

Communicating in emergencies



Word list

communicating = getting your message across and understanding other people's messages.

emergency = a serious unexpected problem needing quick action (heart attack, car accident, violent attack, fire, cyclone, flood, etc.).

emergency procedures = the steps we follow in an emergency.

prioritise = to do the most important or urgent thing first.

describe = to tell what has happened, clearly and exactly.



Watch - Observe

How do most people act in an emergency? How do 'trained' people act in an emergency? How do they know what to do and say?

Do you know the emergency procedures (what to do) in your workplace? Ask someone at work to explain them to you.

Do you know the right words to describe what you see?



Why?

In an emergency, we assess, prioritise and act to give our first help to those people who need it most.

We communicate and describe the situation to others so that they can assess, prioritise and act in the best way.

Following the right steps and communicating clearly saves everyone time and can save lives.



When do we use it? Context

Emergencies can be frightening and confusing. We follow emergency procedures and use clear and calm communication to:

- assess the situation (see how serious things are)

Look for signs of: breathing, bleeding, burns, breaks. Say: **Can you hear me? Can you move? Where is the pain?**

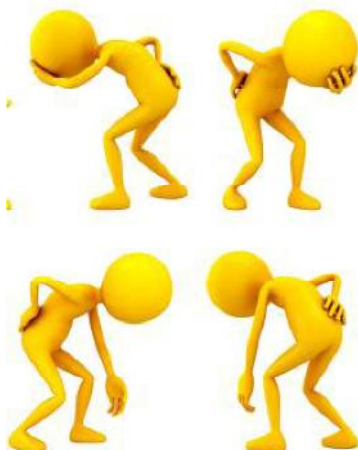
- act / apply first aid (use our training to do what we can)
- communicate details to others

Get help – tell them:

- what happened
- where it happened
- who is involved
- how serious it is

Here is an example:

what happened	where it happened	who is involved	how serious it is
Two cars collided	on Smith St,	four people	need urgent medical attention. One is not breathing, one has severe bleeding and one has a broken leg.



Communicating in emergencies



Talk about - Discuss

Do you know the steps to take in an emergency?

Do you know who to help first?

Do you know the words to describe what you see?



Do

Now look at these three words:

prioritise

communicate

emergency

procedures

Which word matches which question above? Write your answer here.

Prioritise

Communicate

Emergency procedures



Communicating in emergencies



Talk about – discuss

Here are some possible emergencies.

Use the describing words from above to say how serious they are.

Scenario	How serious?
1. A child has been attacked by a dog. There are two deep wounds in the left arm.	
2. A man has fallen and complains of a sore ankle. He is limping.	
3. A child has burnt their hand on a stove. It is red and blistering.	
4. A man has been electrocuted. He is unconscious, his heart has stopped and he is not breathing.	



Talk about – Discuss

Here is a possible emergency scene.

You come across a car accident. Three people are hurt. You see that one is cut and screaming, one is unconscious, and one is walking around in circles.

Talk with a first aid person at work about the scene above. What would they do first?

Now practise planning a response.

What would you need to do? Who would you help first?

Now practise making a call for help. (Do this without dialling – have someone at work pretend to answer.)

Who would you call? What would you say to them?



Word list

positive = supporting, making better, improving.

model = to show someone how to do something properly by doing it first (for example carer makes a pattern of blocks – red, yellow, red, yellow – then asks if anyone else wants to try).

redirect = to change the direction of a child's behaviour (e.g. a child is tugging at another child's toy truck and the carer says: 'Let's see if we can find another truck and you can both play').

scaffold = to break down a task (e.g. a child cannot turn the pages of a book – carer separates each page, so the child can turn them).

reinforce = to make stronger – we reinforce good behaviour with praise (e.g. 'I like the way you are sharing the dinosaurs').

empathise = to understand and to care about people's feelings (e.g. 'You look sad today. What's happened?').

