

Emergencies and treatment

Tutor Resources for the AMEP

Health

Intermediate

Tutor Resources for the AMEP

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Theme:

Health

Topic:

Emergencies and treatment

Task	Language focus	Learning activities	Resources
1. Can understand what to do in a medical emergency	Vocabulary life-threatening, interpreter, conscious, unconscious, cross street, bleeding	Read about ringing triple 0 Role play emergency phone call and answer questions Practise what to say in emergency situations	Worksheet 1: Calling triple 0
2. Can understand ambulance cover	Vocabulary misadventure, awkwardly, unspoilt, started off, rock-hop, excruciating, underwent, then and there, airlifted, ambulance cover, comprehensive, limitations	Match words to meanings Answer questions about a story Discuss facts about ambulance cover Complete sentences	Worksheet 2: Ambulance cover
3. Can understand what to do in a poisoning incident	Vocabulary poison, warning, medicines, advice, treatment, first aid, collapsed, fitting, anaphylactic reaction, weed killer, recommend, toddler	Answer questions about an article Complete article summary Answer questions about the Poisons Information Line Role play dialogue and answer questions	Worksheet 3: Poisons information

Theme: Health**Topic:** Emergencies and treatment

Triple 0

Task 1: Can understand what to do in a medical emergency**Vocabulary:** life-threatening, interpreter, conscious, unconscious, cross street, bleeding

Activity instructions

Read about ringing triple 0

📄 Worksheet 1: Calling triple 0

Ask: Is there an emergency phone number in your country?

Have you ever had to call emergency? What happened?

A. Learner reads the information about calling triple 0. Discuss.

Role play emergency phone call and answer questions

📄 Worksheet 1: Calling triple 0

B. Role play the emergency phone call dialogue, reversing roles.

Learner reads the questions and answers them verbally.

Answers

1 – A boy has been hit by a car.

2 – 24 Hope Street, Fairfield.

3 – High Street

4 – To get the precise location of the emergency in Hope Street.

5 – To be able to ring her if the ambulance cannot find the location of the emergency.

Practise what to say in emergency situations

📄 Worksheet 1: Calling triple 0

C. Using the dialogue as a guide, role play the scenarios. (The learner should include their own address and phone number.)

Ambulance cover

Task 2: Can understand ambulance cover

Vocabulary: misadventure, awkwardly, unspoilt, started off, rock-hop, excruciating, underwent, then and there, airlifted, ambulance cover, comprehensive, limitations

Activity instructions*Match words to meanings*

📄 Worksheet 2: Ambulance cover

- A. Learner reads aloud the story and underlines any unfamiliar words.
Encourage learner to look up the meaning of unfamiliar words in their dictionary.
Discuss the ambulance service in the learner's country.
Ask questions: Who pays?
Is it expensive?
Can you get ambulance cover?

- B. Learner matches the words to their meanings.

Answers

1 – c, 2 – e, 3 – h, 4 – b, 5 – d, 6 – g, 7 – f, 8 – a, 9 – i

Answer questions about a story

📄 Worksheet 2: Ambulance cover

- C. Learner reads the statements and answers 'true' or 'false'.

Answers

1 – True, 2 – True, 3 – False, 4 – False, 5 – False, 6 – False, 7 – False, 8 – True

Learner corrects the false statements to make them true.

Discuss facts about ambulance cover

📄 Worksheet 2: Ambulance cover

- D. Learner reads aloud the facts about ambulance cover in Australia. Discuss.
Ask questions: Do you have ambulance cover?
Do you know what arrangements apply in your state?

If internet access is available, help learner to find out about ambulance cover in their state.

Complete sentences

📄 Worksheet 2: Ambulance cover

- E. Learner completes the sentences with facts from part D.

Answers

1 – costs, 2 – ambulance, 3 – state, 4 – Card, 5 – included

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Poisons information

Task 3: Can understand what to do in a poisoning incident

Vocabulary: poison, warning, medicines, advice, treatment, first aid, collapsed, fitting, anaphylactic reaction, weed killer, recommend, toddler

Activity instructions

Answer questions about an article

📄 Worksheet 3: Poisons information

Discuss what is poisonous around the house.

Ask: Where do you keep poisonous substances?

If they have children, discuss how they keep poisons out of their children's reach.

- A. Learner reads aloud the newspaper article and underlines any unfamiliar words.
 Explain the meanings of unfamiliar words.
 Discuss the graph in the article.
 Learner answers the questions.

