CERT Train-the-Trainer

Instructor Guide

FEMA P-2061

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CERT
COMMUNITY EMERGENCY
RESPONSE TEAM
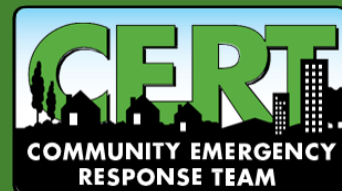
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CERT Train-the-Trainer Course Overview

Instructor Guide

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Course Overview

The purpose of this Community Emergency Response Team (CERT) Train-the- Trainer (T-T-T) course is to get skilled instructors for the CERT Basic Training Course.

- A skilled CERT instructor gives the CERT Basic Training Course correctly, explaining the messages and intent of the CERT Program (e.g., safety, teamwork, and place in overall community emergency operations plan).
- A skilled instructor makes sure that participants complete the objectives of the CERT Basic Training Course.
- A skilled CERT instructor gives training effectively and at the right level, helping participants to learn and correctly apply skillsets.
- A skilled instructor creates a comfortable yet managed learning environment.

Overall Course Objectives

By the end of this training, participants will be able to:

1. Demonstrate knowledge of the CERT Basic Training Course.
2. Demonstrate the ability to present a portion of the CERT Basic Training Course (teach-back).
3. Communicate the core values of CERT.
4. Demonstrate classroom management techniques and the ability to reach all learners.
5. Demonstrate effective teaching techniques including setting the environment, maximizing learning retention, conveying information, and assessing student progress.
6. Model appropriate behavior as an instructor.

In addition to the overall course objectives listed above, each unit has specific objectives.

Target Audience

The target audience for this course includes the following:

- People who will serve as the course manager for the CERT Basic Training Course. This course manager would have the power to name instructors to teach selected units.
- People who will be CERT Basic Training Course instructors in any way.

Note: Those who teach only one or two of the units may do so without taking the CERT T-T-T course. However, the CERT T-T-T course would give them a needed overview of the CERT Basic Training Course as well as improve their teaching skills.

Prerequisites

The prerequisites for attending the CERT T-T-T course are:

- A referral from a CERT sponsoring agency (i.e., local, regional, or state government agency);

- Earlier completion of the CERT Basic Training Course; and (if necessary); and
- Approval from the state CERT coordinating agency if that agency sponsors the CERT T-T-T Course.

Course Teaching Techniques

About half of the lessons focus on training and skills, while the other half focus on review of the CERT Basic Training Course.

Among the most important skills needed to teach the CERT Basic Training Course is the ability to lead hands-on activities effectively. To that end, this course uses "teach-back" activities. For the purposes of this program, a teach-back activity is when the participants pair up with another participant and are given a piece of instruction that they are then responsible for teaching to the other participants. These activities give the T-T-T participants the chance to use and practice their teaching techniques, including team teaching. It is also a chance for participants to give and receive feedback.

This course reviews each unit of the CERT Basic Training Course. The review process is done in the same way for every unit. The unit review process will include a lecture, demonstration, and participant discovery.

1. Participants are asked to tell the instructor what the unit purpose is as well as what the objectives are. They are encouraged to look through the unit to find this information. This course provides instructor probes until the correct information.
2. Instructor recaps the key points in the unit.
3. Instructor points out training videos relevant to the unit.
4. Instructor reviews the hands-on activities: the purpose of them, and how an instructor may adapt them. Instructor will review how to do the exercise correctly, using video when available and always using appropriate personal protective equipment (PPE) and emphasizing safety.
5. Instructor and participants discuss how this unit connects to the other units of the CERT Basic Training Course.
6. The unit review concludes with a question and answer session.

Each unit of this course that reviews a unit of the CERT Basic Training Course is an important chance for participants to become familiar with the Instructor Guide for the basic training. Each participant will have a copy of it. T-T-T instructors should refer participants to it during the review units as well as during their teach-backs. This will help make sure that participants will use the Instructor Guide effectively when leading the basic training.

Course Materials

The CERT T-T-T course includes the following materials:

1. Instructor Guide (includes administrative, logistical, and preparation information; lesson plan; instructor notes; mini PowerPoint slides; instructions for all activities; all participant handouts and job aids);
2. Participant Manual (key content, activity worksheets, all handouts, and job aids); and

3. A 15-minute videotape (four short segments showing a skilled instructor correctly demonstrating and at the same time teaching: 1) how to demonstrate a head-to-toe assessment; 2) how to demonstrate a chair carry; 3) how to demonstrate a blanket carry with log rolling; and 4) how to set up and coach the lifting and cribbing activity.

Course Agenda

This is a three-day course. Day 1 and Day 2 run approximately eight hours (not including the lunch break). Day 3 runs about seven hours. The agenda for each of the three days is displayed below in **Table 1: Course Agenda**.

Table 1: Course Agenda

	Day 1	Day 2	Day 3

Morning	• Introduction and Administrative Announcements
	• Introduction
	  – Pre-Test
	  – Welcome
	• Your Role as Instructor
	• Unit 1 Review
		• Unit 4 Review
		• Unit 6 Review
		• Teach-Back #1 Continued (Presentations)
			• Unit 7 Review
			• Unit 8 Review
			• Unit 9 Review
			• Teach-Back #2 Continued (Presentations)

Afternoon	• Unit 2 Review
	• Maximize Learning
	• Unit 3 Review
	• Teach-Back #1 (Assignment)
		• Teach-Back #1 Continued (Presentations)
		• Unit 5 Review
		• Manage the Classroom
		• Teach-Back #2 (Assignment)
			• Teach-Back #2 Continued (Presentations)
			• Preparing for the *CERT Basic Training Course*
			• Course Summary
			  – Post-Test
			  – Presentation of Certificates

Evening	• Teach-Back #1 Preparation	• Teach-Back #2 Preparation	

Instructor Qualifications

To qualify to instruct this course, potential recruits will first need to:

- Complete CERT Basic Training Course;
- Complete CERT T-T-T Course;
- Have wide training experience; and
- Get state-level approval.

Enthusiasm and desire are essential qualities in a CERT T-T-T instructor.

Preparing to Train

The preparation and behavior of the instructor has a definite impact on the effectiveness of the training. This introductory section gives guidelines for preparing for this course. Use the following steps when you prepare for training:

- Thoroughly read both the Instructor Guide and the Participant Manual.
- Do a walk-through of all exercises and be prepared to answer any questions that the participants ask while doing the exercises themselves.
- Draft or copy any supplemental materials you feel the participants will benefit from. Many supplemental materials may be available from local emergency management personnel or from such federal agencies as the National Fire Academy, Emergency Management Institute (EMI), or National Severe Weather Center. If you use copyrighted materials, be sure to get copyright releases.
- Instructors are encouraged to add relevant information to the course, but they should not delete topics.

Preparing the Classroom

As an instructor, you are responsible for:

- The equipment that you need for the course. For each session, you will need:
  - A computer with PowerPoint software (PowerPoint 97 or more recent);
  - A computer projector and screen;
  - Whiteboard or chart paper and easel, and markers;
  - Masking tape; and
  - Pens and pencils.
- The beginning of the Instructor Notes for each unit lists the session-specific equipment and materials needed.
- The room arrangement:
  - You will need extra spaces for the teach-backs so that each of the groups of 10 can make the presentations without interfering with another group.
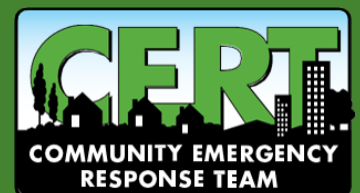
CERT Train-the-Trainer Unit 1: Introduction

Instructor Guide

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CERT Train-the-Trainer Unit 1: Introduction

In this unit, you will learn about:

- ☐ **Instructors and the Participants.** Who is teaching the course? Who is taking the course?

- ☐ **The CERT T-T-T Course.** What is the course purpose? What are the course learning objectives? What is the course agenda?

- ☐ **The History of the CERT Program.** How did it start and spread? Where is the CERT Program currently housed?

- ☐ **The Purpose of the CERT Program.**

- ☐ **Key CERT Messages and Values.**

- ☐ **Deploying CERTs.** What are examples of ways that CERTs deploy in various communities?

- ☐ **Materials and Requirements for the CERT Basic Training Course.**

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CERT Unit 1 Table of Contents

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UNIT OBJECTIVES

By the end of this unit, the participants will be able to:

1. Greet instructors and other participants by name.
2. Describe what the CERT T-T-T course will cover.
3. Navigate the CERT T-T-T training materials.
4. Relay the history of CERT.
5. Describe the intent and purpose of CERT.
6. Articulate the core values of CERT.
7. Explain how CERTs deploy in their own communities.
8. Describe the instructional materials used in the CERT Basic Training Course.

SCOPE

This unit will cover the following topics:

- Welcome and introductions;
- Participant expectations;
- Course preview;
- Refresher questions;
- Introduction and course overview;
- CERT Basic Training Course Instructor Guide;
- CERT Basic Training Course Participant Manual; and
- Unit summary.

ESTIMATED COMPLETION TIME

A suggested time plan for this unit is displayed below in **Table 1.1: Estimated Completion Times**.

Table 1.1: Estimated Completion Times

Activity	Suggested Time
Pre-Test and Roster	Before Class
Welcome	5 minutes
Participant Introductions and Expectations	30 minutes
Become a CERT Instructor	2 minutes
Course Preview	8 minutes
Course Agenda	5 minutes
Refresher Questions	10 minutes

Activity	Suggested Time
CERT Walk-through	10 minutes
Unit Summary	5 minutes
Total	1 hour, 15 minutes

TRAINING METHODS

As participants enter the classroom, the lead instructor will distribute the Pre-Test and ask participants to complete it. The lead instructor will collect the Pre-Test before beginning the unit instruction. The lead instructor should grade the tests and return them to the students at the end of the training.

The lead instructor will begin by welcoming the participants to the course. All the instructors will introduce themselves. The lead instructor will make any necessary administrative announcements.

Next, the instructor will ask participants to introduce themselves. During this activity, each participant will:

- Introduce himself or herself;
- Say what CERT organization he or she is with; and
- Briefly describe his or her expectations for the course.

The instructor will record the expectations on an easel pad and post them on the walls for later review.

The instructor will then briefly explain the course objectives and discuss the course agenda.

Using a series of questions, the instructor will guide a brief discussion about the history and purpose of CERT, key CERT messages/values/phrases, and descriptions of how CERTs deploy in the participants' communities.

The instructor will briefly review the CERT T-T-T Participant Manual and the CERT Basic Training Instructor Guide to familiarize participants with the materials.

The instructor will end the unit by quickly walking through the CERT Basic Training Course instructional materials. The instructor will highlight the following:

1. Introduction and Course Overview
2. CERT Basic Training Course Instructor Guide

   – Instructor Responsibilities
   – Unit Introduction
   – Instructor Guide format

Please be advised that, generally, the instructor is encouraged to add relevant information to this guide but should never remove or eliminate material.

Resources Required

- CERT T-T-T Instructor Guide (for T-T-T instructors)
- CERT T-T-T Participant Manual (for all participants)
- CERT Basic Training Instructor Guide (for all participants)
- PowerPoint slides 1-0 to 1-28
- Copies of the Pre-Test, one for each participant

Equipment

The following extra equipment is needed for this unit:

- A computer with PowerPoint software;
- A computer projector and screen;
- Masking tape (for posting the participant expectations);
- Easel pad and easel;
- Whiteboard (optional); and
- Markers.

Preparation

Before class:

- Prepare one hard copy of the Pre-Test for each participant. You can find the blank Pre-Test following these notes, just before the lesson plan for Unit 1.
- Prepare one hard copy of the CERT Training Instructor Guide and one hard copy of the CERT T-T-T Participant Manual for every person in the class.
- Prepare an easel chart with the CERT core values. Post the chart in the classroom and note that these will be referred to throughout the course (see pages 1-14 in this Instructor Guide).

Pre-Test

As you hand out the Pre-Test, explain that you will collect them, but you will not grade it. The Pre-Test helps the instructors know where to focus attention during the training. You will return the Pre-Test to participants at the end of the training so they can see progress made.

Expectations

Write participant expectations on an easel pad. Hang the pages on the walls of the classroom so they are reminders during the training. You will return to them at the end of the course to see how well the participants met these expectations.

Refresher Questions

Do not linger over the questions. This is a review and refresher; it should keep the discussion moving.

CERT Walk-through

Do the walk-through quickly. People should already be familiar with the materials. This walk-through is to make sure that everyone has the same information before you start the course.

CERT TRAIN-THE-TRAINER PRE-TEST

Name: _____

You have 10 minutes to complete this test

1. Which of the following best describes the purpose of Community Emergency Response Team (CERT)?
    A. To provide first responder services in an emergency until professional services arrive.
    B. To sacrifice personal safety to provide the greatest good for the greatest number.
    C. To train volunteers in life-saving techniques.
    D. To better enable communities to fight terrorism.
2. Which of the following is not one of the roles of a CERT Basic Training instructor?
    A. Subject matter expert
    B. Friend and coach
    C. CPR trainer
    D. Evaluator
3. A CERT volunteer's first responsibility is to prepare his or her _____.
    A. Community
    B. Household
    C. Fellow CERT volunteer
    D. Local officials
4. Multimodal learning combines a variety of learning styles. Which ones are included in the CERT Basic Training? (Choose all that apply.)
    A. Teach it to others.
    B. Hear it
    C. See it
    D. Say it
    E. Do it
5. What is one way for you to respond to adult learners' emotional needs?
    A. Make the learning active with practical hands-on exercises
    B. Provide meaningful reinforcement and feedback
    C. Build bridges between old information and new information
    D. Don't require learners to sit too long without a break
6. Repetition is a cornerstone of learning. How many times do people need to hear something before they learn it?
    A. Four
    B. One
    C. Two
    D. Three

7. How do learners often judge an instructor? (Choose all that apply.)
    A. By what information he or she presents
    B. By how much time he or she spends addressing the learning objectives
    C. By how many years of experience he or she has with CERT
    D. By how he or she presents information.
8. What should you do before any exercise involving touching?
    A. Make sure participants have signed a waiver
    B. Separate the men and the women in the class
    C. Explicitly explain what you are about to do and ask permission
    D. Review the CERT touching checklist
9. Why should you ask questions? (Choose all that apply.)
    A. To appeal to different learning styles
    B. To reinforce the material
    C. To validate the evaluation process
    D. To make the course more interesting
10. What type of question will tell you the most about what a learner has learned?
    A. An open question
    B. A closed question
    C. A recall question
    D. An apply question
11. If you ask a question and someone gives a wrong answer, what is the best way for you to respond?
    A. Repeat the question
    B. Direct the question to someone else
    C. Compliment and correct the response
    D. Compliment and direct the question to someone else
12. Which of the following is not a preferred way to deal with a side conversationalist in your class?
    A. Talk privately at break
    B. Ask him or her to leave the room
    C. Comment about the difficulty of others to hear or concentrate
    D. Make eye contact
13. What is the preferred way to deal with an interpersonal conflict between two learners?
    A. Separate them during group activities
    B. Engage them in discussion in class
    C. Address the conflict privately
    D. Move them to different parts of the room
14. What should you do if a learner starts an activity and then decides that he or she is physically unable to complete the activity?
    A. Emphasize that there are functions for every person on a CERT
    B. Tell the person to take a break and return to the class after the activity
    C. Push the person to try the activity again
    D. Kindly inform the person that he or she cannot be a CERT volunteer

15. Familiarity with the whole course enables you to:
    A. Make the connections that show CERT as a cohesive model
    B. Tell people where the answer to a question will be addressed
    C. Look more competent
    D. All of the above
16. How many instructors should conduct each CERT Basic Training session?
    A. One
    B. At least two
    C. At least three
    D. At least four
17. True or False: If possible, Units 3 and 4 should be conducted by licensed or certified Paramedics, Emergency Medical Technicians, or Nurses.
    A. True
    B. False

SECTION 1: WELCOME AND INTRODUCTIONS

Roster

As the participants are arriving, start a class roster by passing around a sheet of paper. Ask the participants to write down their name, address, phone number, and email address, or to check themselves on a previously made roster to confirm that their contact information is correct.

Welcome

Welcome the participants to the CERT T-T-T course.

Introduce yourself and give some background information about your experiences as a CERT trainer.

Ask other instructors to introduce themselves in the same way.

Pre-Test

Explain that before continuing you are going to hand out a Pre-Test to each person. Tell participants they will have 10 minutes to complete the Pre-Test, at which time you will collect them.

Tell them the Pre-Test is **not** "open book" and should be completed from memory.

Housekeeping

- Restrooms
- Smoking policy
- Cell phone policy (silent mode)
- Emergency exits
- Parking information

Add any other housekeeping items.

Participant Introductions

Ask participants to introduce themselves by providing:

- Their name;
- The name of the CERT program they are with; and
- Their expectations for this training.

When participant introductions are complete, ask them as a group to raise their hands if they have already taught CERT Basic Training.