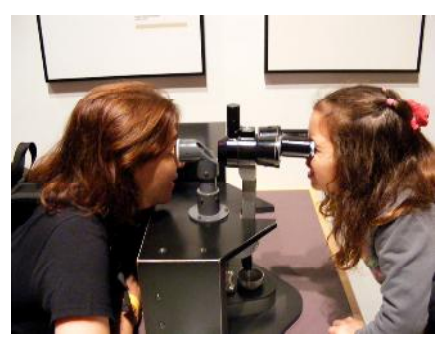


Watch - Observe

Watch for how children (and adults!) respond when they are spoken to in a positive way. (I like the way you ... Show me how you can ...)

Watch for how carers can scaffold a child's behaviour (e.g. Chris drops his paper towel on the floor, picks up a toy and ignores Pam's direction to pick up the paper towel. Pam scaffolds (helps) him by: repeating the clear direction, holding his toy, leading him back to the paper towel and showing him the bin.)

What happens when you model positive talk and action? What happens when a carer empathises with a child's feelings?



Communicating positively with children



When do we use it? *Context*

We need to communicate positively with children at all times (both talk and action) but especially when we are:

- reinforcing safe behaviour
- redirecting an unacceptable behaviour.

Remember that children learn most from watching what we do.

Ben wash your hands... After playing with the toys.



ORAL COMMUNICATION
• LEVEL 3 •



Why?

We need to give clear directions for safety as well as for learning. Learning this skill saves you a lot of time and stress too.

We use positive communication (talk and action) to show respect for children and to model (and reinforce) positive behaviour.

If we say: 'Don't run' – the child hears the behaviour we don't want – running. If we say: 'Remember to walk' – we reinforce behaviour we do want – walking.



Think about – Reflect

How do you learn best? Is it through positive talk and action?





Talk about – Discuss

The way we naturally speak to children can sometimes depend on the way we were spoken to when we were young. Talk about how ways of speaking to children have changed since you were young.

Talk about how to keep your communication positive. Can you put up some posters as reminders? Can you play some 'positive' communication games with the children?



Do

Use the words below to fill in the following sentences.

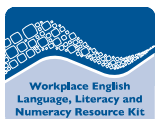
model redirect reinforce empathy

Tina was running inside. I wanted to her behaviour so I reminded her that she could run outside.

Peter used the potty for the first time on his own. I wanted to his self-help skills, so I gave him lots of praise.

Sally's family has a new baby and I think she is feeling left out. I wanted to show my..... so I told her a story about when she was a baby.

Zeb needs to learn to share. I want to this behaviour so I am playing games as one of the group, to show him how we share.



Communicating positively with children



Write

Read the following directions. Write them under the correct heading in the table below. Clear directions give all of the important details.

Give it to me

Jai, please pack those blocks into the tub now

Everyone sit on the bench so we can have some fruit

Stop it Play fair Everybody can have one turn on the swing

Clear	Confusing



Do

Read each of the following behaviours and circle the best response. Kayla is on the swing and Tom has been waiting a long time. You could:

- a) Tell Kayla to give Tom a turn on the swing.
- b) Tell Tom to find another activity.
- c) Ask them if they can think of a fair way to share the swing.

Tina has taken a toy car from Jai. You could: a) Ask Jai if he wants to help you build a road.

- b) Take the car and give it back to Jai.
- c) Ask Tina to give the car to Jai and offer to find another car.

A group of children are throwing blocks at each other. You could:

- a) Remind them that blocks are for building.
- b) Model how to build a really tall tower.
- c) Pack all the blocks away.

Communicating with other agencies



Word list

communicating = getting your message across, and understanding other people's messages.

agencies = organisations that carry out work for others, for example: Medicare, Centrelink, St John Ambulance, Royal Flying Doctor Service.

service providers = people and organisations providing a service such as hospitals, doctors, health clinics and dental clinics.

liaison = a person who talks between agencies.

network = the connections between different organisations.



Why?

Health care is a big job that involves different agencies. We need to communicate well so patients get the best care.



When do we use it? *Context*

As Health Workers, we communicate with people in other agencies. We communicate to give and get information.

When we talk to people we need to know what our message is. We need to give clear information. We also need to understand their message.

