

# Follow written instructions

## LEARNING OUTCOMES

- To find relevant first aid instructions
- To follow written first aid instructions carefully



## RESOURCES

- Up-to-date first aid books with contents pages
- Contents page from a first aid book in a PowerPoint, for example
- Copies of Resources 1 and 2
- Cards prepared from Resources 3 and 4
- Answers for Activity 2, photocopied and cut up into beginnings and endings (Activity 2 ESOL)

## RELATED TOPICS

- Saving lives (Theme 8, Topic 1)
- Use the Internet to find information (Theme 8, Topic 2)
- Watch first aid demonstrations (Theme 8, Topic 4)
- Follow emergency instructions (Theme 8, Topic 5)

## HEALTH SKILLS

Being prepared for emergency situations can save lives. Up-to-date first aid books can provide useful information and instructions for what to do in an emergency and how to deal with minor injuries. There will not be time to read these in an emergency situation, but they can be used for reference and increasing knowledge.

### Related health information

[www.sja.org.uk/firstaid/info/](http://www.sja.org.uk/firstaid/info/)  
[www.redcrossfirstaidtraining.co.uk](http://www.redcrossfirstaidtraining.co.uk)

## FUNCTIONAL SKILLS

Information in first aid books is presented in an instructional style with step-by-step procedures, supported by diagrams and pictures. In order to follow the format of written first aid instructions, learners need to:

- understand the purpose of different text formats
- recognise and understand the format of instructions
- follow written procedures
- understand key words about first aid.

### Functional Skills/Core Curriculum

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

- use the way text is organised to locate information **English** E3.12 (**L**Rt/E3.5)
- recognise and understand the features of instructional texts **English** E3.12 (**L**Rt/E3.3)
- use images to support the meaning of text **English** E3.12 (**L**Rt/E3.9)
- explain clearly statements of fact and give short explanations **English** E3.3 (**L**SLc/E3.3)
- understand specialist words **English** E3.8 (**L**Rw/E3.1).

- Ask learners to suggest some situations where it might be useful to know some first aid, both in the home and outside the home. If learners feel comfortable, encourage them to share experiences. Point out that first aid involves dealing with anything from small cuts to bleeding from a large wound or resuscitating a person who has stopped breathing.
- Discuss sources of information about first aid and bring the discussion round to first aid books.
- Show learners a selection of up-to-date first aid books with contents pages.
- Discuss with learners what they know or notice about the contents pages. Ask where they usually find the contents page in a book.
- Using a contents page displayed on the overhead projector, demonstrate how to find specific information by scanning down the list for the topic you want.
- Give different books to groups of learners and ask them to find chapters on a given topic by using the contents page. Point out how to use key words for searching, and demonstrate scanning techniques.
- As a more demanding activity, give learners different injury or accident scenarios and ask them to first decide what they might search for. Draw attention to the index if there is one and ask learners how this is organised differently (in alphabetical order).

*What information would you expect to find in a first aid book?*

*How do you find the information you need quickly?*

## ACTIVITY 1

### Point out typical features of written instructions

- Read through the introductory information about the recovery position on Resource 1.
- Using the large version of the instructions and graphic on Resource 2, read through the instructions and discuss what they are about and how they are set out. Pick out text features such as numbering, coloured text and short, direct sentences, and ask how these help to make the instructions clear. Ask: 'Why do you think numbers are used here?'
- Ask direct questions about the types of instructions – phrases telling you what action to take such as 'turn the casualty', 'lift', etc., and those that start 'Do not' and 'If ...' (e.g. 'Can you find an instruction that tells you not to do something?'). Pick out words that require action.
- Encourage learners to ask questions about anything they cannot follow.

*How useful are the written instructions in first aid books?*

*How useful are the pictures?*

#### Support

- Learners may require some support with the reading. Read the text with the learner. The first sentence is complex. Help by breaking it into chunks.

#### ESOL

- Learners may need help with vocabulary. Prepare copies of the picture and ask learners to label the parts of the body (e.g. 'side', 'hand', 'face', 'neck', 'jaw', 'chin'). Discuss the meaning of 'airway'.