Introductions

- Introduce yourself with:
  - Your name
  - Your Community Emergency Response Team (CERT) program
  - Your expectations for this training

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Record participants' expectations on easel pad pages and post on the wall for review at the end of the training.
Do not linger over this activity.

CERT Instructors

- Completion of CERT Train-the Trainer (T-T-T) can qualify you to teach CERT Basic Training
- Some sponsoring agencies may have additional requirements
- FEMA recommends the following:
  - Completion of CERT Basic Training
  - Completion of CERT T-T-T course
  - Significant training background
  - Recognition and/or authorization by the state

PM 1-1

CERT Train-the-Trainer Unit 1: Introduction   1-4

Acknowledge those participants who are already training CERTs.

Become a CERT Instructor

Explain to participants that completion of the CERT T-T-T can qualify participants to teach the CERT Basic Training Course. Note that local agencies that sponsor CERT training may have additional requirements.

Tell them that completing the CERT T-T-T course does not always qualify one to become an instructor for CERT T-T-T, as the sponsor of the T-T-T course makes this decision. In almost all cases, this will be a state agency. Participants should check in with their states to find out what the local requirements are.

The Federal Emergency Management Agency (FEMA) recommends the following requirements for a CERT T-T-T instructor:

- Has completed CERT Basic Training;
- Has completed the CERT T-T-T course;
- Has significant training background and/or has completed an instructional methodology training course; and
- Is recognized and/or authorized by the state (varies from state to state);
  - FEMA requirements are sufficient in states where the state does not actively support CERT.

SECTION 2: COURSE PREVIEW

CERT T-T-T Purpose

• To develop skilled instructors for CERT Basic Training course
• A skilled instructor:
 – Delivers the course correctly
 – Makes sure that students complete course objectives
 – Gives training effectively at the right level
 – Creates a comfortable yet managed learning environment

PM 1-2
CERT Train-the-Trainer Unit 1: Introduction   1-5

Learning Objectives

• At the conclusion of this training, participants will be able to:
 1. Demonstrate knowledge of CERT Basic Training course
 2. Demonstrate ability to present assigned portion of course (teach-back)
 3. Communicate core values of program
 4. Demonstrate classroom management techniques
 5. Demonstrate effective teaching techniques
 6. Model appropriate behavior as an instructor

PM 1-2
CERT Train-the-Trainer Unit 1: Introduction   1-6

Instructor note: The teach-back must include a lecture, a demonstration, a hands-on activity, and structured feedback on the activity.

Refer to CERT core values listed on easel:

• Safety, safety, safety
• Teamwork: stronger together than alone
• Community members helping each other
• Valuing volunteers
• Preparedness
• Importance of each individual's contribution
• Practice, practice, practice
• Self-sufficiency and problem-solving, rather than the victim role
• Leadership
• Ability to do the greatest good for the greatest number in the shortest amount of time

Course Purpose

Review the course purpose.

The purpose of the CERT T-T-T course is to get skilled instructors for the CERT Basic Training Course. A skilled instructor:

- Gives the CERT Basic Training Course correctly, explaining the messages and intent of the CERT Program (e.g., safety, teamwork, and place in overall community emergency operations plan).
- Makes sure participants complete the objectives of the CERT Basic Training Course.
- Gives training effectively and at the right level, helping participants to learn and correctly apply skillsets.
- Creates a comfortable yet managed learning environment.

Course Learning Objectives

Review the learning objectives for the CERT T-T-T course. These objectives describe what behaviors the course expects of its participants by the end of the CERT T-T-T.

By the end of this course, participants will be able to:

1. Demonstrate knowledge of the CERT Basic Training Course.
2. Demonstrate the ability to present a portion of the CERT Basic Training Course (teach- back).
3. Communicate the core values of CERT.
4. Demonstrate classroom management techniques and the ability to reach all learners.
5. Demonstrate effective teaching techniques including setting the environment, maximizing learning retention, conveying information, and assessing student progress.
6. Model appropriate behavior as an instructor.

Tell participants that it is imperative that people in the T-T-T course already know what is in the Basic Training Course. The T-T-T course will not teach participants what is in the CERT Basic Training Course. This course will review each unit's requirements and teach participants how to deliver the curriculum competently.

Course Agenda

Review the course agenda on the following page. Make these points:

- The purpose of the CERT T-T-T is not to reteach the CERT Basic Training Course. The purpose is to review each unit's requirements and to discuss how to teach them effectively.
- There will be a review of each CERT Basic Training unit:
    - The purpose, learning objectives, key points, relevant videos, and how it connects to the other units.
    - The focus will be on hands-on activities, with explanations about how to teach them correctly.
- Much of the course will focus on sharpening your teaching skills.
- There will be information on putting on a course; however, the CERT Program Manager Course will cover skills, tools, and best practices for CERT Program Managers.
- There will be two opportunities for you to demonstrate what you know in a team- teaching setting.

Make sure, before moving on, that participants are comfortable with the training materials and with what to expect during the course.

COURSE AGENDA

Refer to **Table 1.2: Course Agenda** for more information.

	Day 1	**Day 2**	**Day 3**
Morning	- Introduction and Administrative Announcements - Introduction – Pre-Test – Welcome - Your Role as Instructor - Unit 1 Review	- Unit 4 Review - Unit 6 Review - Teach-Back #1 Continued (Presentations)	- Unit 7 Review - Unit 8 Review - Unit 9 Review - Teach-Back #2 Continued (Presentations)
Afternoon	- Unit 2 Review - Maximize Learning - Unit 3 Review - Teach-Back #1 (Assignment)	- Teach-Back #1 Continued (Presentations) - Unit 5 Review - Manage the Classroom - Teach-Back #2 (Assignment)	- Teach-Back #2 Continued (Presentations) - Preparing for the *CERT Basic Training Course* - Course Summary – Post-Test – Presentation of Certificates
Evening	Teach-Back #1 Preparation	Teach-Back #2 Preparation	

Table 1.2: Course Agenda

SECTION 3: REFRESHER QUESTIONS

What Do You Think?
• What was the impetus for CERT?

Start a class discussion based on this question.

CERT Impetus
• **What was the impetus for CERT?**
  – Estimated 10,000 people killed in 1985 Mexico City earthquake
    • 700 saved by untrained volunteers
    • 100 volunteers died trying to help
  – Los Angeles Fire Department (LAFD) recognized that citizens likely to be on their own during early stages of disaster
  – Piloted CERT training in 1986

What Do You Think?
• How did the CERT Program spread?

Start a class discussion based on this question.

How CERT Spread
• **How did the CERT Program spread?**
  – Other jurisdictions adapted CERT model for earthquake response for their communities
  – Orlando then adapted CERT model for hurricane response
  – In the early 1990s, the Federal Emergency Management Agency (FEMA) felt it was important to make CERT available to communities nationwide
  – In 1994, the Emergency Management Institute (EMI) at FEMA began conducting CERT T-T-T course

Inform participants that every CERT instructor needs to know the basics about CERT.

Explain that you are going to ask a series of questions to review key information about the CERT Program. Let participants know that they may want to record responses in their Participant Manuals.

Ask the class:

What was the impetus for CERT?

Summarize the discussion by reviewing the slide.

- An estimated 10,000 people were killed in the 1985 Mexico City earthquake; 700 people were saved by untrained volunteers but 100 volunteers also died trying to help.
- The Los Angeles Fire Department recognized that citizens would very likely be on their own during the early stages of a catastrophic disaster. They piloted CERT training in 1986.

Ask the class:

How did the CERT Program spread?

Summarize the discussion by reviewing the slide.

- Other jurisdictions including San Francisco, Portland (OR), and the State of Utah, adapted the CERT model for earthquake response to their communities. Orlando then adapted the CERT model for hurricane response, demonstrating the applicability of CERT to other hazards.
- In the early 1990s, FEMA felt it was important to make the concept and program available to communities nationwide as all- hazards training.
- In 1994, EMI at FEMA began to conduct the CERT Train-the-Trainer course.

Ask the class:

Where is the CERT Program currently housed?

Give the answer to the question.

Currently, CERT is housed in the Individual and Community Preparedness Division at FEMA. The CERT program has been integral to the Citizen Corps Program at FEMA since 2003.

Ask the class:

What is the purpose of the CERT Program?

Summarize the discussion by saying that, if we are going to help our neighbors, we need to know how:

- To be a response asset; and
- To be an extension of first responder services until professional services arrive (not professional responders).

Say that, if we know we are going to help our neighbors during a disaster, we might as well be prepared.

What Do You Think?
- What are the key messages and values of the CERT Program?

PM 1-4
CERT Train-the-Trainer Unit 1: Introduction   1-16

Start a class discussion based on this question.

CERT Values
- What are the key messages and values of the CERT Program?
  – Safety, safety, safety
  – Teamwork
  – Community members helping each other
  – Valuing volunteers
  – Preparedness

PM 1-4
CERT Train-the-Trainer Unit 1: Introduction   1-17

CERT Values
- What are the key messages and values of the CERT Program?
  – Importance of each individual's contribution
  – Practice, practice, practice
  – Self-sufficiency
  – Problem-solving
  – Leadership
  – Ability to do the greatest good for greatest number of people in the shortest amount of time

PM 1-4
CERT Train-the-Trainer Unit 1: Introduction   1-18

What Do You Think?
- How are CERTs deployed?

PM 1-4
CERT Train-the-Trainer Unit 1: Introduction   1-19

Ask three to four volunteers to explain how their CERT program fits into their community's emergency response.

Try to get a variety of models (e.g. self-deployed or activated by local government agency)

Emphasize that deployment specifics are determined by local jurisdiction.

Ask the class:

What are the key messages and values of the CERT Program?

Summarize the discussion by reviewing the slide.

The key messages and values of the CERT Program are:

- Safety, safety, safety ("safety first");
- Teamwork;
- Community members helping each other in the neighborhood, workplace, school, other venues;
- Valuing volunteers and CERT as an asset to the community;
- Preparedness;
- Importance of each individual's contribution;
- Practice, practice, practice;
- Self-sufficiency and problem-solving, rather than the victim role;
- Leadership; and
- Ability to do the greatest good for the greatest number in the shortest amount of time.

Ask the class:

How do CERTs deploy?

SECTION 4: CERT WALK-THROUGH

CERT Basic Training Course Instructor Guide

Explain that you want to quickly walk through the CERT Basic Training instructional materials to make sure that everyone knows what is included. Refer participants to the CERT Basic Training Instructor Guide.

Introduction and Course Overview

The "introduction and course overview" section covers basic information about CERT, including:

- The history of CERT;
- The purpose of the CERT Basic Training;
- The need for individual and community preparedness; and
- How CERTs operate.

It includes information about the course:

- Overview and objectives
- Target audience
- Course agenda

Instructor Responsibilities

This section is brief. It covers:

- Instructor qualifications;
- How to prepare for the training, both content and classroom;
- Instructor Guide table of contents; and
- A description of the Instructor Guide and the Participant Manual (available online for download from the National CERT website at https://www.ready.gov/community-emergency-response-team).

Unit Introduction

Each unit begins with some essential preparation information. Read it.

- The "training methods" section explains how to teach the unit.
- The "resources required and equipment" sections tell you what you will need to have on hand to teach the unit.
- The "preparation" section tells you what you will need to get together BEFORE class starts.

Refer participants to page 3-1 in the CERT Basic Training Instructor Guide for an example of each of these sectors.

Instructor Guide

- Lesson Content – right column – includes:
  – Lesson plan
  – Instructions for facilitating the exercises
- Check for Understanding – left column – includes:
  – Bolded discussion questions in the right-hand column

PM 1-6

CERT Train-the-Trainer Unit 1: Introduction   1-25

Reminders

- CERT Basic Training course is a classroom-based, instructor-led training
- All nine-units must be covered
- Tailor information to your community
- Additional modules may be offered for teams
- Add your own images to the slides

PM 1-6

CERT Train-the-Trainer Unit 1: Introduction   1-26

- The "notes" section makes suggestions on how to allocate your time for the unit.
- The "remarks" section has useful hints and tips.

Instructor Guide Format

- Instructor notes – left column, includes:
  - Mini-copies of the slides with the slide number;
  - References to pages in the Participant Manual when participants should review visuals and job aids there; and
  - Information only the instructor needs to know.

- Lesson content – right column, includes:
  - Lesson plan; and
  - Instructions for facilitating the exercises.

- Check for understanding
  - When you see this icon in the left- hand column, ask the accompanying bolded discussion question in the right-hand column.

Be sure to follow the Instructor Guide carefully when teaching this course.

Emphasize the following reminders:

1. Deliver the CERT Basic Training Course as classroom-based, instructor-led training. Incorporate lecture, discussion, demonstration, and hands-on practice throughout the course to help ensure participants gain knowledge and skills incrementally.
2. You are required to cover the topics in all nine units of the CERT Basic Training Course. You cannot leave out any of the topics.
3. Within the course, you should tailor the information to your community. The course gives the minimum information needed for CERT training, but instructors are able to add community-specific content (e.g., exercises) to make it more relevant.
4. You may offer other modules outside of the course and can require that participants complete the other modules (e.g., CPR, IS700) to join a team.
5. You are encouraged to add your own images to the PowerPoint slides.

Start a class discussion based on this question.

Ask the following question:

What modules have you added to the Basic Training or require your CERT participants to complete?

CERT Basic Training Course Participant Manual

Participant Manual

• Includes key content of course without notes for instructor

The Participant Manual includes the key content of the course without the notes that are just for the instructor's use.

PM 1-6

CERT Train-the-Trainer Unit 1: Introduction   1-27

UNIT SUMMARY

Unit Summary

• It is important to know basic information about the CERT Program so you can answer questions from participants

CERT
COMMUNITY EMERGENCY
RESPONSE TEAM
CERT Train-the-Trainer Unit 1: Introduction   PM 1-7   1-28

Check for understanding.

Tell participants it is important they know basic information about the CERT Program so they can answer questions from participants.

Before moving on, make sure participants are comfortable with the training materials.

Do you have any questions about anything covered in this unit?

Transition

The next unit will examine your role as an instructor in the CERT Basic Training Course.

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CERT Train-the-Trainer Unit 2: Your Role as Instructor

Instructor Guide

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CERT Train-the-Trainer Unit 2: Your Role as Instructor

In this unit, participants will learn about:

- **The Role of the CERT Basic Training Course Instructor.** What roles does a CERT Basic Training instructor play? What qualities can be found in an effective CERT Basic Training instructor?

- **The Qualities and Attributes of a Good Presenter.** What can an instructor do to be effective?

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CERT Unit 2 Table of Contents

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UNIT OBJECTIVES

By the end of this unit, participants will be able to:

1. Describe the roles of the CERT instructor.
2. State the desired qualities of an effective CERT instructor.
3. List the qualities of a good presenter.
4. Explain how to develop a teaching style that conveys those qualities.

SCOPE

This unit will cover the following topics:

- Unit overview;
- The CERT Basic Training instructor;
- Effective CERT Basic Training instructor qualities;
- Good presenter qualities;
- The model presenter; and
- Unit summary.

ESTIMATED COMPLETION TIME

A suggested time plan for this unit is displayed below in **Table 2.1: Estimated Completion Times**.

Table 2.1: Estimated Completion Times

Activity	Suggested Time
Unit Overview	1 minute
The CERT Basic Training Instructor	10 minutes
Good CERT Basic Training Instructor Qualities	3 minutes
Good Presenter Qualities	3 minutes
The Model Presenter	12 minutes
Unit Summary	1 minute
Total	30 minutes

TRAINING METHODS

The instructor begins by asking, "What is the goal of every CERT Basic Training Course?" The instructor then explains that an effective instructor needs to prepare people to help themselves, their families, and their neighbors in the event of a catastrophic disaster.

During the unit, the instructor reviews the six primary roles of the CERT Basic Training instructor:

1. Subject matter expert;
2. Trainer;
3. Evaluator;
4. Friend and coach;
5. Role model; and
6. Classroom manager.

Next, the instructor leads a discussion about the qualities of a good CERT Basic Training instructor, followed by a discussion about the importance of how an instructor presents the information.

The instructor leads a small group activity to get participants thinking about the qualities that make a good *presenter* (as opposed to a good *instructor*).

Finally, the instructor leads the class through a series of questions and discussions about voice and body language of a good presenter.

RESOURCES REQUIRED

- CERT T-T-T Instructor Guide (for T-T-T instructors)
- CERT T-T-T Participant Manual (for all participants)
- CERT Basic Training Instructor Guide (for all participants)
- PowerPoint slides 2-0 to 2-42

EQUIPMENT

The following extra equipment is needed for this unit:

- A computer with PowerPoint software;
- A computer projector and screen;
- Easel pad and easel or whiteboard;
- Markers; and
- "Super Trainer" handout for each participant.

PREPARATION

Print out copies of the "Super Trainer" handout for each participant. The handout is found in the Appendix of this unit.

INSTRUCTOR REMARKS

This unit emphasizes that the focus of learning in any training is on the participant. It is not about the instructor. This unit also stresses the importance of being a good presenter as well as a good instructor.

