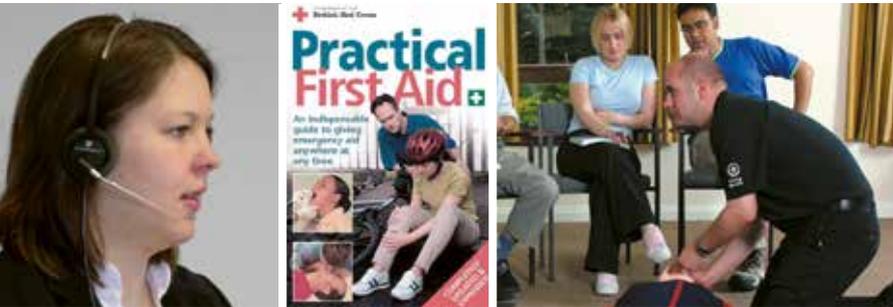


Follow emergency instructions

LEARNING OUTCOMES

- To identify verbal instructions
- To understand what you are being asked to do
- To check and confirm instructions verbally



RESOURCES

- Audio equipment 11
- Copies of Resources 1 and 2
- Cards prepared from Resources 3A and 3B
- Blank cards
- Access to real or play telephones for role-play

RELATED THEMES

- Emergency calls (Theme 9, Topic 11)
- Saving lives (Theme 8, Topic 1)
- Watch first aid demonstrations (Theme 8, Topic 4)

HEALTH SKILLS

There are times when even a qualified first aider needs help. In some emergency situations, a first aider or member of the public may have to follow spoken instructions from a medical professional such as a doctor over the telephone. It is vital that the instructions are carried out correctly.

FUNCTIONAL SKILLS

When listening to instructions over the telephone, you do not have the added value of watching body language, facial expressions or gestures. The activities described in this topic are about listening and being aware when there is a need to clarify instructions. In order to follow instructions on the phone, learners need to:

- understand the language of instructions
- listen and follow instructions
- clarify instructions when needed.

Functional Skills/Core Curriculum

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

- listen for detail in instructions **English E3.1** (L¹SLlr/E3.2)
- listen for and understand instructions in a range of situations **English L1.7** (L¹SLlr/L1.2)
- use strategies to clarify and confirm information **English L1.2** (L¹SLlr/L1.3).

- Encourage learners to share their experiences of making telephone calls when someone they know is ill or hurt. Talk about what happened (e.g. 'One night my 4-year-old daughter had difficulty breathing') and who they called (e.g. 'I called the emergency number at my health centre'), how they felt (e.g. 'My heart was racing and I felt slightly sick because I was so worried'), what they were told to do, and so on. Record some of the situations.
- Talk about learners' experience of receiving instruction or advice over the phone.
- In pairs or groups, ask learners to discuss why it is more difficult to follow instructions on the phone than face to face (e.g. people talk too fast, give too much information, bad phone line, no visual clues from body language, gestures). Encourage learners to share ideas in the group.
- Share ideas about how learners might feel when faced with an emergency (e.g. 'upset', 'panicky', 'not thinking clearly'). Point out that this will vary from person to person but may also affect the person's ability to follow any instructions.
- Refer back to some of the situations learners described and emphasise the importance of understanding, remembering and carrying out instructions in any kind of emergency.
- Ask learners to suggest how they could maximise their chances of understanding the instructions (e.g. keep as calm as possible, take a couple of deep breaths before making the call, listen very carefully, keep checking and confirming to make sure you've really understood).

Have you ever had to make an emergency call when someone you know became ill or was hurt?

What happened? Who did you call?

Were you given instructions?

What can you do to help you understand and remember any instructions you receive?

What is the difference between an instruction and a question?

*Instructions contain action words. What is the action word **telling** you to do?*

ACTIVITY 1 Introduce learners to types of instructions

- Write two simple instructions on the board and say them aloud.
- Ask whether each is a question, information or an instruction. Discuss with learners how they can tell the difference. Demonstrate the difference by giving some instructions for learners to carry out in the room. Mix these instructions with statements that give additional information, and questions, for example:
 - 'I'm really thirsty and I've got a terrible headache. Is there a water machine near here? I need to take these tablets.'
 - 'Pull your chairs around in a circle. It would be good to sit together for this session. Is there enough room?'
 - 'Please find your notes from last week. Can you remember what we did last week?'
- Ask learners to give more spoken examples of instructions.
- Discuss how you recognise an instruction. Emphasise that each instruction contains an action word (verb) or command word. An instruction requires action.
- Explain the scenario shown on Resource 1 – a call to the emergency services by someone who is with an elderly relative. The caller has described the symptoms of a heart attack. Discuss and ask questions about the different examples of instructions on Resource 1.
- Discuss the importance of calling the emergency services (dialling 999) in a serious situation, for example where someone has collapsed or is not responding.

- Give an example of a key action word such as 'give'. Ask learners to pick out and highlight the other action words on Resource 1 (see 'Answers').
- Show learners how to separate the three instructions in the example of multiple instructions, using the action words. Point out that the phrase 'Support him in a sitting position' is followed by two other instructions. List the three instructions on the board so that they are clearly separated.
- Give additional examples of direct and indirect instructions. Point out that direct instructions often sound blunt and to the point. They are like commands. Indirect instructions are more hidden and sound more like suggestions.
- Ask learners to contribute instructions of their own, to include different examples of the types of instruction exemplified on Resource 1. Write these down on cards, mix them up and conduct a short quiz asking learners to identify the type of instruction and exactly what action(s) need(s) to be taken.

Does a negative instruction tell you to do or not to do something?

Support

- Give simplified examples of these types of instructions for learners to identify.
- Check learners' understanding of the word 'negative'.
- The concept of 'direct' and 'indirect' phrases may be difficult for some learners. Model these using stress and intonation to help them.