Answers

1 – c, 2 – pharmaceutical drugs/medicines, 3 – spiders, 4 – detergents and garden products, 5 – the potential dangers of leaving medicines around the home

Complete article summary

📄 Worksheet 3: Poisons information

- B. Learner reads the summary and completes it with words and phrases from the box.

Answer questions about the Poisons Information Line

📄 Worksheet 3: Poisons Information

- C. Learner reads the information about the Poisons Information Line. Discuss.
 Learner reads the questions and answers verbally.

Answers

1 – 13 11 26

2 – If someone has been poisoned or bitten or stung by a creature.

3 – When the victim has collapsed, stopped breathing, having a fit or an anaphylactic reaction.
 Call 000 instead.

4 – By phoning the TIS on 13 14 50.

5 – Because treatment for poisoning is constantly changing and friends might give you old or wrong advice.

Role play dialogue and answer questions

📄 Worksheet 3: Poisons information

- D. Role play the dialogue, reverse roles.
 Learner reads the questions and answers verbally.

Answers

1 – Karen's three year old daughter has drunk some weed killer.

2 – Name and ingredients of the weed killer, age and weight of the child, how long ago the poison was drunk, any treatment already been given, colour of the weed killer, Karen's phone number.

3 – Karen should take her daughter to the hospital straightaway.

Using the dialogue as a guide, role play different scenarios.

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Worksheet 1: Calling triple 0

A. Read about calling triple 0. Discuss.

If there is a life-threatening emergency you should phone 000 for police, fire and ambulance. This emergency number operates 24 hours per day, 7 days a week.

If you need an ambulance this is what you do:

- Dial 000. An operator will say "Emergency. Police, Fire or Ambulance?"
- Ask for Ambulance.
- If you need an interpreter, tell the operator which language.
- Be ready to answer these questions:
 - What is the exact location of the emergency? (Where is it?)
 - What's the nearest cross street?
 - What is the phone number?
 - What is the problem? (What happened?)
 - How many people are hurt?
 - How old is the person/people?
 - Is the person conscious?
 - Is the person breathing?
- Do not hang up. Follow the operator's instructions.

B. Read the emergency phone call and answer the questions.

Operator: Emergency. Police, Fire or Ambulance?

Sara: Ambulance.

Operator: Ambulance here. Where is the emergency?

Sara: 24 Hope Street, Fairfield.

Operator: OK. What's the nearest cross street?

Sara: High Street.

Operator: And the phone number?

Sara: Um... 0412 574 000.

Operator: What's happened?

Sara: A boy's been hit by a car.

Operator: How old is he?

Sara: I don't know exactly, maybe 12.

Operator: Is he conscious and breathing?

Sara: He's conscious and breathing but he's in a lot of pain.

Operator: Is he bleeding?

Sara: No, I don't think so. I can't see any blood.

Operator: OK. An ambulance is on the way. Stay on the line so I can give you some more instructions.

Sara: OK.

Intermediate

Health: Emergencies and treatment

1. What has happened?
2. Where is the emergency?
3. What is the name of the nearest cross street?
4. Why do you think the operator wants to know the name of the nearest cross street?
5. Why do you think the operator asked for Sara's phone number?

C. What do you say?

Using the above dialogue as a guide, practise what you would say in these emergency situations.

1. You're at home with your sister. She's cooking in the kitchen when her clothes catch on fire. You put out the fire but your sister has been badly burnt. You call triple 0. What do you say?
2. You're working in your garden when you see a speeding car crash into a light pole. When you go to the car you see that the driver is slumped over the steering wheel. He has blood on the side of his head and he appears to be unconscious. You call triple 0. What do you say?

Worksheet 2: Ambulance cover

A. Read the story. Underline any unfamiliar words.

Lakshmi's misadventure

Lakshmi and her husband arrived in Australia 12 months ago. They were both lucky to get jobs in IT not long after they arrived. They worked very hard all week in their jobs but on the weekends they spent time visiting places and learning about their new home.

One sunny weekend the couple decided to take their car and drive along the coast. The coast line was beautiful. They were amazed at how wild and unspoilt the scenery was. They stopped frequently to admire the views and to take lots of photos.

At one place, Lakshmi saw a sign about a nearby waterfall. She was very excited because she had never seen a real waterfall. You had to walk inland to the waterfall so they parked the car and started off along a narrow walking track.

