

UNIT SEVEN

Using lists – Children's Health

In this unit you will address the following:

Unit Standard 12469

- Use different ways to read different things
- Judge why something was written, who it was written for, and what the circumstances might be
- Look for meaning and understand writing
- Understand the use of acceptable practices in text and how text is organized

Unit Standard 119636

- Write things which show that you know who are writing for and why you are writing
- Use grammar (the way words are used in sentences) to arrange or structure what you write.
- Use accepted practice for structuring what you write
- Plan your writing, do a practice, check it and correct it.



1. Lists

Different kinds of lists have different purposes. Remind yourself about some of the features of lists:

- A list is a set of words, usually written underneath each other.
- A list usually has a heading. The heading will tell you about the kind of items in the list.
- Some lists have numbers next to each item. This helps to see quickly how many items are in the list.
- Sometimes lists have bullets (small dots) next to each item like this list.
- In a long list you can put two or more columns on one page. In this way you can fit the whole list on one page.



Time needed
70 minutes

Activity 1:

Bantwana Bami Needs a First Aid Kit

Work with a partner

Mrs Maseko decided that Bantwana Bami needed a first aid kit. She thought about it for a while and then made a list of what was needed. This is her first list:

First Aid kit:

20 plasters
6 safety pins
6 dressings
1 pair latex gloves
antiseptic cream
cotton wool
scissors
CPR mouthpiece

Then she thought "Where is that First Aid pamphlet? Maybe it will give me some more ideas."

Here is the pamphlet Mrs Maseko found.¹³

Mrs Maseko read the pamphlet to see if it contained the information she needed.

1. Read the pamphlet yourself. Will the pamphlet help her? Why do you say so?

Table of Contents:

1. First Aid
2. What is first aid?
3. Why do you need to provide first aid?
4. What do you need to provide?
5. First aid box

First Aid

Staff and children may suffer injury or illness while at work or in your care. It does not matter whether this is caused by work or not. What is important is that you have made arrangements to give them medical assistance if they need it. The initial management of injuries and illness until expert medical attention is received could make the difference between life and death.

What is first aid?

No matter how safe your environment is accidents can happen. Children or staff may be injured and someone has to take immediate action. First aid means that you need to have the necessary skills and facilities to look after someone when they are injured until proper medical assistance is available. In addition to serious injuries, a first aider will also be able to treat minor cuts and bruises.

Who do you need to provide first aid to?

By law you have to provide first aid to staff and children in your care. This means that everyone has a right to first aid treatment if they are injured or sick, including disabled people, people living with HIV, old people, men, women and children.

What do you need to provide?

In all low-risk environments you need to provide the following minimum:

- A first aid box
- A person appointed to take charge of first aid
- Information for staff and children on first aid materials and procedures.

You should regularly review what you need for good first aid care in your environment.

First aid box

In a first aid box there should be materials you need to deal with injuries to adults and children in your care. It must be identified with the symbol of a white cross against a green background. You should decide what you need in your first aid box depending on your circumstances. As a minimum it should include:

- 20 individually wrapped adhesive dressings in various sizes
- 2 sterile eye pads
- 4 individually wrapped triangular bandages
- 6 safety pins
- 6 medium sized (12cmx12cm) individually wrapped, unmedicated wound dressings
- 2 large (18cmx18cm) sterile individually wrapped unmedicated wound dressings
- 1 pair of disposable gloves

The first aid box should not contain any medicine or tablets.

You should have at least one first aid box. The first aid box should be prominent and easily accessible. Ideally it should be near a sink or basin. Everyone should know where the box is. There should be signs indicating the first aid box.

Answer these questions with a partner.

2. Look at the list in the pamphlet about what a First Aid Kit should contain. Compare this list with Mrs Maseko's first list. Tick off on Mrs Maseko's list the items she has already noted that are also mentioned in the list in the pamphlet. Be careful – some things are actually the same but are described in different words. You may need help from a dictionary.
3. Then add to Mrs Maseko's list everything from the pamphlet list that she did not have.

The pamphlet said these First Aid items would be enough for a low risk environment.

4. What do you think a low risk environment is?

5. Do you think a high risk environment will need more items for the first aid kit? Why do you say so?

6. Look at the following list of environments. Put LR next to what you think is a low risk environment. Put HR next to what you think is a high risk environment.

- Day Care Centre
- Family Home
- Army camp
- Motor Race Course
- Church

7. Do you think Mrs Maseko's new list will be enough for Bantwana Bami? Why do you say so?



What have you learned?

In order to make a list of items that should be in a first aid kit Mrs Maseko thought about what she already knew, but then she had to find other information. The pamphlet she chose has good examples of clear headings. The paragraphs under each heading tell you more about the heading. The table of contents has all the headings clearly laid out with numbers. This tells the reader that she will find something about contents of a First Aid Kit. This helps us to know if we want to read the pamphlet.