Hospital	5654321
Xray Dept.....ext.	567
Maternity.....ext.	675
NT Health.....	4543211
Manager.....ext.	078
Nurse	ext 098

ORAL COMMUNICATION
• LEVEL 3 •



Communicating with other agencies

We can communicate by phone, fax, email, letter or in person. We need to know:

- **who** to speak to

'Is this Admissions?' 'Can I have the Oncology Department?'

- **what** to say

'I'm calling from Wonem Health Clinic and I need to organise ...'

- **when** to say it

'Yes, I already have a signed treatment form.'

- and **how** to say it

'I'm calling to request ...' 'This request is urgent.'



Watch - Observe

Does your workplace communicate with other agencies and service providers?
Which agencies do you communicate with?



Communicating with other agencies



Talk about - Discuss

Ask someone at work if there is a list of other agencies you can look at. Does it show people's names and their contact details?



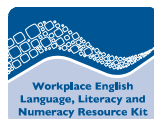
Do

With someone's help, make a list of useful contacts for yourself. You might set it out like the table below.

Find out the best way to contact them too.

Agency	Contact person (who)	Contact details
Hospital		Phone: Fax: Email:
Medicare		Phone: Fax: Email:
		Phone: Fax: Email:
		Phone: Fax: Email:

I usually phone first and then fax the hospital with these requests



Communicating with other agencies



Do

Now ask the same person to help you work out when you might contact these people. You can also write down what you might say and anything you need to remember. You can role play these phone conversations as well. Look at this example first.

Task	Contact
to make an appointment	Admissions – Mercy Hospital
say: 'Good morning / afternoon, can I have Admissions please?' remember: Have I got the signed treatment form ready to fax?	
to
say: remember:	
to
say: remember:	
to
say: remember:	

ORAL COMMUNICATION
• LEVEL 3 •





Word list

speaking 'through the Chair' = showing respect for the Chairperson and the other people at the meeting by asking the Chair's permission to speak.

contribute = give something to help (e.g. to contribute to a project, you do a part of it. You can contribute ideas, time, money, resources or information).

participate = to take part, join in and help (e.g. to participate in a discussion, you offer ideas and let people know what you think of their ideas).

active = taking action (e.g. if you are active in a meeting, you might share your ideas or volunteer to do a job).

passive = taking no action (e.g. if you are passive in a meeting, you might mainly sit and listen).

dominant = people who take and hold control (e.g. if you are too dominant in a meeting, you might forget to let others have a turn).



Watch - Observe

Some people are very active during meetings. They speak a lot (we say they 'hold the floor'). Other people are more passive. They mainly watch and listen. These people may have good ideas but find it difficult to speak or 'talk up'.

A skilled Chairperson will usually invite quiet people to have their say. Sometimes they might suggest that dominant people might give other people a turn to speak.

It is much easier to talk when you have been asked a question or when your Chairperson makes sure everyone gets a turn to speak.



Speaking at meetings



When do we use it? *Context*

It can be difficult to know when to speak, so here is a guide: Listen when you:

- think the same as others
- have little experience with the topic
- have no strong feelings about the topic.

Speak up when you:

- have a new idea
- want to ask a question
- know a lot about the topic
- have a lot of experience with the topic
- feel strongly about something e.g. you want to support or oppose.



Why?

People bring different types of knowledge, skills, worldviews and experiences to a meeting. 'Speaking up' means that you can contribute your:

- original ideas
- special knowledge
- personal opinions
- wide experience
- ways of seeing and understanding.



Speaking at meetings



Do

Are you more active or more passive during meetings?

Think about ways to balance your meetings so that everyone has a chance to speak.



Talk about – Discuss

Ask your Chairperson if they feel everyone gets a say in your meetings.

Can you agree on a plan to encourage quieter people to join in?

Sometimes it can be as simple as talking to the group. Tell them that you want to encourage a balance of opinions and that you'd like to hear from everyone. Then just remind them from time to time.

Another way to involve people is to ask them questions.

If it's a really big problem for your group, you could try keeping a record (we say: 'tally') of who speaks and how often they speak.



Write

Write your plan below.