SECTION 1: UNIT OVERVIEW
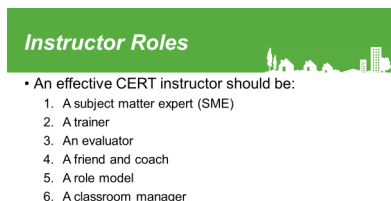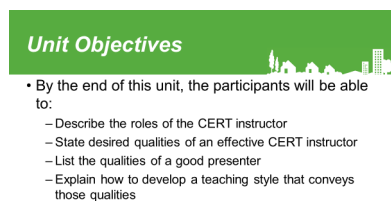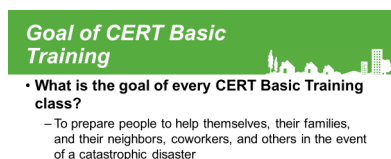
Say that this unit reviews the roles and qualities which make an instructor effective. The unit also examines the qualities that make an instructor a good *presenter*.

Start by asking:

What is the goal of every CERT Basic Training class?

Summarize the discussion by reviewing the slide.

The goal of every CERT Basic Training Course is to prepare people to help in the event of a catastrophic disaster, including:

- Themselves;
- Their families; and
- Their neighbors, coworkers, and others.

Say that this unit looks at what an effective instructor needs to be in order to accomplish the goals of every CERT Basic Training Course.

Review the unit learning objectives.

By the end of this unit, the participants will be able to:

- Describe the roles of the CERT instructor.
- State the desired qualities of an effective CERT instructor.
- List the qualities of a good presenter.
- Explain how to develop a teaching style that conveys those qualities.

State the various roles of the instructor.

In this unit, six instructor roles are examined:

1. A subject matter expert;
2. A trainer;
3. An evaluator;
4. A friend and coach;
5. A role model; and
6. A classroom manager.

SECTION 2: THE CERT BASIC TRAINING INSTRUCTOR

Explain that an effective instructor has many talents and wears many hats.

Role #1: Subject Matter Expert (SME)

Explain that the instructor has to know the CERT Basic Training Course curriculum. To that end, they must know:

- What is in each of the CERT Basic Training units;
    - Learning objectives; and
    - Content.
- How the units relate to each other; and
- How to conduct the hands-on exercises effectively.

In this course, there will be a review of each of the nine units in the CERT Basic Training Course.

These unit reviews will focus on how to conduct the hands-on activities effectively.

You will become more knowledgeable of the CERT Basic Training curriculum every time you review, practice, and teach the material.

Role #2: Trainer

Explain that some people think if you know the information, you can teach it. Sometimes this is true. But many people who are subject matter experts do not know how to get the information out of their heads and into someone else's head.

An effective instructor knows how to transfer knowledge to participants. A skilled trainer can:

- Teach to different learning styles.
- Provide a learning environment where adults can learn best.
- Present content effectively.

One of the greatest tools for being a good trainer is to follow the CERT Basic Training Course Instructor Guide as written. It employs sound adult learning principles.

In this course, we will talk about:

- How to maximize learning; and
- The attributes of a good presenter.

Both of these will help you be a better trainer.

Role #3: Evaluator

Tell participants that it is not enough to know the material and to know the best ways to transfer knowledge.

Good learning involves a change in behavior. For example, a participant cannot only say what a pressure bandage is, but he or she can show the instructor the correct way to apply a pressure bandage.

The instructor needs to see that the participants' behavior has changed and that they have learned the new skill. There are both formal and informal ways to evaluate whether progress has been made.

In this course, Unit 6 discusses evaluating progress and how and when to do it. The unit also covers how to ask good questions and how to give useful feedback. These are all ways to evaluate progress.

Role #4: Friend and Coach

Explain that an effective instructor has a relationship with the class as a whole and with the individuals in the class.

The instructor makes a point of meeting each person and getting to know something about that person. This helps to put the participants at ease and make them feel part of the class.

In this course, there is a unit on getting to know your audience.

Part of this role of friend/coach requires the instructor to be a motivator. This is particularly important as many participants will be there for different reasons (as further discussed in Unit 11, Manage the Classroom). Your job is to identify what is motivating the participants to be in class (family safety vs. community response) and to reinforce that motivation.

Ask the class:

What things does an effective instructor do to motivate learners?

Summarize the discussion by reviewing the slide.

A good instructor should:

- Be enthusiastic.
- Expect a good performance.
- Make the training relevant.
- Use positive reinforcement.

- Correct with sensitivity and empathy.
- Encourage participants.

Role #5: Role Model

Tell participants that instructors must be ambassadors for CERT. Participants look to the instructor to show and reinforce behavior and important habits (e.g., safety, appropriate use of humor).

Ask the class:

How does an instructor model CERT's values and messages?

Summarize the discussion by reviewing the slide.

An instructor can model CERT values and messages in the following ways:

- Always wear correct safety equipment.
- Work effectively as part of a team.
- Value the participants as important assets.
- Be prepared.
- Function effectively as a leader.
- Practice skills multiple times.

Throughout this course, there will be reminders about values and messages to model.

Role #6: Classroom Manager

Tell participants it is not enough to know the CERT Basic Training curriculum. An instructor also needs to know how to manage the classroom.

This includes skills such as:

- Time management (sticking to the schedule but also being flexible in terms of schedule "glitches");
- Transitioning smoothly from one unit to the next;
- Being able to run the training equipment;
- Arranging for activity supplies;
- Working with disruptions in the classroom;
- Working with participants with physical or mental limitations;
- Being inclusive (not making anyone feel left out); and
- Dealing with sensitive topics (e.g., touching).

In this course, Unit 11 will teach more about managing the classroom successfully.

Instructor Roles

• Learn more about each instructor role:
– Subject Matter Expert: CERT Basic Training review in Units 3, 4, 6, 7, 8, 10, 12, 13, 14
– Trainer: Unit 2, Your Role as Instructor, and Unit 5, Maximize Learning
– Evaluator: Unit 5, Maximize Learning

PM 2-4
CERT Train-the-Trainer Unit 2: Your Role as Instructor   2-16

Instructor Roles

• Learn more about each instructor role:
– Friend and Coach: Unit 11, Manage the Classroom
– Role Model: Throughout this course
– Classroom Manager: Unit 11, Manage the Classroom and Unit 16, Preparing for the CERT Basic Training Course

PM 2-4
CERT Train-the-Trainer Unit 2: Your Role as Instructor   2-17

Start a class discussion based on this question.

What Do You Think?

• What qualities does a good CERT instructor possesses?

PM 2-4
CERT Train-the-Trainer Unit 2: Your Role as Instructor   2-18

CERT Instructor Qualities

• What qualities does a good CERT instructor possesses?
– Prepared
– Energetic
– Enthusiastic with a sense of humor
– Interested
– Sensitive
– Makes training fun, safe, and interactive
– Leaves the ego and war stories at home
– Patient

PM 2-4
CERT Train-the-Trainer Unit 2: Your Role as Instructor   2-19

Presenter Qualities

• Learners often judge an instructor by how he or she speaks and looks
• A trainer must be "credible"
• Credibility is largely made up of three variables:
– Appearance
– How you sound
– The actual words you say

PM 2-4
CERT Train-the-Trainer Unit 2: Your Role as Instructor   2-20

Explain that, in this course, there are many opportunities to learn more about the six roles of an instructor. Refer to the next two slides that list other units of this course that offer additional information on each role.

• Subject Matter Expert: CERT Basic Training review in Units 3, 4, 5, 7, 9, 10, 12, 13, 14;
• Trainer: Unit 2, Your Role as Instructor, and Unit 6, Maximize Learning;
• Evaluator: Unit 6, Maximize Learning;
• Friend and Coach: Unit 11, Manage the Classroom;
• Role Model: Throughout this course; and
• Classroom Manager: Unit 11, Manage the Classroom, and Unit 16, Preparing for the CERT Basic Training Course.

Good CERT Basic Training Instructor Qualities

Ask the class:

A good CERT instructor possesses what qualities?

Summarize the discussion by reviewing the slide:

A good CERT instructor should have these qualities:

• Prepared;
• Energetic;
• Enthusiastic;
• Interested;
• Sensitive;
• Makes training fun, safe, and interactive;
• Leaves the ego and war stories at home;
• Patient; and
• A sense of humor.

Good Presenter Qualities

Say that so far, we have discussed the qualities of a good *instructor*. Now we are going to discuss the qualities of a good *presenter*.

Some people think that the most important thing about an instructor is what they have to say. Do they know what they are talking about, or are they only full of hot air?

But participants often judge an instructor differently—not by *what* they say, but *how* they say it and how they look.

To maximize learning, a trainer must first be credible. Credibility is largely made up of three variables:

1. Appearance;
2. How you sound; and
3. The actual words you say.

For the rest of this unit, the focus will be on the "how" of an instructor's presentation.

Ask the class:

When people say that Mary Lou or Bobby Joe is a good presenter, what qualities are they referring to?

Summarize the discussion by reviewing the slide.

A good presenter is:

- Sincere;
- Enthusiastic;
- Lively;
- Expressive;
- Interesting;
- Assertive;
- Convincing;
- Credible;
- Confident;
- Poised;
- Professional;
- Funny; and
- Accepting.

SECTION 3: THE MODEL PRESENTER

Exercise: The Super Trainer

Purpose: This exercise allows participants to share their knowledge of qualities that make an instructor an effective presenter.

Instructions: Follow the steps below to conduct the exercise.

1. Ask the class to break into small groups.
2. Provide each group with the "Super Trainer" handout.
3. Explain that the class is going to look at the body language of a good presenter.
4. Ask each group to fill in the blank boxes on the handout with qualities that make a good presenter.

Debrief: Use the series of questions on the following pages to draw out the information participants discussed in their groups.

Ask the class:

First, what should a presenter's general appearance be?

Summarize the discussion by reviewing the slide.

A presenter should:

* Be neat and clean, top to bottom.
* Wear simple clothing.
* Have no jingles (distracting jewelry or in pockets).
* Wear correct attire (proper dress makes you appear professional).

Tell participants you are going to start at the top in your creation of the model presenter.

Ask the class:

Let us start with the eyes. What should the eyes be doing?

Summarize the discussion by reviewing the slide.

- Make eye contact more often than not (do not stare at notes or PowerPoint slides).
- Make sure to scan the group; this makes you appear sincere.
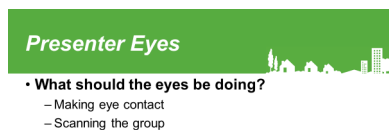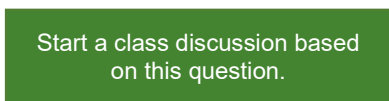
Ask the class:

Now the ears. What should the ears be doing?

Summarize the discussion by reviewing the slide.

The presenter's ears should be:

- Listening to the participants and what is going on in the classroom.

Sometimes it is hard to monitor everything, so ask your fellow instructor to let you know if you miss something.
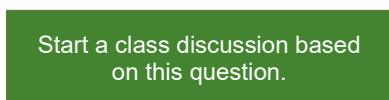
Ask the class:

Next, the face. What should the face be doing?

Summarize the discussion by reviewing the slide.

The presenter's face should be:

- Animated; and
- Smiling a lot, with mouth and eyes.
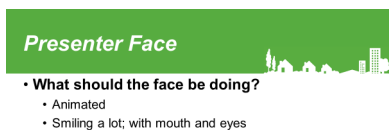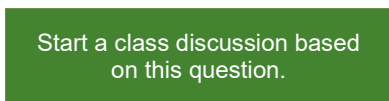
Ask the class:

Let us talk about the voice. What should the presenter's voice be doing?

Summarize the discussion by reviewing the slide.

The presenter's voice should:

- Vary pace, but never be so slow that people get bored or so fast that people cannot keep up;
- Vary in volume;
- Use inflections;
- Use pauses for emphasis and to add suspense; and
- Limit "ers" and "ums."
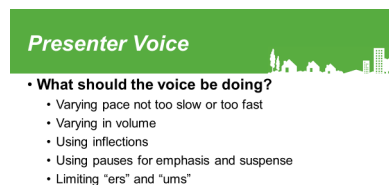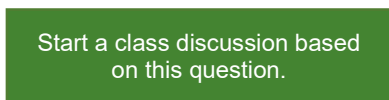
A strong, powerful voice is one of a presenter's greatest tools. It helps you keep control of the class. Be a 7-8 on a scale of 1-10.

Ask the class:

Next, let us look at the body. What should the body stance be?

Summarize the discussion by reviewing the slide.

The presenter's stance should be:

- Open (e.g., no crossed arms or slouching);
- Inviting (e.g., smile and make eye contact);
- Exhibit good posture; and
- Poised and confident.
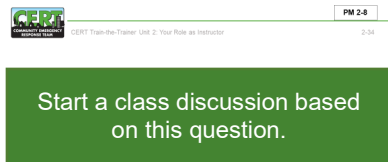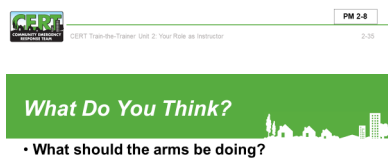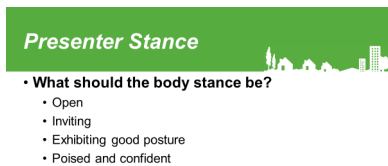
Ask the class:

What about arms? What should the arms be doing?

Summarize the discussion by reviewing the slide.

- Use gestures purposefully.
- Do not flail or point.

What Do You Think?
• What should the feet be doing?

PM 2-9
CERT Train-the-Trainer Unit 2: Your Role as Instructor   2-38

Start a class discussion based on this question.

Presenter Feet
• What should the feet be doing?
  • Moving around purposefully
  • Not standing in one place but not moving constantly
  • Not fidgeting, rocking, or pacing back and forth

PM 2-9
CERT Train-the-Trainer Unit 2: Your Role as Instructor   2-39

Presenter Attitude
• An effective presenter's attitude is:
  – Positive
  – Accepting
  – Enthusiastic
  – Encouraging
• The presenter's manner should be:
  – Confident
  – Calm
  – Matter-of-fact

PM 2-9
CERT Train-the-Trainer Unit 2: Your Role as Instructor   2-40

Ask the class:

Finally, let us talk about the feet. What should a good instructor's feet be doing?

Summarize the discussion by reviewing the slide.

The presenter's feet should:

- Move around purposefully (to maintain interest of participants).
- Not stand in one place but not move constantly.
- Not fidget, rock, or pace back and forth.

Say that the final thing to look at is the overall attitude and manner of the presenter. An effective presenter's attitude is:

- Positive;
- Accepting;
- Enthusiastic; and
- Encouraging.

However, while the presenter projects energy, his or her manner is confident, calm, and matter-of- fact. The presenter is in control.

Say that good teaching is a performance. An instructor has to get into the role to be effective. Some of us really need to dig deep for some acting skills to be a good presenter.

In the end, every instructor has to find his or her own style. That said, it must be a style with the qualities required of a good presenter.
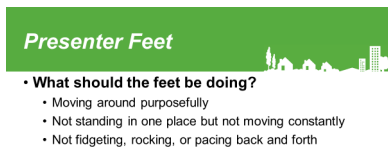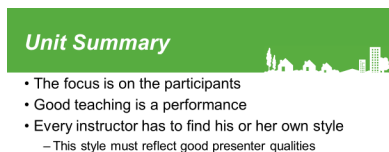
UNIT SUMMARY
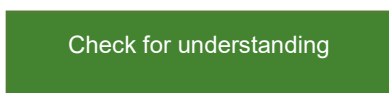
Unit Summary

- An instructor is a(n):
  – Subject matter expert
  – Trainer
  – Evaluator
  – Friend and coach
  – Role model
  – Classroom manager

PM 2-10

CERT Train-the-Trainer Unit 2: Your Role as Instructor   2-41

Unit Summary

- The focus is on the participants
- Good teaching is a performance
- Every instructor has to find his or her own style
  – This style must reflect good presenter qualities

PM 2-10

CERT Train-the-Trainer Unit 2: Your Role as Instructor   2-42

Check for understanding

As an instructor, you need to be a:

1. Subject matter expert;
2. Trainer;
3. Evaluator;
4. Friend and coach;
5. Role model; and
6. Classroom manager.

At all times, the focus is on the participant. Training is not about what the instructor knows but how well the instructor transfers his or her knowledge to the participant.

In addition to all of the roles you need to fulfill to be an effective instructor, you also need to embody the qualities that make a credible, engaging presenter.

Do you have any questions about anything covered in this unit?

Transition

The next unit will review Unit 1 of the CERT Basic Training Course.