The track was well marked and easy to follow but sometimes it crossed a creek. They had to rock-hop across the creek to avoid getting wet feet. Suddenly, Lakshmi's foot slipped off a wet rock and she fell awkwardly onto the bank of the creek. When she fell, Lakshmi heard a loud cracking sound and felt a terrible pain in her leg. She tried to get up but the pain was excruciating and she couldn't move. She had badly broken her leg.

Lakshmi's husband phoned 000. A helicopter ambulance came and Lakshmi was air-lifted to hospital where she underwent surgery to fix her broken leg. She spent a few days in hospital before going home to recover.



A month after the accident, Lakshmi received a large bill for over \$3,000 from the ambulance service. She was shocked. In her country, the ambulance service was free. She never imagined that she would have to pay for an ambulance in Australia.

It wasn't until Lakshmi returned to work and was telling her workmates about her misadventure that she learned about ambulance cover. Her friends told her that many people in Australia have ambulance cover, a type of insurance, so that they don't have to pay for an ambulance. Lakshmi decided then and there that she would find out about ambulance cover for her husband and herself so that they would never have to pay a large ambulance bill again.

Lakshmi didn't get to see her first waterfall on that trip but she did experience her first ride in a helicopter. She decided that she would return to the waterfall another time but not until she had arranged ambulance cover.

Intermediate Health: Emergencies and treatment

B. Match the words to their meanings.

Word

1. misadventure
2. awkwardly
3. unspoilt
4. started off
5. rock-hop
6. excruciating
7. underwent
8. then and there
9. airlifted

Meaning

- a. immediately
- b. began
- c. accident
- d. to step from rock to rock
- e. clumsily, not comfortably
- f. experienced
- g. very painful
- h. pure, untouched
- i. taken by aircraft

C. Answer **True** or **False** to the statements. Re-write the false statement to make them true.

	True/False
1. Lakshmi and her husband worked in Australia.	
2. Lakshmi had never seen a waterfall.	
3. Lakshmi's husband broke his leg while rock-hopping.	
4. Lakshmi phoned triple 0.	
5. Lakshmi was driven by ambulance to hospital.	
6. The ambulance service was free.	
7. Lakshmi and her husband had ambulance cover.	
8. It was Lakshmi's first helicopter ride.	

Intermediate

Health: Emergencies and treatment

D. Read the facts about ambulance cover in Australia. Discuss.

Medicare doesn't cover the cost of ambulance services in Australia.

If you are a low income earner or have a Health Care Card you may not have to pay for an ambulance.

Depending on which state you live in, you may not need ambulance cover. In some states, the government pays for ambulance costs. It's important to check what arrangements apply in your state.

You can organise ambulance cover through the ambulance authority in your state or through a private health fund. Ambulance cover is not expensive. You can get cover for singles or for a family.

Ambulance cover can vary. Some funds provide comprehensive cover for all ambulance travel, while others may have limitations, for example, they may not cover you while travelling interstate. It's important to check exactly what is included in the ambulance cover.

E. Complete the sentences.

1. Medicare does not cover the _____ of ambulances services.
2. The arrangements for _____ cover vary from state to state.
3. Some _____ governments pay for ambulance costs.
4. If you have a Health Care _____ you probably don't have to pay for an ambulance.
5. You should check what is _____ in ambulance cover because some funds have limitations.

Worksheet 3: Poisons information

- A. Read this newspaper article. Underline any unfamiliar words. Answer the questions about the article and graph.

Children find poisons in unlikely places

by Margot Date

The Poisons Information Centre at the Children's Hospital has just released a disturbing report concerning children's access to poisonous substances around the home.

After analysing the 66,569 calls to the centre last year, staff have issued a strong warning to parents of toddlers.

Jeanne and Chris Clark of Summer Hill are acutely aware of what can happen when parents turn their backs on toddlers.

Arriving home from holidays late on a Friday night, the

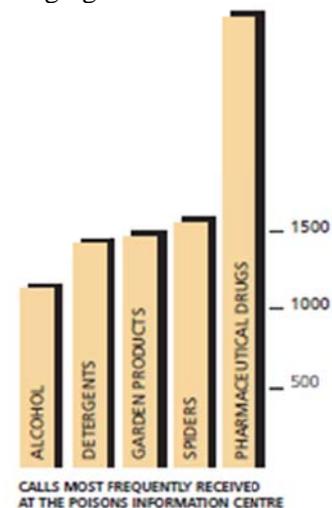
Clarks unpacked only some of their things and decided to leave the rest until the morning.