ESOL

- Check learners' understanding of the instructions by asking questions (e.g. 'Can he drink anything?' 'What words tell you that?').
- Be prepared to explain idioms such as 'support him in a sitting position', 'stay on the telephone'.

ACTIVITY 2 11

Identify instructions

- Explain to learners that they are going to listen to examples of instructions, information and questions, to practise hearing the difference. Play the audio clip through once for gist.
- Discuss the tips in the table on Resource 2. Explain how to fill in the table with a tick in the right box (see 'Answers').
- Play the audio clip one instruction at a time and ask learners to fill in the table.

What does 'you do not need to make any response' mean?

Support

- Give an example of how to fill in the table.
- Learners may prefer to verbalise their answers rather than recording them in the table.
- Play each instruction several times and encourage discussion.

ESOL

- Play the audio clip, pausing after each item to discuss what was said.
- Play each item or read them out from the audio script, then ask the learners to repeat what they hear. Encourage learners to practise saying each of the items aloud.

ACTIVITY 3

Listen to different types of instruction

- Ask learners to work in pairs. Give the A cards from Resource 3A to one person in each pair and the B cards to their partner.
- Sitting back to back, they read the instruction on each card, one at a time. The partner has to identify the type of instruction.
- Note that the answers are written on the cards so immediate feedback can be given.
- As additional practice, ask learners to turn the instructions around, turning negative instructions into positive instructions, indirect into direct, etc.

Support

- In order to read the cards with meaning, learners will need to understand any unfamiliar words and know how to pronounce them.
- Go through the cards, discussing any meanings they don't know (e.g. 'bare hands', 'blanket', 'casualty') and any doubts about pronunciation (e.g. 'calm', 'ambulance', 'casualty').

ESOL

- Remind learners to refer to Resource 1 for examples.
- Encourage them to ask for things to be repeated (as on Resource 1).
- Model the activity first so that learners are clear about what they have to do.

TIP

Encourage learners to ask questions to clarify any instructions they do not understand or want repeated (e.g. 'Sorry, could you repeat that?', 'Did you say ...?', 'When should I ...?').

ACTIVITY 4

Listen to and repeat instructions

- Use the C cards from Resource 3B. Read the instructions on the cards one by one and ask learners to repeat what they have been asked to do.
- Encourage them to ask questions to check information.

Support

- Allow learners to work in pairs or teams.
- Stress the action words.

ESOL

- Model the activity first so that learners are clear about what they have to do.
- Provide examples of phrases that learners can use for checking

Why is repeating the instruction back useful?

Action

- As follow-up, set up a role-play situation in pairs using dummy telephones (or sitting back to back so that learners can't see or use gestures, etc.) and the A cards from Resource 3A.
- One person gives the instruction; the other person repeats it or asks a check or confirm question, as modelled on Resource 1.
- The pairs then swap roles and use the B cards.
- Ask learners to think of a situation in which someone suddenly becomes ill or is hurt and they need to make an emergency call.
- Encourage them to think of two or three things they can do and say to make sure they are able to carry out any instructions.
- If learners want to know more about dealing with a heart attack, they may like to try an interactive quiz such as the one on the BBC website.

Where can you find more information on how to deal with emergency situations?

Follow emergency instructions

RESOURCE 1



You may be given emergency instructions over the telephone to help you deal with a casualty until further help arrives.

You need to:

- listen for detail
- check that you have understood.

direct

Give him one aspirin.

negative

Don't give him anything to drink.

multiple

Support him in a sitting position. Keep his knees bent and supported.

indirect

I need you to stay on the telephone until the ambulance arrives.



TIP

Listen for the key action words.



check

Could you repeat that, please?

confirm

So he must only have one aspirin?

IMPORTANT

Always check instructions – it is vital that you follow them correctly.

Follow emergency instructions

RESOURCE 2



Spot the difference			
	Instruction	Question	Information
	Instructions ask you to take some action .	Questions usually need an answer from you.	You do not need to make any response to information .
1			
2			
3			
4			
5			
6			

Follow emergency instructions

RESOURCE 3A

Set A

a

Keep her warm.

Answer: direct

a

Don't give her anything to eat.

Answer: negative

a

Put her into bed with lots of blankets and give her a hot drink.

Answer: multiple

a

It's important to stay calm.

Answer: indirect

Set B

b

Put cling film on the burn.

Answer: direct

b

Don't touch him with your bare hands.

Answer: negative

b

Put on some rubber gloves.
Put the casualty's arm under running water until the ambulance arrives.

Answer: multiple

b

She'll need to be kept awake.

Answer: indirect

Follow emergency instructions

RESOURCE 3B

Set C

c

Keep your fingers pressed firmly on the wound.

c

Don't move the casualty.

c

Keep the casualty as still as you can and keep a check on his pulse and breathing.

c

It helps if you keep the injury covered.

Follow emergency instructions

ACTIVITY 1 / Resource 1

Action words:

Give him one aspirin.

Don't give him anything to drink.

Support him in a sitting position. Keep his knees bent and supported. (Note that 'keep' here is attached to two instructions: keep his knees bent, and keep his knees supported.)

I need you to stay on the telephone until the ambulance arrives.

ACTIVITY 2 / Resource 2

Spot the difference			
	Instruction	Question	Information
	Instructions ask you to take some action .	Questions usually need an answer from you.	You do not need to make any response to information .
1		✓	
2	✓		
3			✓
4			✓
5		✓	
6	✓		

ACTIVITY 2



- 1 How old is the casualty?
- 2 Ask her to breathe into a paper bag.
- 3 The ambulance is on its way.
- 4 I'm putting you through to a doctor.
- 5 Is the casualty breathing?
- 6 Reassure her and calm her down.