CERT Train-the-Trainer Unit 2: Additional Materials

☐ **The Model Presenter/Trainer**
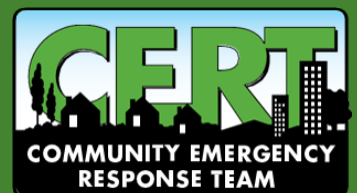
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Image 2.1: The Model Presenter/Trainer
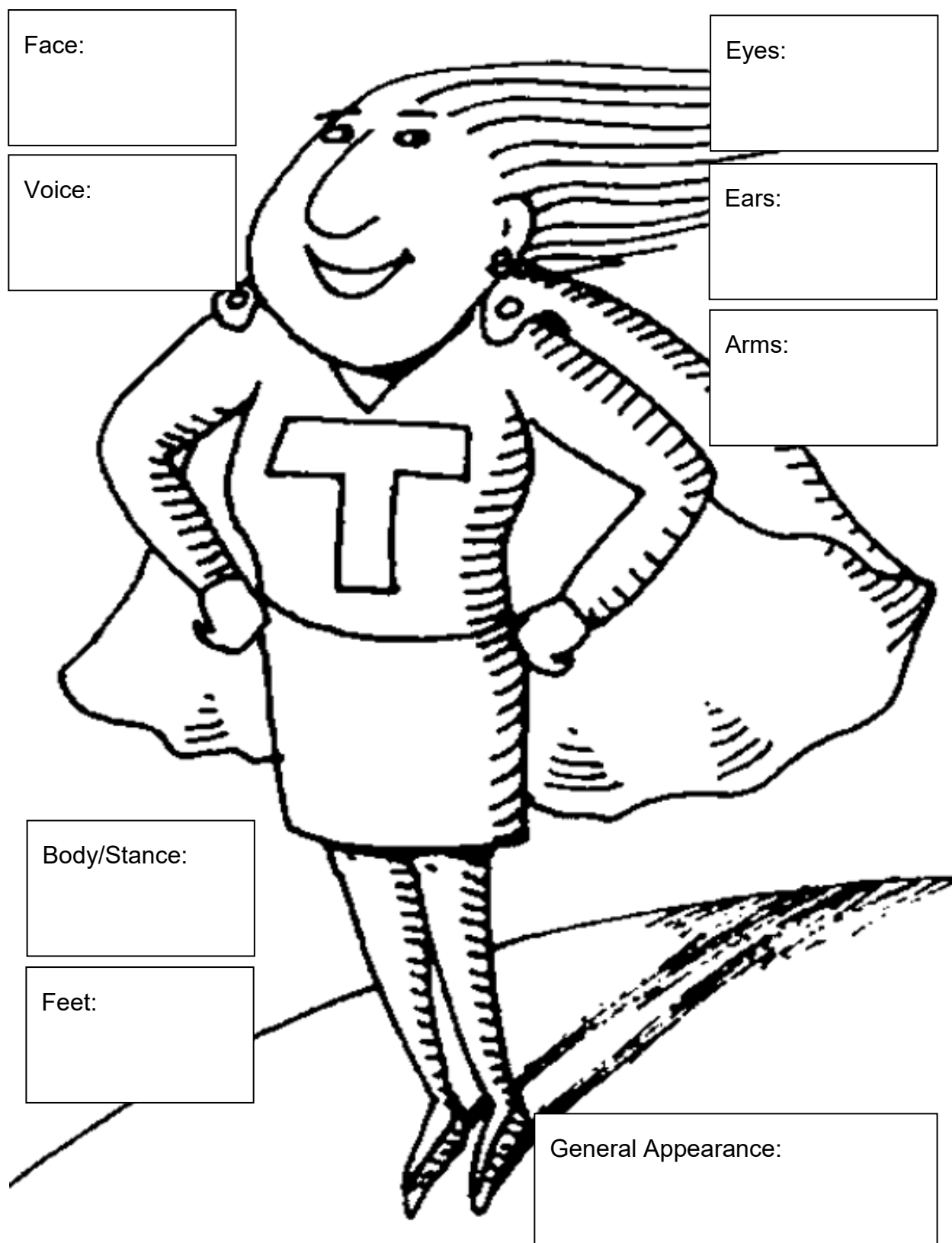
Face:

Voice:

Eyes:

Ears:

Arms:

Body/Stance:

Feet:

General Appearance:

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CERT Train-the-Trainer
Unit 3: CERT Basic
Training Unit 1 Review

Instructor Guide
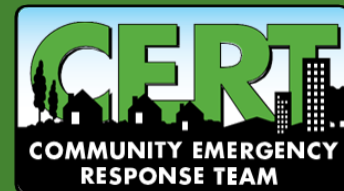
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CERT Train-the-Trainer Unit 3: CERT Basic Training Unit 1 Review

In this unit, participants will review the following information about CERT Basic Training Unit 1:

- ☐ **Unit Purpose**
- ☐ **Key Objectives**
- ☐ **Key Points to Be Made in the Unit**
- ☐ **Hands-on Activities in the Unit and How to Do Them Correctly**
- ☐ **How This Unit Connects to the Other Units**

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CERT Unit 3 Table of Contents

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UNIT OBJECTIVES

By the end of this unit, the participants will be able to show knowledge of the CERT Basic Training Course Unit 1.

SCOPE

The topics that will be covered in this unit are:

- T-T-T unit overview;
- Unit 1 purpose;
- Unit 1 learning objectives;
- Unit 1 key topics;
- Hands-on activities in Unit 1;
- Tips for teaching Unit 1;
- How Unit 1 connects to other basic training units; and
- T-T-T unit summary.

ESTIMATED COMPLETION TIME

A suggested time plan for this unit is displayed below in **Table 3.1: Estimated Completion Times**.

Table 3.1: Estimated Completion Times

Activity	Suggested Time
T-T-T Unit Overview	1 minute
Unit 1 Purpose	1 minute
Unit 1 Learning Objectives	5 minutes
Unit 1 Key Topics	5 minutes
Hands-on Activities in Unit 1	15 minutes
Tips for Teaching in Unit 1	5 minutes
How Unit 1 Connects to Other Basic Training Units	5 minutes
T-T-T Unit Summary	5 minutes
Total	42 minutes

TRAINING METHODS

The instructor starts by asking what the purpose and learning objectives of the Basic Training unit are. The instructor then asks participants to say how the objectives are met in the unit.

Next the instructor goes over the key topics of the Basic Training unit.

The focus of this T-T-T unit is the hands-on activities: their purpose, what leeway instructors may have in leading them, and the right way to do them.

Finally, the instructor goes over how the Basic Training unit is connected to the other units in the CERT Basic Training Course.

Please be aware that, generally, the instructor is encouraged to add relevant information to this guide, but should never delete material.

RESOURCES REQUIRED

- CERT T-T-T Instructor Guide (for T-T-T instructors)
- CERT T-T-T Participant Manual (for all participants)
- CERT Basic Training Instructor Guide (for all participants)
- PowerPoint slides 3-0 to 3-8

EQUIPMENT

The following extra equipment is needed for this unit:

- A computer with PowerPoint software; and
- A computer projector and screen.

PREPARATION

None required.

SECTION 1: T-T-T UNIT OVERVIEW

Say that this unit reviews the content and activities in CERT Basic Training Unit 1. It also looks at how Unit 1 connects to the other units in the CERT Basic Training Course.

SECTION 2: BASIC TRAINING UNIT 1 REVIEW

Basic Training Unit 1 Purpose

Encourage participants to use the CERT Basic Training Instructor Guide to find the answers to the questions.

What Do You Think?
- What is the purpose of CERT Basic Training Unit 1?

PM 3-2
CERT Train-the-Trainer Unit 3: Basic Training Unit 1 Review   3-1

Start a class discussion based on this question.

What is the purpose of CERT Basic Training Unit 1?

Summarize the discussion by reviewing the slide.

The purpose of CERT Basic Training Unit 1 is:

- To introduce the CERT Program and its role in the community.
- To inspire people to actively participate in their local CERT Program.
- To give information on disaster preparedness activities for home and work.

Stress that the instructor for this unit should be the best one that the program has. This instructor needs to inspire the participants to become active CERT volunteers or, at the very least, to promote the CERT idea with friends and family and in their neighborhoods and at work.

Basic Training Unit 1 Learning Objectives

The Purpose of Unit 1
- What is the purpose of CERT Basic Training Unit 1?
  1. To introduce the CERT Program and its role in the community
  2. To inspire people to actively participate in their local CERT Program
  3. To give information on disaster preparedness activities for the home and workplace

PM 3-2
CERT Train-the-Trainer Unit 3: Basic Training Unit 1 Review   3-2

What Do You Think?
- What are the learning objectives for this unit?

PM 3-2
CERT Train-the-Trainer Unit 3: Basic Training Unit 1 Review   3-3

What are the learning objectives for this unit?

Summarize the discussion by reviewing the slide. Give the learning objectives for this unit:

At the end of this unit, participants should be able to:

1. Describe the functions of CERT, their role as a CERT volunteer, and how CERT fits into their community's emergency preparedness plans.
2. Describe the types of hazards most likely to affect their community and the possible impact those hazards have on people, health, and infrastructure.
3. Prepare themselves and their families for possible disasters that their community faces, including making a family disaster plan and emergency preparedness kit.

Basic Training Unit 1 Key Topics

Explain that in this unit, the instructor needs to do the following:

- Give a brief overview of the course and the material that will be covered.

Start a class discussion based on this question.

What Do You Think?

• **What are the learning objectives for this unit?**
 – To describe the functions of CERT, their role as a CERT volunteer, and how CERT fits into their community's emergency preparedness plans
 – To describe the types of hazards most likely to affect their community and the possible impact those hazards have
 – To prepare themselves and their families for possible disasters that their community faces

PM 3-2

CERT Train-the-Trainer Unit 3: Basic Training Unit 1 Review   3-4

Key Topics

• Overview of the course
• Roles and responsibilities in disaster preparedness
• Elements of disasters
• Disaster preparedness for the home and workplace
• Importance of hazard mitigation
• Role of CERT
• Protection for disaster workers
• Additional Training

PM 3-2

CERT Train-the-Trainer Unit 3: Basic Training Unit 1 Review   3-5

Hands-On Activities

• Building a Tower!
• Execute!

PM 3-3

CERT Train-the-Trainer Unit 3: Basic Training Unit 1 Review   3-6

- Explain the roles and responsibilities that everyone in the community has in disaster preparedness.
- Describe the elements of disasters and their impact on the community and infrastructure.
- Introduce disaster preparedness activities for home and work, stressing the need for personal and family preparedness (e.g., disaster kits and evacuation plans).
- Explain the importance of hazard mitigation.
- Define the role of CERT in disasters and non-disasters.
- Highlight the available protection for disaster workers.
- Go over extra training available for CERT volunteers.

Unit 1 also creates a basis to start modeling:

- How and when to use PPE properly;
- How personal and family safety comes first before any CERT Team activities;
- The need for team-building;
- "What If" scenarios (e.g., What would you do if the ground started shaking? What would you do if the fire alarm went off?); and
- The CERT motto: "Do the greatest good for the greatest number in the shortest amount of time."

Hands-on Activities in Basic Training Unit 1

Building a Tower (Basic Training Instructor Guide p. 1-3)

Purpose:

Team-building activity.

Latitude to Adapt:

- Give each group five minutes to talk about how they will build the tower and then do not let them talk until it is finished.
- Make a different team-building activity which achieves the same purpose.

How to Do the Activity Correctly:

- Refer to the groups as "teams."

- Make sure the teams do not begin the tower building during the first five minutes. They may only talk and plan during that time.
- Do not let the teams talk during the second five minutes as they build the tower.
- During the debriefing, stress that the exercise was not just an "ice-breaker." The exercise also shows how unfamiliar people can work on an unfamiliar problem, under unfamiliar conditions, and in a time- sensitive situation to reach a common goal. These are the conditions under which CERTs will need to work to reach desired outcomes.

Evacuate! (Basic Training Instructor Guide p. 1-27)

Purpose:

To get people thinking about preparing for a disaster.

Latitude to Adapt:

Lead the activity as it is written.

How to Do the Activity Correctly:

- When a volunteer presents his or her list and names an item that some or all other participants should have on their lists (e.g., pet supplies, prescription medications, insurance policy numbers), ask other participants if they remembered it too.
- If a participant says an incorrect item (e.g., open all windows before the tornado hits), give the right information to the group right away.

Tips for Teaching Basic Training Unit 1

Tips for Teaching Unit

- Make the material relevant to the local area
- Stress community- and disaster-specific hazard mitigation activities
- Limit number of "war stories" told
- Explain who is providing personal protective equipment (PPE) and kits for CERT volunteers and suggest where to find materials
- Be ready to answer a lot of questions
- Be dynamic and engaging

PM 3-3

CERT Train-the-Trainer Unit 3: Basic Training Unit 1 Review   3-7

- Make the material relevant to the local area, as this helps the goal of selling the course.
- Talk about possible local disasters/hazards and keep talk about other disasters to a minimum.
- Stress community- and disaster-specific hazard mitigation activities.
- Be ready to share information about preparedness activities in the community, local emergency management (emergency operations plans), Whole Community engagement, and how else participants can help in their community besides CERT.
- Limit the number of "war stories" told in Unit 1.

- Explain who is providing the PPE and kits for CERT volunteers. Give suggestions on where to find materials if CERT volunteers will put together their own kits.
- Be ready to respond to possible concerns or barriers to personal and family preparedness.
- Be ready to answer a lot of questions in this unit. Know the organization of the CERT Basic Training Course, and use the "parking lot" method to save content- specific questions for later units.
- The best instructor for the first class is dynamic and engaging, to keep participants coming back.

Start a class discussion based on this question.

Do you have any other tips?

How Unit 1 Connects to Other CERT Basic Training Units

Connection to Course

- Focusing on preparedness lays the basis for all CERT activities covered in later units
  - Prepare household first
  - Then more ready to work with CERT
- Sets the tone for the rest of course
- Lets people know what will be covered in the rest of course
- Gives a taste of how the course will be taught and whether they will enjoy it

PM 3-4

CERT Train-the-Trainer Unit 3: Basic Training Unit 1 Review   3-8

- The focus on preparedness in this unit lays the basis for all CERT activities to be covered in later units. A CERT volunteer's responsibility is to prepare their household first. If the household is prepared for an emergency, a volunteer will also be more ready and able to go to work with their CERT whenever needed.
- This unit also sets the tone for the course. It lets people know what will be covered in the rest of the course. It gives them a taste of how it will be taught and whether they will enjoy it.

T-T-T UNIT SUMMARY

This unit has given information on CERT Basic Training Unit 1.

Check for understanding.

Do you have any questions about anything covered in this unit?

Transition

The next unit will review Unit 2 of the CERT Basic Training Course.

CERT Train-the-Trainer Unit 4: CERT Basic Training Unit 2 Review

Instructor Guide
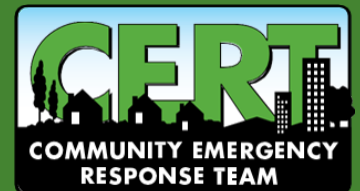
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CERT Train-the-Trainer Unit 4: CERT Basic Training Unit 2 Review

In this unit, participants will review the following information about CERT Basic Training Unit 2:

- ☐ **Unit Purpose**
- ☐ **Key Objectives**
- ☐ **Key Points to Be Made in the Unit**
- ☐ **Hands-on Activities in the Unit and How to Do Them Correctly**
- ☐ **How This Unit Connects to the Other Units**

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CERT Unit 4 Table of Contents

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UNIT OBJECTIVES

By the end of this unit, the participants will be able to show knowledge of the CERT Basic Training Course Unit 2.

SCOPE

The topics covered in this unit are:

- T-T-T unit overview;
- Unit 2 purpose;
- Unit 2 learning objectives;
- Unit 2 key topics;
- Training videos in Unit 2;
- Hands-on activities in Unit 2;
- Tips for teaching Unit 2;
- How Unit 2 connects to other basic training units; and
- T-T-T unit summary.

ESTIMATED COMPLETION TIMES

A suggested time plan for this unit is displayed below in **Table 4.1: Estimated Completion Times**.

Table 4.1: Estimated Completion Times

Activity	Suggested Time
T-T-T Unit Overview	1 minute
Unit 2 Purpose	1 minute
Unit 2 Learning Objectives	5 minutes
Unit 2 Key Topics	5 minutes
Training Videos in Unit 2	6 minutes
Hands-on Activities in Unit 2	15 minutes
Tips for Teaching in Unit 2	5 minutes
How Unit 2 Connects to Other Basic Training Units	5 minutes
T-T-T Unit Summary	1 minute
Total	44 minutes

TRAINING METHODS

The instructor starts by asking about the purpose and learning objectives of the CERT Basic Training unit. The instructor then asks participants to say how they plan to meet the objectives in the unit.

Next, the instructor goes over the key topics of the CERT Basic Training unit.

The focus of this CERT Basic T-T-T unit is on the hands-on activities: their purpose, what leeway instructors have in leading them, and the right way to do them.

Finally, the instructor goes over how the CERT Basic Training unit connects to the other units in the CERT Basic Training Course.

Generally, the instructor is encouraged to add relevant information to this guide but should never delete material.

RESOURCES REQUIRED

- CERT T-T-T Instructor Guide (for T-T-T instructors)
- CERT T-T-T Participant Manual (for all participants)
- CERT Basic Training Instructor Guide (for all participants)
- PowerPoint slides 4-0 to 4-9

EQUIPMENT

The following extra equipment is needed for this unit:

- A computer with PowerPoint software; and
- A computer projector and screen.