- Make sure learners understand the language and terms used such as 'life-threatening'. Ask learners to highlight words that are new to them. Support them to interpret these words using prediction or decoding depending on their level of skill. They can also look up the words in the glossary or a dictionary.
- Make sure learners recognise text features that you describe. Practise identifying similar features in other texts.

- Ask learners to highlight the words that tell them what to do (e.g. 'turn', 'lift', 'position', 'adjust'). Discuss their meaning, as necessary, demonstrating where possible.
- If appropriate, consolidate learning by asking learners to practise the instructions in groups of three, with one learner volunteering as the casualty.

**TIP**

Underline or highlight the instruction words in each sentence to help with meaning.

## ACTIVITY 2

### Practise interpreting instructions

- Working in small groups, or as a whole group, ask learners to complete the statements in the boxes on Resource 1. This can be done verbally or in writing. If completed in writing, create an opportunity for feedback and discussion.
- Explain that the arrows show where to find the information.

*How are first aid instructions presented?*

### Support

- Support learners with reading as appropriate.
- Cut the page into separate cards so that learners can work on one text box at a time. You may also want to provide learners with endings for the statements to choose from.
- If working in groups, encourage learners to put cards they are unsure of to one side to discuss later.

### ESOL

Provide a matching task for more support: write out on cards the beginnings (e.g. 'So I can use this method on') and endings (e.g. 'adults and children over 1 year old') of the answers for pairs of learners to match.

## ACTIVITY 3

### Practise reading and interpreting instructions

- Give each learner a set of the incomplete statements on cards from Resource 3 and one of the sets of instructions from Resource 4. Working in pairs, learners read their instructions and then tell their partner about them by completing the statements on the cards verbally (they can write them down first if they wish). Any that cannot be completed should be put to one side to work on in pairs afterwards.
- Note that emergency services can now be contacted via either 999 or 112 (the EU number).

*How can you contact the emergency services?*

### Support

- Read through the instructions on Resource 4 first then ask direct questions to check learners' understanding. Where possible, ask learners to demonstrate an instruction or demonstrate it for them.
- Support learners to identify where to find the information – they might want to physically move the card statements to the appropriate parts of the instructions.
- Give learners alternative endings for the statements to choose from.

### ESOL

- For each scenario on Resource 4, discuss the picture and what learners would do. Ask questions to focus the discussion: 'Would you move the casualty/the injured limb?' 'Would you give her anything to drink?'
- Learners can then read the instructions and compare with their ideas. Explain unfamiliar words and phrases as necessary.
- Ensure learners have access to bilingual dictionaries and the glossary.

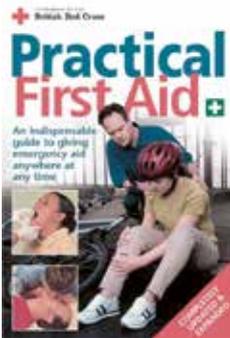
### Action

- Learners can apply a similar strategy using the same questions for a specific area from a first aid book that particularly concerns them or they want to know more about.
- More confident or adept learners could compare instructions from different books.

*What area of first aid do you want to learn more about?*

# Follow written instructions

## RESOURCE 1



First aid books give instructions for dealing with emergency and non-emergency situations. They give important information about:

- what to do
- when to do it
- how to do it.

### Contents

	Page
Introduction	4
Resuscitation	6
Assessing a casualty	9
The recovery position	10
Rescue breathing	12
Restoring the circulation	15

These instructions tell me how to ...

So I can use this method on ...

This picture shows ...

## The recovery position

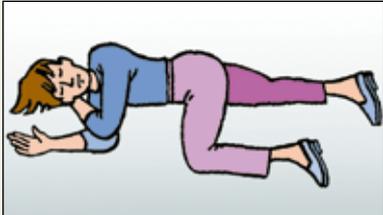
Adults and children over 1 year old

*An unconscious casualty who is breathing but has no other life-threatening conditions should be placed in the recovery position.*

1. Turn casualty onto his or her side.
2. Lift chin forward to open the airway.
3. Position and adjust hand under the cheek as necessary.
4. Check casualty cannot roll forwards or backwards.
5. Monitor for breathing and signs of life continuously.
6. If injuries allow, turn the casualty to the other side after 30 minutes.