Early the next day, Mrs Clark was shocked to find her two-year-old son, Tom, playing with a half-unpacked suitcase and an empty bottle of Dimetapp Elixir. Dimetapp is medicine used to treat children's coughs and colds.

Quick treatment at the Children's Hospital spared toddler Tom from any nasty side-effects. Mrs Clark is relieved but still cursing herself for forgetting the bottle was in the open suitcase.

The chief pharmacist at the

Poisons Information Centre said many parents were unaware of the potential dangers of medicines left around the home. This was despite the warnings on medicine bottles and packaging.



1. What is the purpose of this article?
 - a. To inform readers about the Poisons Information Centre.
 - b. To show which are the most common dangers in the home.
 - c. To point out how easy it is for children to find poisons.
2. What is the most dangerous item for young children?

3. What is the second most dangerous item?

4. About which items did the Centre receive a similar number of calls?

5. What are many parents unaware of?

B. Complete the article summary with words and phrases from the box.

worrying	saved	given
possible	very clear about	ability to get at
publishing	powders, liquids and sprays	serious harm caused

Staff at the Poisons Information Centre have _____ a strong warning to parents of young children after _____ a _____ report about toddlers' _____ poisonous _____ around the home. Mrs Clark is still blaming herself for leaving a bottle of Dimetapp in an open suitcase. Luckily, quick treatment at the Children's Hospital _____ her little son from any _____ by the medicine. Parents need to be _____ the _____ dangers of medicines left around the house.

C. Read about the Poisons Information Line and answer the questions.

In Australia, there is a telephone number to ring for information and advice about poisons. The number is **13 11 26**.

This number is available 24 hours a day, 7 days a week, Australia wide.

It's a good idea to keep this phone number handy to all the telephones in your house.

Callers who do not speak English can phone the translating and interpreting service (TIS) on 13 14 50 to access the Poisons Information Centre.

If you know or suspect someone in your care has been poisoned (or bitten or stung by a creature) you should call the Poisons Information Line for up-to-date information and advice about what to do next. The best treatment for poisoning is constantly changing so don't rely on past advice or on what friends or relatives might tell you.

The Poisons Information Centre will tell you what first aid is required, whether it is necessary to call an ambulance, to go to the doctor or whether nothing needs to be done.

If the victim has collapsed, stopped breathing, is fitting or is suffering an anaphylactic reaction, call 000 and ask for an ambulance. Do NOT call the Poisons Information Centre.

Intermediate

Health: Emergencies and treatment

1. What is the Poisons Information phone number?
2. Why would you call the Poisons Information Line?
3. When shouldn't you call this number? What number should you call instead?
4. If you don't speak English very well how can you call the Poisons Information Line?
5. Why shouldn't you get advice from friends about poisons?

D. Role play the dialogue of someone phoning the Poisons Information Centre and answer the questions.

Officer: Poisons Information Centre.

Karen: Hello. I'm really worried. My daughter has drunk some weed spray. She was out in the garden and she's drunk this stuff and she's not looking good and I'm, I'm really quite worried.

Officer: OK. What sort of weed spray is it? Do you have the bottle there?

Karen: Yes, I do. It's Formula 900 weed spray.

Officer: Right, and does it list any ingredients on the bottle?

Karen: It does, but I can't read them. We've had it outside.

Officer: So it's all faded?

Karen: Yeah, I can't read it.

Officer: And how old is your daughter?

Karen: She's three.

Officer: And do you know her weight?

Karen: No, I don't. She's little.

Officer: Right. Can you tell me how long ago she drank the weed killer?

Karen: Yeah, about 10 minutes. But I, I just don't know what to do. I don't know whether I should move her or whether I should...

Officer: Have you done anything or given her anything since she drank it?

Karen: Yes, I read the first aid bit on the bottle and I've given her a glass of water because it said give a glass of water.

Officer: OK. What colour is the product?

Karen: It's sort of a yellow colour.

Officer: Right. Well, look, I would suggest that you take her to the hospital straightaway as we haven't got any information about it, and take the bottle with you. Somebody there may be able to read the directions. And can I have your phone number please?

Karen: Yes, its 9777 4842. Thanks, thank you very much.

Officer: OK. Bye.

Karen: Bye.

1. What has happened?
2. What information did the Poisons Information Officer need from the Karen?
3. What action or treatment did the Poisons Information Officer recommend?