PREPARATION

None required.

SECTION 1: T-T-T UNIT OVERVIEW

Say that this unit reviews the content and activities in CERT Basic Training Unit 2. It also looks at how Unit 2 connects to the other units in the CERT Basic Training Course.

SECTION 2: BASIC TRAINING UNIT 2 REVIEW

Basic Training Unit 2 Purpose

Encourage participants to use the CERT Basic Training Instructor Guide to find the answers to the questions.

What Do You Think?
• What is the purpose of CERT Basic Training Unit 2?

PM 4-2
CERT Train-the-Trainer Unit 4: Basic Training Unit 2 Review   4-1

Start a class discussion based on this question.

The Purpose of Unit 2
• What is the purpose of CERT Basic Training Unit 2?
  – To review:
    • CERT organization
    • CERT mobilization
    • On-scene size-up
    • Rescuer safety protocols
    • Documentation tools

PM 4-2
CERT Train-the-Trainer Unit 4: Basic Training Unit 2 Review   4-2

What Do You Think?
• What are the learning objectives for this unit?

PM 4-2
CERT Train-the-Trainer Unit 4: Basic Training Unit 2 Review   4-3

Start a class discussion based on this question.

What is the purpose of CERT Basic Training Unit 2?

Summarize the discussion by reviewing the slide.

The purpose of CERT Basic Training Unit 2 is:

- CERT organization;
- CERT mobilization;
- On-scene size-up;
- Rescuer safety protocols; and
- Documentation tools.

Basic Training Unit 2 Learning Objectives

What are the learning objectives for this unit?

Summarize the discussion by reviewing the slide.

Give the learning objectives for this unit:

1. Describe the CERT organizational structure and know how to use CERT standard documents.
2. Explain the Incident Command System (ICS) and show how CERT runs within this system.
3. Describe the nine-step on-scene size-up process.

Basic Training Unit 2 Key Topics

Explain that in this unit, the instructor needs to do the following:

- Give a brief overview of the unit and the material to be covered.
- Help participants understand the basic principles of CERT on-scene management and the concept of the ICS.
- Stress that it is important to use the right ICS terms so instructors correctly show the CERT Program as a working part of ICS. This helps to build good relationships with the professional first responders.
- T-T-T participants should have completed basic ICS training.
- Teach participants how a CERT mobilizes for a disaster.
- Introduce the basics of rescuer safety, on which further units will give more detail.

What Do You Think?

• What are the learning objectives for this unit?
1. To describe the CERT organizational structure and know how to use CERT standard documents
2. To explain the Incident Command System (ICS) and show how CERT runs within this system
3. To describe the nine-step on-scene size-up process

PM 4-2

CERT Train-the-Trainer Unit 4: Basic Training Unit 2 Review   4-4

Key Topics

• Give brief overview of unit
• Help participants understand concept of ICS
• Teach participants how a CERT mobilizes for a disaster
• Introduce the basics of rescuer safety
• Go over the CERT on-scene size-up process
• Stress importance of documentation

PM 4-2

CERT Train-the-Trainer Unit 4: Basic Training Unit 2 Review   4-3

Start a group discussion by asking how to do this task (e.g. how do you help participants understand the key concept of the ICS?)

Start a group discussion by asking how to do this task.

Be sure to emphasize any local protocols for CERT mobilization

Start a group discussion by asking how to do this task.

- Go over the nine-step CERT on-scene size- up process.
- Stress the importance of documentation and explain the forms that CERTs use.

Remind participants that if they do not write it down, it did not happen.

Training Videos for Basic Training Unit 2

If there is time, show the 19-minute video *CERT in Action* for this unit. The video shows a CERT activating and setting up an ICS right after a major storm and doing search, rescue, and medical operations according to CERT protocols. The purpose of the video is to give participants an introduction to the CERT idea, and give them a chance to see an example of how a CERT runs after a disaster. The video is available for download at the National CERT website, https://www.ready.gov/community-emergency-response-team.

After watching the video, highlight or recap the following topics:

- Emergency responders cannot get to everyone who needs help. CERT volunteers in the community can work as a team to help themselves and others until professional responders arrive.
- The goal is to do the greatest good for the greatest number of people.
- CERT volunteers should ensure the safety and wellbeing of their family before activating.
- All team members should wear clearly recognizable clothing (e.g., CERT vests) and PPE at all times.
- Team members should regularly document activities and observations to make sure first responders have complete information when they arrive on-scene.
- Team members' safety should be a priority during all activities.
- Use the ICS during all CERT operations to make sure there are clear lines of communication and responsibility.
- Team members should not try to do activities that are outside of their scope or expertise, including giving medical treatment, or entering locked rooms.

If there is time, instructors may use the following discussion questions to get participants talking about the video:

- What were some of the preparedness activities CERT Team Leader Joe had in place before activating with his CERT team?
- How did the CERT Team use ICS in their operations?
- Can you name the ways in which the CERT team used teamwork to reach their objectives?
- What are some ways in which the CERT team could have been used during this incident, including those not shown in the video?
- Name some ways in which team members ensured team safety during their response activities.

Hands-on Activities in Basic Training Unit 2

Hands-on Activities

- ICS Functions

PM 4-3

CERT Train-the-Trainer Unit 4: Basic Training Unit 2 Review   4-6

ICS Functions (CERT Basic Training Instructor Guide p. 2-9)

Purpose:

To give the participants a chance to relate the ICS functions to specific situations.

Latitude to Adapt:

Do the activity as it is written.

Tips for Teaching Basic Training Unit 2

Tips for Teaching Unit

- Program Manager is great resource
- Be sure to teach this unit slowly
  – Allow plenty of time for discussion
- Tower exercise can be woven into unit
- Think about whether to include basic crime scene protocols
  – If so, make plans to give that information
- Stress that with ICS you only use what you need

PM 4-3

CERT Train-the-Trainer Unit 4: Basic Training Unit 2 Review   4-7

More Tips

- Before teaching this unit, figure out which documentation forms your CERTs will use
- Add forms into Instructor Guide and Participant Manual for this unit
  – Include blank form and example of same form with information filled in ahead of time

PM 4-3

CERT Train-the-Trainer Unit 4: Basic Training Unit 2 Review   4-8

- The local CERT Program Manager is a great resource for this unit.
- Be sure to teach this unit slowly and allow plenty of time for discussion.
- If you did not use it in Unit 1, the *Building a Tower* exercise can be woven into this unit.
- Think about whether you want to include basic crime scene protocols in this unit. If so, make plans to give that information.
- Stress that with ICS you only use what you need. For example, if you do not need a logistics section, do not make one.
- Before teaching this unit, figure out which documentation forms your CERTs will use and add the forms into this unit of the Instructor Guide and the Participant Manual. It is useful to include a

blank form and an example of the same form with information filled in ahead of time.

Start a group discussion based on this question.

Do you have any other tips?

How Unit 2 Connects to Other CERT Basic Training Units

Connection to Course
- Gives framework for all CERT functions covered in CERT Basic Training Units 3-7
- Sets a standard of teamwork
- Explains what CERT volunteers need to do to make sure their training works

PM 4-4

CERT Train-the-Trainer Unit 4: Basic Training Unit 2 Review   4-9

- Unit 2 gives a framework for all CERT functions covered in CERT Basic Training Units 3-7 and sets a standard of teamwork.
- The unit also explains what CERT volunteers need to do to make sure their training works.

T-T-T UNIT SUMMARY

This unit has given information on CERT Basic Training Unit 2.

Check for understanding.

Do you have any questions about anything covered in this unit?

Transition

The next unit will give the assignment for the first teach-back session.

CERT Train-the-Trainer
Unit 5: CERT Basic
Training Unit 3 Review

Instructor Guide

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CERT Train-the-Trainer Unit 5: CERT Basic Training Unit 3 Review

In this unit, participants will review the following information about CERT Basic Training Unit 3:

- ☐ **Unit Purpose**
- ☐ **Key Objectives**
- ☐ **Key Points to Be Made in the Unit**
- ☐ **Hands-on Activities in the Unit and How to Do Them Correctly**
- ☐ **How This Unit Connects to the Other Units**

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CERT Unit 5 Table of Contents

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UNIT OBJECTIVES

By the end of this unit, the participants will be able to show knowledge of the CERT Basic Training Course Unit 3.

SCOPE

This unit will cover the following topics:

- T-T-T unit overview;
- Unit 3 purpose;
- Unit 3 learning objectives;
- Unit 3 key topics;
- Hands-on activities in Unit 3;
- Tips for teaching Unit 3;
- How Unit 3 connects to other basic training units; and
- T-T-T unit summary.

ESTIMATED COMPLETION TIME

A suggested time plan for this unit is displayed below in **Table 5.1: Estimated Completion Times**.

Table 5.1: Estimated Completion Times

Activity	Suggested Time
T-T-T Unit Overview	1 minute
Unit 3 Purpose	1 minute
Unit 3 Learning Objectives	5 minutes
Unit 3 Key Topics	3 minutes
Hands-on Activities in Unit 3	22 minutes
Tips for Teaching in Unit 3	10 minutes
How Unit 3 Connects to Other Basic Training Units	2 minutes
T-T-T Unit Summary	1 minute
Total	45 minutes

TRAINING METHODS

The instructor starts by asking what the purpose and learning objectives of the CERT Basic Training unit are. The instructor then asks participants to say how they will meet the objectives in the unit.

Next, the instructor goes over the key topics of the CERT Basic Training unit.

The focus of this CERT Basic T-T-T unit is on the hands-on activities: their purpose, what leeway instructors have in leading them, and the right way to do them.

Finally, the instructor goes over how the CERT Basic Training unit connects to the other units in the CERT Basic Training Course.

Generally, the instructor should add relevant information to this guide, but should never delete material.

RESOURCES REQUIRED

- CERT T-T-T Instructor Guide (for Train- the-Trainer instructors)
- CERT T-T-T Participant Manual (for all participants)
- CERT Basic Training Instructor Guide (for all participants)
- PowerPoint slides 5-0 to 5-12

EQUIPMENT

The following extra equipment is needed for this unit:

- A computer with PowerPoint software; and
- A computer projector and screen.

PREPARATION

None required.

SECTION 1: T-T-T UNIT OVERVIEW

Say that this unit reviews the content and activities in CERT Basic Training Unit 3. It also looks at how Unit 3 connects to the other units in the CERT Basic Training Course.

SECTION 2: BASIC TRAINING UNIT 3 REVIEW

Basic Training Unit 3 Purpose

Encourage participants to use the CERT Basic Training Instructor Guide to find the answers to the questions.

What Do You Think?
- What is the purpose of CERT Basic Training Unit 3?

PM 5-2
CERT Train-the-Trainer Unit 5: Basic Training Unit 3 Review   5-1

Start a class discussion based on this question.

The Purpose of Unit 3
- What is the purpose of CERT Basic Training Unit 3?
  - To teach about life-threatening conditions: bleeding, low body temperature, and airway obstructions
  - To introduce the principles of basic first aid care

PM 5-2
CERT Train-the-Trainer Unit 5: Basic Training Unit 3 Review   5-2

What is the purpose of CERT Basic Training Unit 3?

Summarize the discussion by reviewing the slide.

The purpose of CERT Basic Training Unit 3 is to:

- Teach about life-threatening conditions such as bleeding, low body temperature, and airway obstructions; and
- Introduce the principles of basic first aid care for non-life-threatening injuries.

Talk about some specific concerns for Unit 3:

- Unit 3 often brings out possible "squeamishness" in participants, and/or not wanting to touch others.

  - Everyone who goes through the CERT Basic Training Course has a role and/or place.
  - For those trainees who do not want to touch other class members, think about what role they can have as a CERT volunteer.
  - Think about suggesting the management track or other ways to include trainees.

- A primary obstacle to good training on Unit 3 is that people have been watching TV for years.

  - The way things are done on a fictional TV medical drama are not realistic when it comes to controlling bleeding, etc.
  - For that reason, this unit can be hard to teach. The instructor has to debunk the TV myths and preconceived ideas participants may have.

Another obstacle is a misunderstanding that CERT volunteers may have about their role in disaster medical operations. This course gives CERT volunteers training on *basic* medical interventions that they can do until trained first responders arrive on-scene. CERT volunteers are not required to have any skills beyond those taught in the CERT Basic Training curriculum.

Basic Training Unit 3 Learning Objectives

What are the learning objectives for this unit?

Summarize the discussion by reviewing the slide.

Give the learning objectives for this unit:

1. Identify life-threatening conditions caused by trauma, including severe bleeding, low body temperature, and airway blockage.
2. Use correct life-saving techniques.
3. Give basic first aid care for non-life- threatening injuries.

Basic Training Unit 3 Key Topics

Explain that in this unit, the instructor needs to do the following:

- Give a brief overview of the unit and the material that this unit will cover;
- Introduce participants to safety considerations when helping patients;
- Teach how to recognize and treat three life-threatening conditions:

  – Excessive bleeding;
  – Low body temperature; and
  – Blocked airway;

- Teach basic first aid care for non-life- threatening injuries such as burns, wounds, and fractures; and
- Stress throughout the session the importance of rescuer safety (e.g., using safety equipment, working with a buddy, and doing a thorough size-up). **CERT volunteers cannot help anyone if they become victims.**

Hands-On Activities in Basic Training Unit 3

Although not everyone may want to do the medical operations exercises, everyone should watch the exercises. Instructors should encourage everyone to try something. Pushing participants' comfort level in class allows mistakes to happen in the classroom and minimizes the mistakes that may happen on the scene.

What is your job as an instructor during hands-on activities?

Summarize the discussion by reviewing the slide.

Start a class discussion based on this question.

Instructor in Hands-on Activities

• **What is your job as an instructor during hands-on activities?**
  – Your job as instructor is to:
    • Encourage skill-building
    • Compliment and correct
    • Coach participants so that the activity is done properly

PM 5-3

CERT Train-the-Trainer Unit 5: Basic Training Unit 3 Review   5-6

Hands-on Activities

• Controlling Bleeding
• Recovery Position
• Splinting

PM 5-3

CERT Train-the-Trainer Unit 5: Basic Training Unit 3 Review   5-9

Refer participants to the Basic Training Instructor Guide p. 3-12 so that they can follow the content.

Your job as instructor is to:

- Encourage skill-building;
- Compliment and correct; and
- Coach participants so that the activity is done properly.

Everyone can learn from what volunteers do right as well as what they do wrong.

Controlling Bleeding (Basic Training Instructor Guide p. 3-13)

Purpose:

To give participants the chance to practice the techniques for controlling bleeding on each other.

Latitude to Adapt:

Do the activity as written.

How to Do the Activity Correctly:

- Divide participants into pairs; name one person to take the role of the patient, and one to be rescuer. They will swap roles and repeat the activity, giving each the chance to practice the skill.
- Allow each rescuer at least one observed attempt to use each technique.
- Demonstrate the activity.
- The patient should lie on the floor on their back and close their eyes.
- The rescuer should respond as if the patient has an injury on their right forearm, just below the elbow.
- Apply a pressure bandage or tourniquet (if available).
- Be sure to debrief. After participants have had the chance to be the rescuer, talk about any problems or incorrect techniques that you saw. Explain how to avoid these problems in the future.

Recovery Position (Basic Training Instructor Guide p. 3-23)

Purpose:

Allow pairs of participants to practice using the technique for moving a patient into the recovery position to open the airway.

Latitude to Adapt:

Do the activity as written.

How to Do the Activity Correctly:

- Divide participants into pairs. Name one person to take the role of the patient and one to be rescuer. They will swap roles and repeat the activity, giving each the chance to practice the skill.
- Ask the patients to lie on the floor on their backs and close their eyes.
- Ask the rescuer to assume the unconscious injured person is breathing.
- The rescuer should then place the patient into the recovery position using the technique reviewed in the previous section.

Place the patient's body like this:

- Body: laid on its side
- Bottom Arm: reached outward
- Top Arm: rest hand on bicep of bottom arm
- Head: rest on hand
- Legs: bent slightly
- Chin: raised forward
- Mouth: pointed downward
- Be sure to debrief. After the participants have had the chance to be the rescuer, talk about any problems or incorrect techniques that you saw. Explain how to avoid these problems in the future.

Splinting (Basic Training Instructor Guide p. 3-29)

Purpose:

To give participants the chance to practice the procedures for splinting.

Latitude to Adapt:

Instructors may use any combination of supplies (including supplies not listed) to do the activity; however, the steps for the splinting procedure should be followed as written.

How to Do the Activity Correctly:

- Collect supplies for the activity: cardboard, duct tape, other splinting material, and gauze. Make sure there are enough supplies for the entire class.

- Divide participants into pairs; ask participants to switch partners from the last exercise.
- Ask the rescuer to apply a splint on the patient's upper arm using the procedure demonstrated earlier. Then ask them to apply a splint to the patient's lower leg.
- Make sure both partners have had the chance to apply at least two splints.

Be sure to debrief. After participants have had the chance to be the rescuer, talk about any problems or incorrect techniques that you saw. Explain how to avoid these problems in the future.

