you aren't breathing, you are not taking in oxygen, so levels in the blood can drop to a dangerous level, resulting in damage.

Any clean non-fluffy material that will protect a burn from infection can be used. Cling film and plastic bags are good substitutes for bandages.

Broken limbs are often misshapen, swollen or deformed (an odd shape). A person may be able to move their broken limb but this is not advised. Keep the limb still and supported.

Tilting the head forward will allow the blood to flow out of the nose, not to the back of the throat. Pinching the nose will stop the bleeding.

False statements

■ Warm, sweet tea is good for someone who has had an accident and who is in shock.

■ You should put a hot-water bottle on sprains, strains and deep bruising.

■ You should put butter or cream on a burn.

■ If a person has swallowed poison, you should make the person vomit.

■ The best way to treat a bleeding cut is to put the injured part under a tap.

■ You should always call for an ambulance before you carry out first aid on someone.

■ The best way to check whether a casualty is still breathing is to take the pulse.

You should not give a casualty anything to eat or drink after an accident, in case they need an operation when they get to hospital. You can moisten their lips if they are thirsty.

Cold is better than heat for this type of injury. An ice pack or cold compress can be put on the injury for 10–15 minutes only. A packet of frozen peas will do well.

This could damage the skin and will not cool it. It is better to cool the burn using plenty of cold water. This may take at least 10 minutes.

This is not a good idea because the vomit could block the airway and choke the person. There is also the danger that if the poison that has been swallowed is caustic (i.e. it burns, such as bleach or acid) it will cause more damage coming back up.

This doesn't work. Putting a bleeding wound under a tap washes away the agents that make the blood clot and so it bleeds more. Put pressure on the wound and raise the area if possible.

Not all injuries that require first aid also require an ambulance. Your first responsibility is to preserve life. You can save a life by acting quickly and using common sense. It may be more important to give first aid (e.g. to stem bleeding) before calling an ambulance.

The pulse can be hard to find, so looking for it may waste time. St John Ambulance advises checking for signs of life first, such as looking for chest movement, listening for breathing or putting a cheek close to the mouth to feel for the breath. Speak to the injured person – this may also produce a response.