**NOTE:** if you suspect spinal injury, use the jaw-thrust technique, as follows.

Place your hands on either side of the casualty's face and lift the jaw gently with your fingertips to open the airway. Do not tilt the casualty's neck.



So this is for casualties who are ...

I know these instructions have to be followed in a particular order because ...

I'd need to find out ...

I only follow instruction 6 if ...

**IMPORTANT**

Only use first aid books that are recommended by a professional body, such as St John Ambulance Brigade.

There are two instructions here. They are:

**1**

**2**

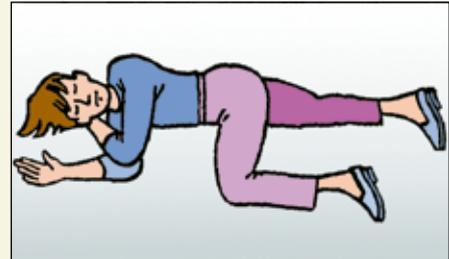
This tells me **not** to ...

## The recovery position

Adults and children over 1 year old

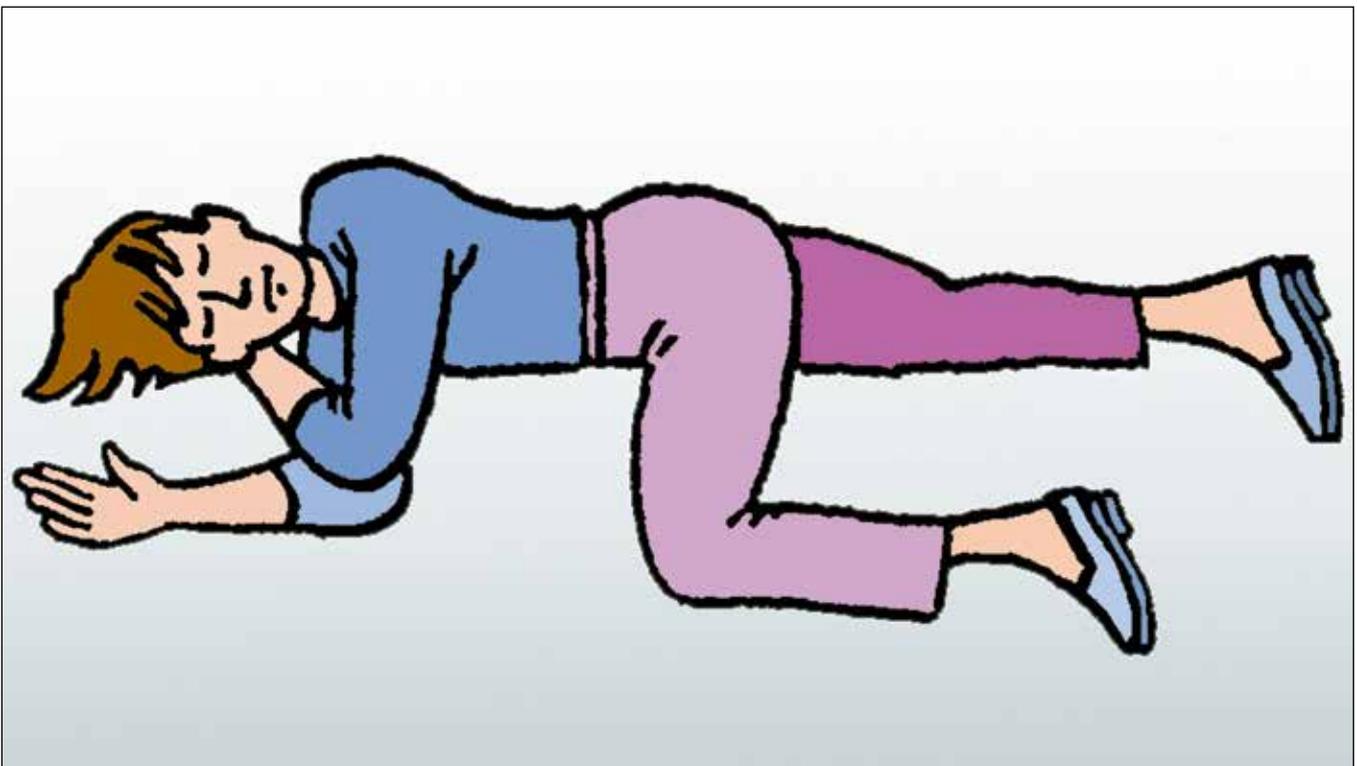
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**NOTE:** if you suspect spinal injury, use the jaw-thrust technique, as follows.