Tips for Teaching Basic Training Unit 3

Tips for Teaching Unit

- Be aware of the makeup of your participants
  - Identify who will and will not want to engage
  - Be conscious of reactions
- Teach to the level of participants
  - Use scenarios to facilitate learning
  - Keep instruction simple

PM 5-5

CERT Train-the-Trainer Unit 5: Basic Training Unit 3 Review   5-10

More Tips

- Demonstrate the size of a liter of blood
- Model the correct step-by-step procedures and safety equipment
- Be sure to conduct checks for learning

PM 5-6

CERT Train-the-Trainer Unit 5: Basic Training Unit 3 Review   5-11

Start a class discussion based on this question.

- Be aware of the makeup of your participants.
  - Not everyone may want to do the medical operations exercises.
  - Be conscious of the reaction of your audience as you teach.
- Teach to the level of the participants. You are doing field-expedient first aid, not brain surgery.
  - Use scenarios to make the skills seem more useful and to facilitate learning. To make the scenarios most meaningful, use real scenarios that relate to the region.
  - Keep instructions simple.
- Demonstrate the size of a liter of blood using a bottle or similar container. Show participants how much blood loss can threaten the life of a patient.
- Model the correct step-by-step procedures and safety equipment.
- Be sure to have checks for learning especially for any skills not practiced in class.

Do you have any other tips?

How Unit 3 Connects to Other CERT Basic Training Units

Connection to Course

- Another application of size-up principle from Unit 2
- Prepares participants for disaster medical operations that Unit 4 will cover
- Participants are learning and practicing increasingly complex teamwork as they progress through previous unit, this unit, and the next unit

PM 5-5

CERT Train-the-Trainer Unit 5: Basic Training Unit 3 Review   5-12

- Unit 3 gives training on identifying and treating life-threatening conditions and performing basic first aid care, which can be an application of parts of the scene size- up principles from Unit 2.
- The material in Unit 3 prepares the participants for the disaster medical operations that Unit 4 will cover.
- Participants are learning and practicing increasingly complex teamwork as they progress through the previous unit, this unit, and the next unit.

T-T-T UNIT SUMMARY

This unit has given information on CERT Basic Training Unit 3.

Check for understanding.

Do you have any questions about anything covered in this unit?

Transition

The next unit will talk about ways to maximize the learning experience.

CERT Train-the-Trainer
Unit 6: Maximize Learning

Instructor Guide

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CERT Train-the-Trainer Unit 6: Maximize Learning

In this unit, participants will learn about:

- **Human-Centered Learning.** What are the three primary learning styles? What activities cater to each style?

- **Creating a Positive Learning Environment.** What do adults need to facilitate learning?

- **Techniques that Maximize Learning.** What are the four critical elements of learning?

- **Instructor Evaluation.** How do you know when knowledge is transferred? How do you assess whether the training is meeting learners' physical, emotional, and intellectual needs?

- **Formal and Informal Ways to Evaluate.** What are various types of evaluation that an instructor can use?

- **Guidelines for Asking and Answering Questions.** Why do we ask questions? What kinds of questions should be asked? How do we ask questions? How do we answer questions?

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CERT Unit 6 Table of Contents

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UNIT OBJECTIVES

By the end of this unit, the participants will be able to:

- Describe the ways in which people learn.
- Explain how to create a positive learning environment.
- Demonstrate how to maximize learning in a given scenario.
- State why instructors need to evaluate.
- List formal and informal ways of evaluating.
- Provide some guidelines for asking and answering questions.
- Provide some guidelines for giving feedback.

SCOPE

This unit will cover the following topics:

- Unit overview;
- How people learn;
- Create a positive learning environment;
- Techniques that maximize learning;
- Exercise: power outage;
- Why you need to evaluate;
- Ways to evaluate;
- Guidelines for asking and answering questions;
- Guidelines for giving feedback;
- Exercise: develop "what if" questions; and
- Unit summary.

ESTIMATED COMPLETION TIMES

A suggested time plan for this unit is displayed below in **Table 6.1: Estimated Completion Times**.

Table 6.1: Estimated Completion Times

Activity	Suggested Time
T-T-T Unit Overview	10 minutes
How People Learn	13 minutes
Create a Positive Learning Environment	13 minutes
Techniques that Maximize Learning	5 minutes
Exercise: Power Outage	10 minutes
Why You Need to Evaluate	10 minutes
Ways to Evaluate	4 minutes

Activity	Suggested Time
Guidelines for Asking and Answering Questions	10 minutes
Guidelines for Giving Feedback	4 minutes
Exercise: Develop "What If" Questions	10 minutes
Unit Summary	1 minute
Total	1 hour, 30 minutes

TRAINING METHODS

The instructor begins the unit by asking participants to identify positive learning experiences.

Then the instructor addresses how people learn. The three primary learning styles are discussed (auditory, visual, and tactile), and describe how those learners learn and how that affects teaching and instructors.

The instructor leads a discussion about what adults need to learn and how instructors need to respond to those needs. Address physical, emotional, and intellectual factors. Review the list generated in the beginning of the unit to determine which items were physical, emotional, or intellectual factors.

Next, the instructor presents three techniques that are critical to learning: motivation, reinforcement, and repetition.

There is a whole class exercise in which participants apply what they have learned to a "what if" scenario.

The instructor then explores why instructors need to evaluate. The instructor reviews the job of the trainer (from Unit 2: to transfer knowledge) and discusses effective and ineffective trainers. Effective trainers know they need to assess learners periodically to determine whether they are learning.

The instructor should make the point that instructors need to evaluate whether the training is meeting learners' physical, emotional, and intellectual needs.

Next, the instructor discusses formal and informal ways to evaluate.

Then the instructor reviews the guidelines for asking and answering questions. The instructor guides a discussion about why we ask questions, the kinds of questions to ask, how to ask a question, and how to answer a question.

Finally, the instructor provides some guidelines for when and how to give feedback.

At the end of the unit, participants develop "what if" questions that they could use when instructing CERT Basic Training Units 2-8.

Generally, the instructor should add relevant information to this guide, but should never delete material.

RESOURCES REQUIRED

- CERT Train-the-Trainer (T-T-T) Instructor Guide (for Train-the-Trainer instructors)
- CERT T-T-T Participant Manual (for all participants)
- CERT Basic Training Instructor Guide (for all participants)
- PowerPoint slides 6-0 to 6-55

EQUIPMENT

The following extra equipment is needed for this unit:

- A computer with PowerPoint software;
- A computer projector and screen;
- Easel pad and easel or whiteboard; and
- Markers.

PREPARATION

None required.

REMARKS

Evaluation may not be something the instructors are comfortable doing. Remind them that the CERT Basic Training Course Instructor Guide includes evaluation techniques. Evaluation is not something that they have to add to the Instructor Guide. Instructors should use this course as an opportunity to become familiar with evaluation and determine which techniques for evaluation work best for them.

SECTION 1: UNIT OVERVIEW

CERT Train-the-Trainer
Unit 6: Maximize Learning

Unit 2 discussed the roles of effective instructors. One of the roles—probably the most important one—is as a *trainer*. Unit 2 also discussed the role of the *evaluator*.

Explain that this unit looks at some of the things a trainer needs to know to be an effective instructor:

- How people learn;
- How to create a positive learning environment;
- Techniques that maximize learning;
- Why trainers need to evaluate;
- Formal and informal ways of evaluating;
- Some guidelines for asking and answering questions; and
- Some guidelines for giving feedback.

Exercise: Positive Learning Experiences

Purpose: Participants identify their own positive learning experiences.

Instructions: Ask participants to work in pairs. They should remember positive learning experiences and generate a list of things that made those experiences positive.

Report out.

Debrief: Explain that you will return to the list later in the unit.

Unit Objectives

- By the end of this unit, the participants will be able to:
  - Describe the ways in which people learn
  - Explain how to create a positive learning environment
  - Demonstrate how to maximize learning in a given scenario
  - State why trainers need to evaluate

PM 6-1
CERT Train-the-Trainer Unit 6: Maximize Learning   6-1

Unit Objectives

- By the end of this unit, the participants will be able to:
  - List formal and informal ways of evaluating
  - Provide some guidelines for asking and answering questions
  - Provide some guidelines for giving feedback

PM 6-1
CERT Train-the-Trainer Unit 6: Maximize Learning   6-2

Record the list on an easel pad.

SECTION 2: HOW PEOPLE LEARN

What Do You Think?
• When you get a new gadget, how do you learn how to use it?

PM 6-2
CERT Train-the-Trainer Unit 6: Maximize Learning   6-4

Start a class discussion based on this question.

Learning Styles
• Three primary learning styles:
– Auditory
– Visual
– Tactile or kinesthetic
• Combination
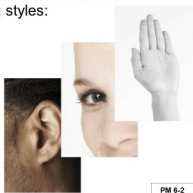
PM 6-2
CERT Train-the-Trainer Unit 6: Maximize Learning   6-5

Pose this question and then ask for a show of hands to the follow-up questions.

Ask the class:

When you get a new gadget, how do you learn how to use it? Imagine you bought a new iPhone.

- How many people open the box, pull out the manual, and start reading?
- How many people try to find someone to show them how the thing works?
- How many people just start pushing buttons to see what happens?

Say that we each have a way that we like to learn. Generally, learning styles fall into three primary types:

1. Auditory;
2. Visual; and
3. Tactile or kinesthetic.

However, no one only learns one way. We may have a preferred style, but we also use parts of the other styles as well.

Auditory Learners

Auditory Learners
• Learn through listening:
– Lectures
– Discussions
– Talking things through
– Listening to what others have to say
• Written information has little meaning:
– Prefer to read text aloud
– Like to use tape recorder

PM 6-2
CERT Train-the-Trainer Unit 6: Maximize Learning   6-6

Explain that auditory learners learn through:

- Lectures;
- Discussions;
- Talking things through; and
- Listening to what others have to say.

The instructor's tone of voice, pitch, and speed help them interpret and remember what they hear.

Written information may have little meaning until it is heard so auditory learners often benefit from reading text aloud and using a tape recorder.

Visual Learners

Visual Learners
• Learn through seeing:
– Pictures
– Demonstrations
– Diagrams
– Illustrated textbooks
– PowerPoint slides
– Videos
– Flipcharts
– Handouts

PM 6-2
CERT Train-the-Trainer Unit 6: Maximize Learning   6-7

Explain that visual learners learn through:

- Pictures;
- Demonstrations;
- Diagrams;
- Illustrated textbooks;
- PowerPoint slides;

Visual Learners

- Instructor's body language and facial expressions help them understand
- Sit at the front of the room
- Remember by seeing
- Like to take detailed notes to absorb information

PM 6-2

CERT Train-the-Trainer Unit 6: Maximize Learning   6-8

Tactile Learners

- Learn by doing, moving, and touching
  - Hands-on activities
- Find it hard to sit still for very long
- Prefer to explore physical world around them

PM 6-2

CERT Train-the-Trainer Unit 6: Maximize Learning   6-9

Learning Styles and Teaching

- Good instruction should combine auditory, visual, and tactile
- Retention increases dramatically when learning involves more senses and is more active

PM 6-3

CERT Train-the-Trainer Unit 6: Maximize Learning   6-10

To Retain Learning

- Hear it
- See it
- Say it
- Do it
- Teach others

PM 6-3

CERT Train-the-Trainer Unit 6: Maximize Learning   6-11

Learning Styles and Instructors

- Instructors have a preferred learning style that may affect how they like to teach
- Instructors need to incorporate elements that are less comfortable
- CERT Basic Training Instructor Guide includes elements for all learning styles
- Addressing all learning styles will help increase learners' retention

PM 6-3

CERT Train-the-Trainer Unit 6: Maximize Learning   6-12

- Videos;
- Flipcharts; and
- Handouts.

The instructor's body language and facial expressions help visual learners understand the content. They like to sit up front, so nothing is in the way between them and the instructor.

They remember something by seeing it in their minds.

Visual learners like to take detailed notes to absorb the information.

Tactile Learners

Explain that tactile learners learn by doing, moving, and touching. They find it hard to sit still for very long.

Hands-on activities and games are great for tactile learners. Tactile learners prefer to explore the physical world around them.

Learning Styles and Teaching

Explain that good instruction has something for each type of learner. The best approach is a combination of auditory, visual, and tactile.

Explain that to grasp a new piece of information or a new skill, we need to:

- Hear it (a verbal description);
- See it (a demonstration);
- Say it (repeat it back);
- Do it (a practical exercise); and
- Teach it to others (explain it to a friend or family member).

The CERT Basic Training material, especially the Instructor Guide, provides content and guidance to assure that the first four learning modes are incorporated into the delivery of each unit.

Learning Styles and Instructors

Point out that, just like their learners, instructors have a preferred learning style. That learning style will affect the way they like to teach.

- An instructor who is a visual learner will incorporate elements that are more graphic in a lesson.

- One who is an auditory learner will be more comfortable lecturing.
- One who is a tactile learner will want to get right to the activities.

Each instructor will need to stretch himself or herself to incorporate the elements that are less comfortable. The CERT Basic Training Instructor Guide includes elements for all learning styles.

Emphasize that addressing all learning styles will increase each participant's retention of the material.

SECTION 3: CREATE A POSITIVE LEARNING ENVIRONMENT

For more detailed information on adult learning, research adult learning principles and adult learning theory.

Create Positive Learning Environment
- Three sets of factors:
  – Physical
  – Emotional
  – Intellectual

PM 6-3
CERT Train-the-Trainer Unit 6: Maximize Learning   6-13

What Do You Think?
- What is a physically comfortable learning environment?

PM 6-3
CERT Train-the-Trainer Unit 6: Maximize Learning   6-14

Start a class discussion based on this question.

Physical Factors
- What is a physically comfortable learning environment?
  – Room is not too hot or too cold
  – People can see and hear instructor
  – Lighting and amplification for people with reduced vision and hearing
  – Don't have to sit too long; take regular breaks
  – Expectations account for reduced flexibility, reaction times, time of day

PM 6-3
CERT Train-the-Trainer Unit 6: Maximize Learning   6-15

Say that knowing about and teaching for multiple learning styles are one way to maximize learning. In addition, instructors need to understand how adults learn best.

There are three sets of factors to create a positive learning environment:

1. Physical factors;
2. Emotional factors; and
3. Intellectual factors.

Physical Factors

Say that adults need to be physically comfortable or they cannot focus on learning.

Ask the class:

What is a physically comfortable learning environment?

Summarize the discussion by reviewing the slide.

The following factors help create a physically comfortable learning environment:

- The room is not too hot or too cold;
- The room is set up so people can see and can hear the instructor;
- Lighting and amplification allow for people with reduced vision and hearing;
- Make allowances for fatigue: there are frequent activities so participants do not have to sit too long; you take regular breaks; and
- Expectations for performance take into account reduced flexibility, reduced reaction times, time of day (evening may not be the best time to be sharp).

Stress that when physical environment factors are out of the instructor's control, they should be flexible and adaptable to meet the needs of their students. For example, if the amplification system is not working, the instructor should ask the students to move closer together and amplify their voice so all students can hear. Build in additional breaks when the temperature in the room is too hot or too cold.

Emotional Factors

Emotional Factors
- To be treated like adults (peers)
- To direct their own learning whenever possible (self-motivated)
- To know they are doing it right or at least they are trying hard
- To feel accepted as they are
- To see a reason for the training

PM 6-3

What Do You Think?
- How can instructors respond to emotional needs?

PM 6-4

Start a class discussion based on this question.

Provide Emotional Factors
- How can instructors respond to emotional needs?
  - Be a learning resource
  - Explain benefits; then let participants discover benefits themselves
  - Respect them
  - Teach to their level

PM 6-4

Provide Emotional Factors
- How can instructors respond to emotional needs?
  - Don't embarrass them
  - Provide reinforcement and peer feedback
  - Make learning non-threatening
  - Make learning realistic and problem-centered

PM 6-4

Say that adults also have to be comfortable emotionally. Adults have definite emotional needs, including:

- To be treated like adults (they want to be peers with the instructor);
- To direct their own learning whenever possible (Adults are self-motivated. They are at the training because they chose to be, not because someone told them to come);
- To know they are doing it right (or at least that they are trying hard);
- To feel accepted as they are (adults come in all forms and styles. They all have a place with CERT); and
- To see a reason for the training (adults want to know how the training is going to make a difference for them or their families).

Ask the class:

How could instructors respond to these emotional needs?

Summarize the discussion by reviewing slides 6-18.

An instructor can respond to emotional needs by:

- Being a learning resource; a coach.
- Explaining the benefits of the training (WIIFM: What's In It For Me), then letting participants explore as much as possible (to discover the benefits for themselves).
- Respecting them (not talking down to them).
- Teaching to their level (not above or below).
- Not embarrassing them.
- Providing meaningful reinforcement and opportunities for peer feedback (this is also a powerful reinforcement).
- Making learning non-threatening (this goes along with teaching to their level).
- Making the learning realistic and problem centered; using scenarios and "what if" situations that are familiar and that they might or do encounter.