A Child Care Centre, such as Bantwana Bami, is a low risk environment. So the final list that Mrs Maseko wrote down will be very similar to the list in the pamphlet. It might look like this:

First Aid kit:
 20 individually wrapped plasters
 6 safety pins
 6 medium-sized dressings
 1 pair latex gloves
 antiseptic cream
 Cotton wool
 scissors
 CPR mouthpiece
 2 sterile eye pads
 4 individually wrapped triangular bandages
 2 large (18cm x 18cm) sterile dressings



Time needed
30 minutes

Activity 2: Checking your own First Aid Kit

Work alone

1. Make a list of everything that is in the First Aid Kit at your ECD site. Compare your list with the recommended list above.

2. At the bottom of your First Aid list make a list of things you would like to add to your First Aid Kit.

3. Some people stick a list of the contents of the First Aid Kit inside the lid. How can this help you look after the First Aid Kit?



What have you learned?

If you don't have a kit then you will not be able to make a list. But you will be able to use Mrs Maseko's list from Activity 1 to begin to create a first aid kit.

If you keep a list of the contents of the First Aid Kit on the inside of the kit you can keep stock of your first aid kit. Remember to check that your list is clearly written so that other people who read it can understand it.



Using lists for other purposes

Mrs Maseko needs all the items on her First Aid Kit list. But Bantwana Bami does not have much money. So she decided to ask for donations.

Mrs Maseko knows that donors do not like to make donations for consumables (things that get used up quickly). They usually prefer to make donations for non-consumables. So Mrs Maseko made a list of non-consumables from her First Aid Kit list.



Time needed
20 minutes

**Activity 3:
Sorting out your list**

Work alone

Look back at Mrs Maseko’s list.

1. Make a new list of the non-consumable items she needs.

Write the list here.

Writing a letter

Before you write a letter you need to think about why you are writing. In this case Mrs Maseko is writing a letter asking for donations so she is writing a formal business letter. You know now that when you write, your writing has to match the purpose. Once you know the purpose you can make decisions about these things:

- Audience
- Tone
- Accurate and relevant information
- Logical order
- Introduction
- Conclusion



Time needed
90 minutes

**Activity 4:
Write a letter for First Aid Kit donations**

Work alone

Mrs Maseko decided to write a letter asking for donations for the non-consumable items she needed. You will pretend you are Mrs Maseko and write the letter for her. When you plan and write your letter in this activity think about the purpose and decisions you need to make in the list above.

You can put this letter into your portfolio.

1. Plan the content of the letter. You can use a mind map to help you plan, or a rough list of points you want to cover.
2. Write out a first draft. Then check:
 - Clear paragraphs
 - Links between sentences and paragraphs
 - Sentence structure and word order
 - Conjunctions
 - Punctuation and spelling
3. Ask someone to give you feedback on your letter.
4. Edit your letter.
5. Look at the list of First Aid Services and Supplies below. Choose two that you would send your letter to. Say why you chose them.

INSTITUTE OF EMERGENCY FIRST AIDERS

26 Tulip Road, Primrose
 First Aid Training
 Fire Training Scenario
 Hazardous Chemical Training
 Practical-Systemetic Training

BE SAFE PARAMEDICAL

141 Kastaiing St, Weltevreden Park, Roodepoort
 First-Aid Supplies

ANAMED Medical Products

19 Webber Street, Selby
 Manufacturers of nylon bags and a complete range of first-aid kits and medical supplies for factories, offices, schools, sports clubs, hikers, campers, etc.

SA FIRST AID LEAGUE (SOUTH)GAUTENG

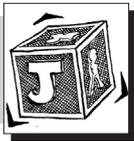
24 Leonard St, Kenilworth
 Suppliers of Training and Services



Linking your learning with your ECD work

Lists are easy for children to write because they do not have to use full sentences. Lists are a good way for children to learn that writing has meaning. They can link a list to something in their lives, like going shopping.

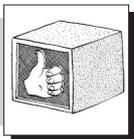
- What kind of things do you think children could write lists about?
- How can you help children to make their own lists?
- What do you think children can learn from writing lists?
- What about children who cannot write yet? Can they use lists? Are there other kinds of lists that they could make and use?



Journal Reflection

Spend time thinking about what you have learned. Write down all your thoughts, ideas and questions about your learning in your journal. Use these questions to guide you:

- a. What did you learn about lists and finding information?
- b. Write down one or two questions that you still have about lists and about finding information.
- c. How will you use what you learned about in this unit in your everyday life and work?
- d. Will you change your way of working with children because of what you have learned? What will you change?



Self-assessment Checklist

Reflect on the Outcomes that were set for this unit. Use one of these icons to record how well you can do these things now. Think about what you know, what you can do and how you can use what you have learned.



Well



Quite Well



Not Well

Use different ways to read different things	
Judge why something was written, who it was written for, and what the circumstances might be	
Look for meaning and understand writing	
Understand the use of acceptable practices in text and how text is organized	
Write things which show that I know who I am writing for and why I am writing	
Use grammar (the way words are used in sentences) to arrange or structure what I write.	
Use accepted practice for structuring what I write	
Plan my writing, do a practice, check it and correct it.	