Talk about – Discuss

Sometimes people get personally involved in what's going on and they can feel very strongly about an issue. Think about people's feelings and try to keep the idea separate from the person.

For example, it's better to say :

'I don't think that idea will work because ...'

'We have tried that idea before and it didn't work.'

and not :

'You can't be serious!'

'You can't spend money on things like that.'



Write

Make a list of some of the different ways that people agree and disagree with ideas in your meetings. Look for examples where people have separated the idea from the speaker.

agree

- _____
- _____
- _____
- _____

disagree

- _____
- _____
- _____
- _____



Word list

chairing = leading the board / council members during a meeting; it comes from the word 'Chairperson' (e.g. as a teacher's work is called teaching, a Chairperson's work is called chairing).

balance = equal weight, being fair, listening to all sides of a story. **move** = to 'move' something in a meeting is to suggest what the board / council should do (e.g. 'I move that the council buy a new vehicle.' You are moving it from being an idea to being an action).

second = to 'second a motion' is to agree with a suggestion made by someone else. You are the second person to support the idea.

abstain = choosing not to vote. You can abstain from voting when you can't decide on the best way to vote or if you don't agree with either choice.

motion = a record of the exact words (the suggestion for action). In the example above: 'That the council buy a new vehicle.'

commit = to make a promise. When you say that you will do something you make sure that you do it.

vote for = if you 'vote for' something, you agree with it. You commit yourself to support it.

vote against = if you 'vote against' something, you disagree with it. You show that you don't want to commit yourself to it.

casting vote = when a vote is equal (we say: 'deadlocked' e.g. six people agree / six people disagree), the Chair might use their 'casting vote'. (This is one extra vote used only by the Chair and only if you have this rule in your constitution.)

best interests = we act in the 'best interests' of our organisation by making decisions that will be best for the organisation as a whole e.g. each member of the Wonem Health Board is trusted to act 'in the best interests' of the whole health centre, not just a few people.





Watch – Observe

A productive meeting is like having a strong vehicle that helps you to get things done. You might hear some people talk about 'driving' the meeting. It is the Chairperson's job to control the 'vehicle' (energy) of the meeting.

A Chairperson needs to understand balance. The Chair needs to:

- take the meeting through the agenda (drive the energy of the meeting)
- give everyone the opportunity to be involved and to speak
- (stop, think, ask, listen and make changes when needed)
- balance people's right to speak with clear thinking (keep the meeting 'on track').

Look at copies of the Minutes from your last few meetings. Look for the words 'Motion', 'Moved' and 'Seconded' and read these parts.

Listen to the way people speak before they present a motion. They will often try to persuade others (argue for their idea). It's good to research the positives and negatives of an idea before presenting it.

The person who 'seconds' a motion can also give their reasons for supporting an idea. It is another chance to convince (get support from) the group. Often the two people will have discussed it first.

Look for these different ways of voting:

- **show of hands** (the Chair says: 'All in favour, raise your hand', 'All against, raise your hand', 'Any abstentions, raise your hand'. You must vote for one of these three choices).
- **secret ballot** (the Chair passes out slips of paper and pencils. You write your choice but not your name. The secret votes or 'secret ballots' are counted in front of everyone).
- **on the voices**, (the Chair will say: 'All in favour, say Aye (Yes)', 'All against, say Nay (No)'. The loudest answer wins the vote. Sometimes used in parliament).





When do we use it? *Context*

Like someone who can drive really well, a skilled Chair knows when to:

- slow down to discuss an important issue
- speed up through the routine procedures
- change direction when a discussion is not progressing, or when someone is talking too much
- stop when time is short or when discussion is making the situation worse
- stay 'on track' by keeping to the agenda look after their vehicle by noticing how people are feeling watch for problems by being ready for difficult questions.

Routine procedures	Complex ideas
I move: That the Minutes of the previous meeting be accepted.	I move: That we build a family planning clinic in the community.
I move: That the Director's report be accepted.	I move: That we set up a research team to look at ways of improving ear health.
I move: That we carry this over to the next meeting.	I move: That we use CDEP funding to pay our workers to fix the airstrip.