Intellectual Factors

Explain that, in addition to needing to be physically and emotionally comfortable, adults have intellectual needs:

- They have lived full lives and they want to share their experiences.
- They want to connect new information to what they already know.
- They want to be active participants in the learning.
- They want to learn things the way they like to learn (through hearing or seeing or doing).

Ask the class:

How could instructors respond to these intellectual needs?

Summarize the discussion by reviewing slides 6-22.

An instructor can respond to intellectual needs by:

- Using the learners' life experiences to introduce new concepts through questions and discussion.
- Building bridges between old information and new information with analogies, examples, and job aids (the CERT Basic Training Participant Manual provides a reference to help with retention).
- Making the learning active. Include practical hands-on exercises in addition to lecture and slides.
- Using a variety of methods when teaching to reach all the learning styles (e.g., lecture, discussion, roleplay, demonstrations, activities, games).

Ask students to return to review the list of positive learning experiences generated in the first exercise of the unit. They should mark the list with:

- "P" next to any items that dealt with Physical Factors.
- "E" next to any items that dealt with Emotional Factors.
- "I" next to any items that dealt with Intellectual Factors.

Remind participants that, when they are teaching, knowing the content is not enough. To create a positive learning environment the instructor also needs to pay attention to:

- Physical factors;

- Emotional factors; and
- Intellectual factors.

SECTION 4: TECHNIQUES THAT MAXIMIZE LEARNING

Techniques that Maximize Learning
- Motivation:
  - Especially at the beginning of training
  - What's in it for me (WIIFM)
- Reinforcement:
  - Frequently and positively
- Repetition:
  - At least 3 times for learning retention

PM 6-6

Say that we have talked in this unit about learning styles and factors that affect adult learning. When it comes right down to it, the bottom line is that adults need what kids need:

- Motivation;
- Reinforcement; and
- To be told something more than once.

Motivation

Motivation
- Motivation is critical, especially at beginning of training
- Adults need to know how it will benefit them
- To motivate, instructors need to:
  - Establish rapport
  - Create open, friendly training atmosphere
  - Keep stress low
  - Challenge but don't frustrate participants

PM 6-6

Explain that motivation is critical, especially at the beginning of the training. Adults need to know how the training will benefit them. If they do not understand this, they will not learn. In order to motivate participants, instructors need to take every opportunity to:

- Establish a rapport;
- Create an open, friendly training atmosphere;
- Keep stress low; and
- Challenge participants but not frustrate them.

Reinforcement

Reinforcement
- Instructors need to encourage and reinforce throughout training
- Reward good behavior positively and frequently

PM 6-6

Say that throughout the training, instructors need to encourage and reinforce. The instructor must reward good behavior—however small—positively and frequently. This includes reinforcing that their participation in valued. Rewards do not have to be physical. Simply saying "good job" means a lot to an adult learner.

Repetition

Repetition
- People need to hear something at least three times:
  - #1: Explain
  - #2: Demonstrate
  - #3: Have learners practice
- For optimal learning, have learners also practice while explaining what they are doing

PM 6-6

Explain that repetition is a cornerstone of learning. People need to hear something at least three times before they learn it.

That is why the process for teaching a skill is to:

1. Explain it (description);
2. Show it (demonstration); and
3. Have the learners do it (practice).

The very best process would be to add a fourth step: Have the learners do it and say what they are doing while they do it.

Exercise: Power Outage

Exercise

Exercise: Power Outage

	PM 6-6
CERT Train-the-Trainer Unit 6: Maximize Learning	6-26

Suggested responses
Physical:
- Temperature
- Safety in the dark
- Claustrophobia

Make the situation work:
- Have people imagine exploring a dark building during a disaster
- Present "what if" scenarios that might happen in an individual's home or work and get them to talk about them.

How to remember key points:
- Ask review questions
- Make up a game

Purpose: This exercise allows participants to apply what they have learned about adults and learning.

Instructions: Follow the steps below to conduct the exercise.

1. Present this scenario to the whole group.

   - What if the power goes out 30 minutes after the fire safety unit starts? You decide to wait for the power to come back on.

2. Ask these questions:

   - What physical factors do you need to consider?
   - How might you make this situation work for you? Think about emotional and intellectual needs.

3. Add to the scenario.

   - What if the power returns after an hour? You do not have time to teach the whole unit. You know you will have to re-teach the lesson, but you do not want the evening to be a complete waste.

4. What can you do to make sure that participants remember the key points that you have covered so far? Remember all three learning styles.

Debrief: Instructors should be prepared to adapt to different learning situations as they arise.

Instructors should keep the physical, emotional, and intellectual needs, as well as the different learning styles, of adult learners in mind.

SECTION 5: WHY YOU NEED TO EVALUATE

What Do You Think?
- What is your job as a trainer?

PM 6-8
CERT Train-the-Trainer Unit 6: Maximize Learning　　6-29

This is a review question from Unit 2, Your Role as Instructor. Start a class discussion based on this slide.

Your Job as Trainer
- What is your job as a trainer?
  – To transfer knowledge
  – Effective instructors use variety of training methods:
    • Interactive lecture
    • Demonstrations
    • Roleplays
    • Exercises

PM 6-8
CERT Train-the-Trainer Unit 6: Maximize Learning　　6-30

What Do You Think?
- Why do we use a variety of methods?

PM 6-8
CERT Train-the-Trainer Unit 6: Maximize Learning　　6-31

Start a class discussion based on this question. This is a review question from earlier in this lesson.

Training Methods
- Why do we use a variety of methods?
  – To appeal to all learning styles:
    • Auditory
    • Visual
    • Tactile

PM 6-8
CERT Train-the-Trainer Unit 6: Maximize Learning　　6-32

Ask the class:

What is your job as a trainer?

Summarize the discussion by reviewing the slide.

Your job as a trainer is to transfer knowledge: to get what you have in your head into someone else's head.

Explain that many trainers think that they have done a wonderful job because they have told the class everything they know. "I said it, therefore you know it."

Effective instructors take it much further. They use a variety of training methods to help transfer the knowledge, including:

- Interactive lecture (lecture with discussion questions);
- Demonstrations;
- Roleplays; and
- Exercises.

Ask the class:

Why do we use a variety of methods?

Summarize the discussion by reviewing the slide.

We use a variety of training methods to appeal to all the learning styles (i.e., auditory, visual, tactile).

Say that effective instructors also know that periodically they have to assess whether volunteers are understanding what the instructor is teaching.

This is the responsibility of effective instructors. They need to know that:

1. They said it in ways that the learners could understand.
2. The learners "got it."

Evaluation is the process for finding out if learners "got it." They will only be valuable CERT volunteers if they learned it and can *apply* it.

In addition to making sure participants have learned, there are other things CERT trainers want to evaluate.

- Physical needs: Is it too cold in here? Is it time for a break?

Assess Learning

• Effective instructors assess learning to see that:
   – The leaners understand what's been said
   – The learners "got it"

PM 6-8
CERT Train-the-Trainer Unit 6: Maximize Learning   6-33

Why Evaluate?

• Content:
   – Did learners "get it?"
• Adult learner needs:
   – Physical
   – Emotional
   – Intellectual

PM 6-9
CERT Train-the-Trainer Unit 6: Maximize Learning   6-34

- Emotional needs: Does the chart make sense? Are people uncertain or frustrated?
- Intellectual needs: Do we need to practice this more?

SECTION 6: WAYS TO EVALUATE

What Do You Think?

• How can instructors find out if people have learned?

Start a class discussion based on this question.

How To Assess Learning

• How can instructors find out if people have learned?
  – Instructors can find out if people have learned by:
    • Asking questions
    • Listening to questions
    • Testing
    • Observing hands-on exercises
    • Observing body language

Types of Evaluation

• Formal:
  – Tests
  – Performance demonstrations
• Informal
  – Watching body language
  – Questions
  – Observation of hands-on activities

Say that there are a number of ways to evaluate progress.

Ask the class:

How can instructors find out if people have learned?

Summarize the discussion by reviewing the slide. Instructors can find out if people have learned by:

- Asking questions;
- Listening to questions asked;
- Testing;
- Observing hands-on exercises; and
- Observing body language.

Formal Evaluation

Explain that some evaluation is formal. The final exam is a formal evaluation, as is the Unit 9 exercise in the CERT Basic Training Course.

Informal Evaluation

Explain that some evaluation is informal.

- Watching body language is a good way to evaluate both whether learning has happened and how people are feeling.
- Questions are another great way to evaluate. Each unit of the CERT Basic Training Course has questions at the beginning of the unit that reviews the previous unit. There are existing questions in the Instructor Guide, but instructors should add their own, too.
- Observation of practice activities is one of the best ways to see how much learning is happening.

SECTION 7: GUIDELINES FOR ASKING AND ANSWERING QUESTIONS

Review guidelines for asking and answering questions.

Why We Ask Questions

There are many reasons to ask questions. Evaluation is only one of the reasons.

Ask the class:

What are some other reasons for asking questions?

Summarize the discussion by reviewing the slide.

Ask questions to:

- Get people involved and interested;
- Stimulate discussion; and
- Channel thinking (use questions as a discovery process, allow participants to facilitate and guide the training).

Choosing the Question and Audience

There are several kinds of questions, and instructors can direct them toward different audiences.

Open and Closed Questions

Ask the class:

What is the difference between an open question and a closed question?

Summarize the discussion by reviewing the next two slides.

Open Questions:

- An open question tends to start with what, why, how, or describe.
- An open question asks the respondents to think and reflect. It typically requires a longer answer. There is typically not one correct answer to an open question.
- An example of an open question is "What do you think about the video we just watched?"
- An instructor may use open questions to:
    - Generate discussion;
    - Find out how the class is feeling;
    - Get people to open up; and

Open Questions

- **What is the difference between an open question and a closed question?**
  - Open questions:
    - Start with what, why, how, or describe
    - Ask respondents to think and reflect
    - Typically require a longer answer
    - Often not one correct answer
    - Used to:
      - Generate discussion
      - Find out how class is feeling
      - Get people to open up
      - Get class to think

PM 6-10

CERT Train-the-Trainer Unit 6: Maximize Learning   6-42

Closed Questions

- **What is the difference between an open question and a closed question?**
  - Closed questions:
    - Answered by yes or no, true or false, or limited response
    - Used to:
      - Test knowledge
      - Receive quick answers
      - Maintain control of class
      - End topic before a break
      - Force a choice between correct and incorrect response

PM 6-10

CERT Train-the-Trainer Unit 6: Maximize Learning   6-43

Recall and Apply

- There are two kinds of evaluation questions:
  - Recall question: Learners repeat what they learned
  - Apply question: Learners think about what they learned and apply it to new situation

PM 6-11

CERT Train-the-Trainer Unit 6: Maximize Learning   6-44

To Different Audiences

- Instructor can direct a question to different audiences:
  - To one person
  - To the whole group
  - Rhetorical questions

PM 6-11

CERT Train-the-Trainer Unit 6: Maximize Learning   6-45

– Get the class to think about what they have learned.

Closed Questions:

- A closed question is typically only answered by yes or no, or true or false. A closed question can also be answered by a very limited response, such as "Who was the first President of the United States?" Answer: George Washington.
- Instructors may use closed questions to:

  – Test knowledge;
  – Receive quick answers;
  – Maintain control of the class;
  – Take a break; and
  – Force a choice between a correct and incorrect response (e.g., "When I'm getting ready to use a fire extinguisher, do I AIM first?" "No, you PULL first.").

Recall and Apply Questions

Describe the two kinds of evaluation questions that an instructor can ask:

- A recall question: Learners repeat back what they have learned.
- An apply question: Learners have to think about what they have learned and apply it to a new situation.
- Explain that "what if" questions are apply questions. Apply questions will tell you the most about what a learner has learned.

Questions to Different Audiences

Explain that an instructor can direct a question to different audiences.

- Direct a question to one person (maybe to tap into that person's expertise).
- Direct a question to the whole group (good for starting discussions).
- Ask a rhetorical question (one that is not intended to be answered but instead is asked to stimulate thinking).

How to Ask a Question

Explain that good questions:

- Are brief;

How to Ask a Question

- Be brief, clear, and friendly
- To group:
  – Ask
  – Plant
  – Call
- To individual:
  – Call
  – Ask
  – Plant

PM 6-11

CERT Train-the-Trainer Unit 6: Maximize Learning   6-46

"Plant" means that you stand still and do not walk.

- Are easy to understand;
- Are asked with a friendly tone; and
- Allow people time to think about the answer.

Note that there are also some guidelines for how to ask questions to a group and how to ask questions to an individual.

To a group, you:

- Ask the question;
- Plant yourself (to give people time to think); and
- Call on someone.

To an individual, you:

- Call on the person (to make sure they are listening);
- Ask the question; and
- Plant yourself (to give the person time to think).

How to Answer a Question

How to Answer a Question

- You can ask someone else to answer question
- Repeat question before answering it
- Paraphrase any lengthy questions
- Acknowledge questions that you cannot answer; get back to group as soon as possible

PM 6-11

CERT Train-the-Trainer Unit 6: Maximize Learning   6-47

Say that questions asked by the participants can tell trainers where learners are having difficulties. Here are some tips:

- Do not feel obligated to answer the question yourself. Turn the question into a relay question and ask someone else to answer it.
- Repeat the question before answering it.
- Paraphrase lengthy questions. This helps ensure that you understand the question (if you are wrong, the questioner will tell you) and that everyone in the room has heard it.
- Acknowledge any questions that you cannot answer. Be sure to get back to the group with an answer as soon as possible.

Too Many Questions

- If one learner asks too many questions, you can:
  – Encourage others by recognizing their questions first
  – As a last resort, take the individual aside

PM 6-11

CERT Train-the-Trainer Unit 6: Maximize Learning   6-48

Some learners may ask questions about everything. Their questions may appear to be habitual or an indication that the learner is not understanding a lot of the material. If their many questions are slowing down the entire group, trainers may note some frustration on the part of other participants.

When that is the case, trainers should:

- Encourage others to participate more by recognizing their questions first.
- As a last resort, take the individual aside and ask if he or she could hold the questions until the breaks

or after the session is over, at which time the
trainer would quickly go through any questions the
individual may have.

SECTION 8: SOME GUIDELINES FOR GIVING FEEDBACK

What Do You Think?
- What are some opportunities for giving feedback in CERT Basic Training?

Start a class discussion based on this question.

Feedback Opportunities
- What are some opportunities for giving feedback in CERT Basic Training?
  - During hands-on activities and skills training
  - During class discussion

Give Feedback
- When to give feedback:
  - To correct information
  - For behavior that can be changed
  - To acknowledge correct answers or technique
- How to give feedback
  - Compliment whenever possible, even when feedback is corrective
  - Be specific:
    - Describe what volunteers need to correct
    - Describe how it needs to be corrected

What Do You Think?
- What if you ask a question and someone gives you a wrong answer? What would you do?

Start a class discussion based on this question. Note: This is an apply question.

The correct response is that the instructor should compliment first and then correct.

Note: To model the correct behavior, you should respond by complimenting and correcting, if necessary.

Review guidelines for giving feedback.

Ask the class:

What are some opportunities for giving feedback in CERT Basic Training?

Summarize the discussion by reviewing the slide.

Some opportunities for feedback in CERT Basic Training are:

- During hands-on activities and skills training; and
- During and at the conclusion of class discussion.

Say that instructors should give feedback:

- To correct information;
- For behavior that can be changed; and
- To acknowledge correct answers or performance of a technique.

Point out that when giving feedback, instructors should:

- Compliment whenever possible, even when feedback is corrective ("I'm glad to see you have long pants and a long-sleeved shirt. However, …").
- Be specific. Describe what volunteers need to correct and explain how to correct it.

Explain that one place that instructors give feedback is when they check to see what participants have learned by asking questions.

Ask the class:

What if you ask a question and someone gives you a wrong answer? What would you do?

Exercise

Exercise: Develop "What If" Questions

	PM 6-13
CERT Train-the-Trainer Unit 6: Maximize Learning	6-53

For example, for Unit 5, you might develop this question:

"Suppose your CERT was recently mobilized to help with a bad flood in a neighboring community. Several weeks later you run into one of your fellow CERT volunteers at the park and he mentions that his daughter's home was severely damaged in the flood. You get the sense that he might want to talk about it. What do you do?"

Answers: Ask if he wants to talk. Don't force it. If he wants to talk, listen (for words and for nonverbal communication). Empathize. Be supportive.

Exercise: Develop "What If" Questions

Purpose: Participants should work in pairs to develop "what if" questions.

Instructions: Follow the steps below to do the exercise.

1. Tell participants that each pair should develop an "apply" question for a unit of the CERT Basic Training Course.
2. Give them five minutes to work.
3. Go around the room and help as needed.
4. Report out as many questions as possible. Discuss the validity of the questions.

Debrief: Encourage participants to develop "what if" questions for all the units they instruct. If they have trouble developing these questions (e.g., some people are more creative than others), they should ask other instructors for suggestions.