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# Follow written instructions

## RESOURCE 3

*These instructions tell me how to ...*

*I can use this method on ...*

*There are two parts in instruction \_\_\_\_\_.  
They are:*

**1** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**2** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

*The picture shows ...*

*I only follow instruction \_\_\_\_\_ if ...*

*Instruction \_\_\_\_\_ tells me **not** to ...*

*I'd need to find out ...*

## Treatment for fractures

**Adults and children over 1 year old**

1. Give the casualty lots of reassurance and persuade him or her to stay still.
2. Steady the injured limb with your hands to stop any movement.
3. Phone for an ambulance.
4. Support the injured limb.
5. Do not give the casualty anything to eat or drink, in case an operation is necessary.
6. Watch out for signs of shock.
7. If the casualty becomes unconscious, maintain the airway; and if casualty stops breathing, follow the resuscitation sequence.



## Treatment for severe bleeding

**All casualties**

1. Put on disposable gloves if available.
2. Apply direct pressure to the wound with a pad (e.g. a clean cloth) or fingers until a sterile dressing is available.
3. Phone for an ambulance.
4. Lay the casualty down.
5. Bandage the pad or dressing firmly to control bleeding.
6. Do not put the bandage on so tight that it stops the circulation to fingers or toes.
7. If bleeding seeps through first bandage, cover with a second bandage.
8. Treat for shock.
9. Raise the injured limb carefully and support it.



There are no audio scripts for this topic.

## ACTIVITY 2 / Resources 1 and 2

### Suggested answers

- These instructions tell me how to ... put someone into the recovery position.
- So I can use this method on ... adults and children over w1 year old.
- This picture shows ... the final position the casualty should end up in.
- So this is for casualties who are ... unconscious, breathing and with no other life-threatening conditions.
- I know these instructions have to be followed in a particular order because ... they are numbered.
- I'd need to find out ... how to monitor breathing and signs of life (e.g. pulse).
- I only follow instruction 6 if ... the casualty's injuries allow it.
- There are two instructions here. They are:
  - 1 Place your hands on either side of the casualty's face.
  - 2 Gently lift the jaw with your fingertips to open the airway.
- This tells me not to ... tilt the casualty's neck.

## ACTIVITY 3 / Resources 3 and 4

### Suggested answers

#### Treatment for fractures

- These instructions tell me how to ... treat someone with a fracture.
- I can use this method on ... adults and children over 1 year.
- There are two parts in instruction number 1.

They are:

  - 1 Give the casualty lots of reassurance.
  - 2 Persuade them to stay still.
- The picture shows ... the position for steadying the injured limb (instruction 2).
- I only follow instruction 7 if ... the casualty becomes unconscious.
- Instruction 5 tells me not to ... give the casualty anything to eat or drink.
- I'd need to find out ... what the signs of shock are and how to follow the resuscitation sequence.

## Treatment for severe bleeding

- These instructions tell me how to ... treat someone who is bleeding badly.
- I can use this method on ... anyone.
- There are two parts in instruction number 9.  
They are:
  - 1 Raise the injured limb carefully.
  - 2 Support it.
- The picture shows ... instructions 2 and 3 (apply direct pressure to the wound with a pad or fingers and raise and support the injured limb).
- I only follow instruction 7 if ... bleeding seeps through first bandage.
- Instruction 6 tells me not to ... put the bandage on so tight that it stops the circulation to fingers or toes.
- I'd need to find out ... how to treat someone for shock and how to tell if circulation to fingers and toes had been stopped by the bandage.