Why?



If the Chair lets the meeting drag on without a clear purpose, problems start and people lose energy. Active and skilled chairing means using the power of your meetings to get things done.

Motions allow us to:

- organise a group of people to make a decision. (Otherwise, the talk can go around in circles.)
- keep clear records of all decisions made.

Seconding a motion can give you a second chance at convincing the group that an idea is worthwhile.

After someone seconds a motion, people vote with a 'Yes' or a 'No'. People can also decide not to vote (we say: 'abstain from voting').



Think about – Reflect

How does your Chairperson encourage participation by quiet people and stop dominant people from talking too much?

How does your Chairperson balance listening to everyone while building on strong ideas?

How does your Chairperson manage the time in your meetings?

It's good to talk to others on your board / council before you make a formal (recorded) motion about any new idea that you might have.

Sometimes these people will find objections (problems) that you haven't considered (thought about). If they find a lot of objections, it usually means you need to do more thinking / research.

If you discuss your ideas first, you'll be able to answer a lot of the questions that might come up when you speak to the wider group. You will also be more confident about saying what you think.



Chairing meetings



Do

Chairing is a very skilled job. Ask yourself what skills you would need to do it and whether you feel you could do the job.



Talk about – Discuss

When you're chairing a meeting, you're dealing with a lot of ideas, processes and people – as well as trying to get a job done.

Sometimes it is good to ask other people for feedback on your performance. Tell them that you want to build this skill. Try to say exactly what you want them to look for.

You might ask :

- do I make sure that everyone has a chance to speak?
- do I know when to stop people from speaking too much?
- am I getting through enough business in the meeting time?
- am I helping people to be involved in the meeting?



Do

It can be hard to make sure that everyone is included. Sometimes there will be people with good ideas who don't speak up. You could:

- write the names of these quiet people on your copy of the agenda. This can remind you to ask them what they think.
- practise the skill of summing up. You might say:

'Timothy, I can see you are not sure about spending that much money on repainting the offices. Do you have some other ideas?'

'Bella, last time you said we should change the festival date. Can you tell us why you think that?'

'George has just said we have a chance to take the band on tour. What do you think about that, Peter?'

Chairing meetings



Write

List two ideas for how you might encourage quiet people to join in to the discussion.

1. _____

2. _____



Do

Sometimes a Chairperson needs to interrupt (stop) people. It is important to be assertive (to speak up) and to be tactful (polite). It is easier if you wait for the person to finish 'making a point' (explaining an idea), then follow an interruption with a question:

'I'm sorry to interrupt, can we move on?' 'That is a good point. Can we hear some other views?' 'This is an important issue. Do we need a committee?'

'People have strong views about this. We might need more time to think it over. Shall we leave it for now and come back to it next time?'

'We have a full agenda. Can we leave that discussion there?' 'I'm watching the time. Are people ready to vote?'



Write

When you need to interrupt a speaker, it can help to remember these four points. Write the best words for each sentence into the sentences below.

a question be polite making a point speak up

- Don't be afraid to _____
- Always remember to _____
- Let the speaker finish _____
- Follow an interruption with _____

ORAL COMMUNICATION
• LEVEL 3 •





Word list

verbal = using spoken words.

non-verbal = not using words – using actions or the way you hold your body (also called body language).

positive = supportive, making better, improving.

communication = getting your message across, and understanding other people's messages.

respond = to answer in a calm and thoughtful way.

react = to act, or speak, in a quick way.



Watch - Observe

Although a smile is friendly in every culture, not all actions mean the same thing in every culture.

We communicate non-verbally with our:	
faces	smile, frown, sneer, raised eyebrow, yawn
eyes	pay attention, look away
tone of voice	show interest, disagreement, confusion, excitement
bodies	slump, folded arms, open and relaxed
hands	point, clenched fist, thumbs up, wave
position	part of the group, out of the group
silence	even no words and actions can tell us something!

We use these clues to 'read' how a person is feeling. Some people rub their face when they feel worried. Others sit back with their body 'open' when they feel relaxed.



Verbal and non-verbal communication

Mostly, our words match our actions. If they don't match, people will usually believe our actions over our words. People under stress can be difficult to talk to.

We cannot change the way they are, but we can choose whether we 'react' or 'respond'.

What happens if we get angry or upset, take on their stress and 'react' to them in a negative way?

What happens if we stay calm, don't take on their stress and 'respond' in a thoughtful and positive way?



When do we use it? *Context*

Most people use both kinds of communication all the time.

Often, we use more non-verbal communication when we are with people who don't speak our language, with young children, and with people who cannot hear well.

When others are angry or upset, we can stay calm and respond by:

- giving them space (don't get too close to them)
- speaking in a calm way (as we want them to do)
- showing that we understand why they're upset (empathy)
- changing the direction of the conversation to something else.



Think about - Discuss

Do your words and your body language always tell the same story?

How do you like to be spoken to when you are stressed?

Think about a time when someone calmed someone else down.

What did they do and say?

Verbal and non-verbal communication



If we react negatively to a difficult situation, it can get much worse.

When we learn how to respond positively, we can calm situations down. It isn't always easy, but it is always important to try.

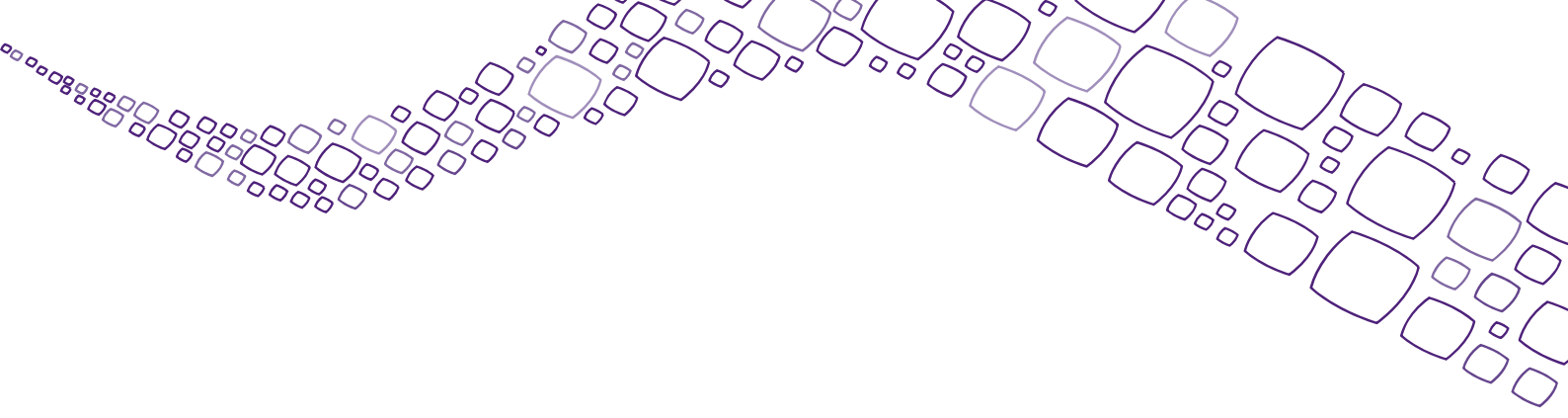


Why?

The biggest part of our message is carried by our tone of voice and body language. So it is important to understand how it works.

When someone gives us one message through their spoken words and another message through their actions (body language) we might not understand their message. So we can ask questions to find out more. We might need to think more deeply about what is going on.







Write

.....
Talk with someone at work about how they deal with people who are difficult, or under stress.

Were there times when people calmed down? Were there times when things got worse?

When things went well, what positive strategies did they use?

-
-
-
-
-
-
-

Tell them about times you have responded calmly to someone under stress. What did you do that was positive and helpful?

-
-
-
-
-
-
-
-

Were your ideas the same? Can you learn from each other?



Verbal and non-verbal communication



Write

The information cards tell you four helpful ideas for responding to difficult people. Write them below.

1. _____
2. _____
3. _____
4. _____



Talk about - Discuss

Whether conflict happens in the home, the community or the workplace, there are three chances to help.

What can you do and say while it is happening?

Be calm and respond (don't react).

What can you do after people have calmed down?

It can be helpful to talk about what happened afterwards with someone you trust.

If the conflict happened at work, people might need to meet again or write down what happened. How does this happen at your work?

What do you do in the future?

Some organisations run training in **Conflict Resolution**.



Giving a presentation



Word list

doing (or giving) a presentation = telling a group of people about something you know or something you do. You can just talk or you can use pictures, music, videos, and computers to help when you tell your story.



Watch - Observe

- Watch how people give presentations.
- What do they do at presentations to Council?
- What do they do at workshops or conferences?



When do we use it? *Context*

You do a presentation when you want to tell a group of people something, such as:

- reporting to Council about the mosquito control program
- talking about programs in your community to other Environmental Health Workers at a conference.

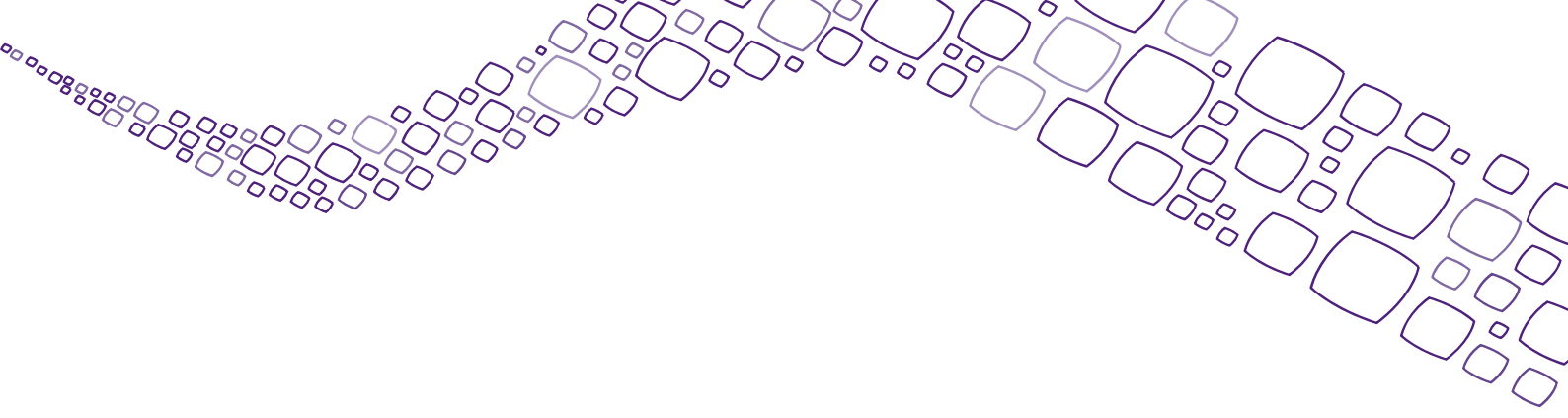


Talk about - Discuss

We normally use power point presentation to create visually what we want to say.

Talk about some things you might have to do a presentation about such as for the Council, visitors or a conference.

Follow the steps on this card for one of these topics.



Giving a presentation



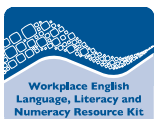
Write

Write the most important things you want people to know from your presentation:



Do

1. Find out everything you can about the topic.
2. Look for pictures, flyers, papers and books on the topic.
3. Look on your computer for more information (the card WBP Using the Internet will help you with this).
4. Take photos or make a video if you can.
5. Put everything together in one place, in a file or folder or a box.
6. Think about the first thing that you want to show and tell people.
7. Think about the people who will see your presentation.
8. Have you got enough to tell them? If not, you will have to find more.



Giving a presentation



Write

Write down the order you'll tell your story and show things about it in your presentation:

1. Start by telling what the presentation is about:

- _____
- _____
- _____
- _____

2. List in order all the things you will show and talk about:

- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

3. Finish by telling or showing the most important things again:

- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____