UNIT SUMMARY
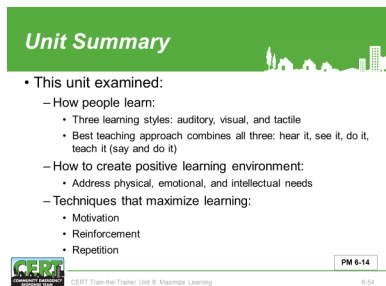
Say that this unit has covered some of the things a trainer needs to know to be an effective instructor:

- How people learn:

  - Describe the three learning styles: auditory, visual, and tactile.
  - Outline the best teaching approach is a combination of all three: hear it, see it, do it, teach it (say and do it).

- How to create a positive learning environment:

  - Address physical needs, emotional needs, and intellectual needs.

- Techniques that maximize learning:

  - Motivation;
  - Reinforcement; and
  - Repetition.
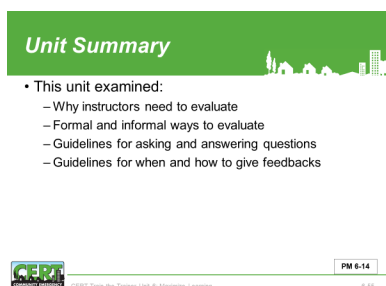
Say that this unit also examined evaluation:

- Why instructors need to evaluate:

  - To see if knowledge is being transferred; and
  - To assess whether the training is meeting learners' physical, emotional, and intellectual needs.

- Formal and informal ways to evaluate:

  - Tests and performance evaluations;
  - Asking questions; and
  - Observation.

- Guidelines for asking and answering questions:

  - Ask why we ask questions.
  - Define the kinds of questions that can be asked.
  - Explain how to ask a question.
  - How to answer a question.

- Guidelines for when and how to give feedback.

  - To change incorrect information and behavior.

Ask the class:

| Check for understanding. |

Do you have any questions about anything covered in this unit?

Transition

The next unit will review Unit 4 of the CERT Basic Training Course.

CERT Train-the-Trainer Unit 7: CERT Basic Training Unit 4 Review

Instructor Guide

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CERT Train-the-Trainer Unit 7: CERT Basic Training Unit 4 Review

In this unit, you will review the following information about CERT Basic Training Unit 4:

- **Unit Purpose**
- **Unit Objectives**
- **Key Points to Be Made in the Unit**
- **Training Videos Relevant to the Unit**
- **Hands-on Activities in the Unit and How to Do Them Correctly**
- **How This Unit Connects to the Other Units**

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CERT Unit 7 Table of Contents

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UNIT OBJECTIVES

By the end of this unit, the participants will be able to show knowledge of the CERT Basic Training Course Unit 4.

SCOPE

This unit will cover the following topics:

- T-T-T unit overview;
- Unit 4 purpose;
- Unit 4 learning objectives;
- Unit 4 key topics;
- Hands-on activities in Unit 4;
- Tips for teaching Unit 4;
- How Unit 4 connects to other basic training units; and
- T-T-T unit summary.

ESTIMATED COMPLETION TIMES

A suggested time plan for this unit is displayed below in **Table 7.1: Estimated Completion Times**.

Table 7.1: Estimated Completion Times

Activity	Suggested Time
T-T-T Unit Overview	1 minute
Unit 4 Purpose	1 minute
Unit 4 Learning Objectives	10 minutes
Unit 4 Key Topics	5 minutes
Training Videos in Unit 4	6 minutes
Hands-on Activities in Unit 4	25 minutes
Tips for Teaching Unit 4	9 minutes
How Unit 4 Connects to Other Basic Training Units	2 minutes
T-T-T Unit Summary	1 minute
Total	1 hour, 10 minutes

TRAINING METHODS

The instructor starts by asking about the purpose and learning objectives of the CERT Basic Training unit. The instructor then asks participants to say how they will meet the objectives in the unit.

Next, the instructor reviews the key topics of the CERT Basic Training unit and shows what training videos are recommended for the unit.

The focus of this T-T-T unit is on the hands-on activity: its purpose, what latitude instructors have in leading it, and the right way to do it.

Finally, the instructor goes over how to connect the CERT Basic Training unit to the other units in the CERT Basic Training Course.

Generally, the instructor should add relevant information to this guide, but should never delete material.

RESOURCES REQUIRED

- CERT T-T-T Instructor Guide (for T-T-T instructors)
- CERT T-T-T Participant Manual (for all participants)
- CERT Basic Training Instructor Guide (for all participants)
- PowerPoint slides 7-0 to 7-9

OTHER RESOURCES

The 5-6-minute video, *Demonstrating Head-to-Toe Assessment*, should be shown when talking about how to demonstrate technique effectively. The video is available at the National CERT website: www.ready.gov/community-emergency-response-team.

EQUIPMENT

The following extra equipment is needed for this unit:

- A computer with PowerPoint software; and
- A computer projector and screen.

PREPARATION

None required.

SECTION 1: T-T-T UNIT OVERVIEW

Say that this unit reviews the content and activities in CERT Basic Training Unit 4. It also looks at how Unit 4 connects to the other units in the CERT Basic Training Course.

SECTION 2: BASIC TRAINING UNIT 4 REVIEW

Basic Training Unit 4 Purpose

Encourage participants to use the CERT Basic Training Instructor Guide to find the answers to the questions.

What Do You Think?
• What is the purpose of CERT Basic Training Unit 4?

PM 7-2
CERT Train-the-Trainer Unit 7: Basic Training Unit 4 Review   7-1

What is the purpose of CERT Basic Training Unit 4?

Summarize the discussion by reviewing the slide.

The purpose of CERT Basic Training Unit 4 is to:

- Continue the topic of disaster medical operations.
- Review public health considerations.
- Teach about disaster medical operations and medical treatment areas and how to set them up.
- Teach people how to do a head-to-toe assessment.
- Teach people how to treat specific kinds of injuries.

Basic Training Unit 4 Learning Objectives

Start a class discussion based on this question.

The Purpose of Unit 4
• What is the purpose of CERT Basic Training Unit 4?
  – To continue the topic of disaster medical operations
  – To review public health considerations
  – To teach about disaster medical operations and medical treatment areas and how to set them up
  – To teach people how to do a head-to-toe assessment
  – To teach people how to treat specific kinds of injuries

PM 7-2
CERT Train-the-Trainer Unit 7: Basic Training Unit 4 Review   7-2

What Do You Think?
• What are the learning objectives for this unit?

PM 7-2
CERT Train-the-Trainer Unit 7: Basic Training Unit 4 Review   7-3

What are the learning objectives for this unit?

Summarize the discussion by reviewing the slide.

Give the learning objectives for this unit.

1. Explain the role of the CERT volunteer during a mass casualty incident.
2. Describe the functions of disaster medical operations.
3. Describe how to set up survivor treatment areas.
4. Perform head-to-toe patient assessments.
5. Take appropriate sanitation and hygiene measures to protect public health.

Basic Training Unit 4 Key Topics

Start a class discussion based on this question.

Explain that in this unit, the instructor needs to do the following:

- Give a brief overview of the unit and highlight the material to be covered.
- Describe mass casualty incidents and the role first responders and CERT volunteers play.
- Teach the five functions of disaster medical operations: 1) triage/assessment, 2) treatment, 3) transport, 4) morgue, and 5) supply) and explain how to set them up to keep good patient flow.

What Do You Think?

• What are the learning objectives for this unit?
1. Explain the role of the CERT volunteer during a mass casualty incident
2. Describe the functions of disaster medical operations
3. Describe how to set up survivor treatment areas
4. Perform head-to-toe patient assessments
5. Take appropriate sanitation and hygiene measures to protect public health

PM 7-2

CERT Train-the-Trainer Unit 7: Basic Training Unit 4 Review   7-4

Key Topics

• Give brief overview of the unit
• Describe mass casualty incidents
• Review the five functions of disaster medical operations
• Teach how survivor treatment areas are set up
• Teach how to conduct head-to-toe assessments
• Emphasize proper hygiene and sanitation

PM 7-2

CERT Train-the-Trainer Unit 7: Basic Training Unit 4 Review   7-5

Hands-on Activities

• Conducting Head-to-Toe Assessments

PM 7-3

CERT Train-the-Trainer Unit 7: Basic Training Unit 4 Review   7-6

Show the 5-6-minute video on how to demonstrate the head-to-toe assessment.

Emphasize how important it is to demonstrate the assessment when teaching CERT Basic Training.

- Teach how first responders set up survivor treatment areas and how CERT volunteers can help safely treat and transport survivors.
- Teach how to evaluate patients using a head-to-toe assessment.
- Emphasize information about sanitation and hygiene to prevent the spread of disease.

Training Videos for Basic Training Unit 4

If there is time, the 23-minute video *CERT Triage: Handling Mass Casualty Situations* is recommended for this unit. The video shows triage procedures and treatment of a blocked airway, uncontrolled bleeding, and shock, as well as size- up and rescuer safety.

The video is available for download at the National CERT website: www.ready.gov/community-emergency-response-team.

Hands-on Activities in Basic Training Unit 4

Conducting Head-to-Toe Assessments (Basic Training Instructor Guide p. 4-16)

Purpose:

Practice conducting head-to-toe assessments on each other.

Latitude to Adapt:

The activity should be done as written.

How to Do the Activity Correctly:

- As part of this unit review, ask for a volunteer and demonstrate a head-to-toe assessment.
- Put on gloves, goggles, and mask.
- Explain who you are.
- Ask permission to touch the patient.
- Do the assessment beginning with the top of the head and working down to the toes, explaining each step as you proceed.
- Demonstrating and describing where the rescuer should place his or her hands on the patient to find injuries will help participants learn the technique. It will also help reduce participants' possible discomfort with touching survivors who need help.
- Break trainees into pairs and walk them through it again.

Tips for Teaching Unit

- Instructor should be experienced
- Know your audience and their physical abilities and comfort level
- Do not deviate too much from the material
- Be prepared to deal with questions about different techniques

PM 7-3

CERT Train-the-Trainer Unit 7: Basic Training Unit 4 Review   7-7

More Tips

- Follow state protocols
- Reinforce CERT size-up and PPE
- Emphasize:
  – Ask for permission to touch patient
  – Respect what the patient says
- Document as much as possible

PM 7-3

CERT Train-the-Trainer Unit 7: Basic Training Unit 4 Review   7-8

Start a class discussion based on this question.

Connection to Course

- Continues the message of teamwork
- Builds on treatment and patient assessment in Unit 3
- Overlaps with Search and Rescue Operations in Unit 7

PM 7-4

CERT Train-the-Trainer Unit 7: Basic Training Unit 4 Review   7-9

- Then have the participants try it on their own without you.

Do this exercise as many times as possible with different "patients."

Tips for Teaching Basic Training Unit 4

- An experienced instructor should teach this unit.
- Know your audience and their physical abilities and comfort level. However, it is important to encourage participants to push their limits and to at least try an activity once.
  - Note: Encouraging is different from requiring. If a participant adamantly refuses, you must respect that decision.
- Do not stray too much from the material. There are different techniques that serve the same purpose, but stick with what is in the CERT Basic Training Instructor Guide.
- Be ready to deal with questions about different techniques (e.g., do you treat burns with wet or dry bandages?). Show the size of a liter of blood using a bottle or similar container. Show participants how much blood loss can threaten the life of a patient.
- Follow state protocols.
- Reinforce CERT size-up and PPE.
- Emphasize that you need to ask for permission to touch the patient and you need to respect what the patient says. If the patient is conscious and says, "Don't touch me," do not touch them.
- Document as much as possible, including witnesses present.

Do you have any other tips?

How Unit 4 Connects to Other CERT Basic Training Units

- It continues the message of teamwork.
- Unit 4 builds on treatment and patient assessment covered in Unit 3 and overlaps with Search and Rescue Operations in Unit 7.

T-T-T UNIT SUMMARY

This unit has given information on CERT Basic Training Unit 4.

Check for understanding.	**Do you have any questions about anything covered in this unit?**

Transition

The next unit will give participants the chance to practice teaching the skills in the CERT Basic Training course.

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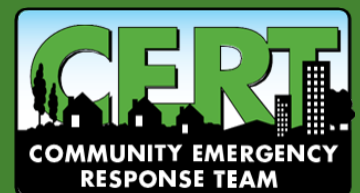
CERT Train-the-Trainer Unit 8: Teach-Back #1

Instructor Guide

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CERT Train-the-Trainer Unit 8: Teach Back #1

In this unit, participants will learn about:

- ☐ **The Teach-Back Process**
- ☐ **The Teach-Back #1 Assignment**
- ☐ **Film Session #1**

In this unit, you will:

- ☐ **Conduct Your First Teach-Back**
- ☐ **Provide Feedback on Other Presentations**

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CERT Unit 8 Table of Contents

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UNIT OBJECTIVES

By the end of this unit, participants will be able to:

- Describe how the teach-back preparation and presentation processes work.
- State their Teach-Back #1 Assignment.
- Present their first teach-back.
- Give feedback to other presenters.

SCOPE

The unit has two parts: preparation and presentation. In this unit, each of the five teams prepares for and gives a presentation before getting feedback from the other participants.

Part 1 will cover the following topics:

- Why do a teach-back;
- The teach-back process;
- Teach-Back #1 Assignment; and
- Film Session #1 explanation.

In Part 2, participants present their first teach-back, get feedback from others in the group, and give feedback to other presenters.

ESTIMATED COMPLETION TIMES

Part 1: Teach-Back #1 Assignment

A suggested time plan for this unit is displayed below in **Table 8.1: Estimated Completion Times**.

Table 8.1: Estimated Completion Times

Activity	Suggested Time
Why Do a Teach-Back?	1 minute
The Teach-Back Process	5 minutes
Teach-Back #1 Assignment	8 minutes
Film Session #1 Explanation	1 minute
Total	15 minutes

Part 2: Teach-Back #1

A suggested time plan for this unit is displayed below in **Table 8.2: Estimated Completion Times**.

Table 8.2: Estimated Completion Times

Activity	Suggested Time
Set Up	1 minute
Teach-Back 1	25 minutes
Teach-Back 2	25 minutes
Break	15 minutes
Teach-Back 3	24 minutes
Teach-Back 4	25 minutes
Teach-Back 5	25 minutes
Total	2 hours, 30 minutes

TRAINING METHODS

Part 1: Teach-Back #1 Assignment

The instructor begins by explaining why practice is an important part of a T-T-T class.

Next, the instructor explains the teach-back process that will be used. Then the instructor makes the Teach-Back #1 assignments.

Finally, the instructor explains when and where the training videos will be shown for Units 1-4.

Part 2: Teach-Back #1

The instructor begins by reviewing the teach-back process. Next, the instructor explains how feedback will be given.

Then each of the five two-person teams gives its presentation and gets feedback.

Please be advised that, as a general rule, the instructor is encouraged to add relevant information to this guide but should never delete material.

RESOURCES REQUIRED

- CERT Basic T-T-T Instructor Guide (for T- T-T instructors)
- CERT Basic T-T-T Participant Manual (for all participants)
- CERT Basic Training Instructor Guide (for all participants)
- PowerPoint slides for CERT Basic Training Units 1-4
- PowerPoint slides 8-0 to 8-7

EQUIPMENT

The following extra equipment is needed for this unit:

- A computer with PowerPoint software;
- A computer projector and screen;
- Easel pad and easel or whiteboard;
- Markers; and
- Materials and equipment to be used in the teach-back presentations. Each teach-back group of 10 participants will need:
  - CERT kit;
  - Non-latex exam gloves;
  - 4 x 4 gauze pads;
  - Splinting materials;
  - USB flash drive with CERT Basic Training PowerPoint files; and
  - Copies of the Feedback Checklist (nine times total number of participants).

PREPARATION

Part 1: Teach-Back #1 Assignment

For the teach-back, participants will work in pairs. Decide how you will divide the group into pairs. If you have an uneven number, assign three people to one group.

Film Session

Make arrangements for showing the training videos for Units 1-4. These videos will be shown in the evening. Viewing is optional but encouraged.

Part 2: Teach-Back #1

Divide the class into groups of no more than five pairs. Each group must have an instructor facilitator. Identify and prepare those instructors before class by reviewing the contents of this unit.

The instructor will serve as the timekeeper as well the discussion facilitator. Keeping presentations to 15 minutes is critical. Each instructor should decide on a way to let a pair know that time is up. One method is creating three index cards to hold up. In large print, write "5" (minutes) on one card, "1" (minute) on a second card, and "CUT" on the third card.

Make copies of the feedback checklist included in the Appendix of this unit. If you have groups of five pairs, you will need eight feedback checklists for each participant and 10 feedback checklists for the instructor observing the presentations.

UNIT 8 PART 1: TEACH-BACK #1 ASSIGNMENT

SECTION 1: THE TEACH-BACK PROCESS

Explain that practice is a key part of any successful T-T-T class. Participants need to practice teaching the skills in the CERT Basic Training course, and they need to practice incorporating the information they are learning in this CERT T-T-T course.

Explain the process for the teach-back preparation and presentation.

1. Each participant will be assigned a partner and a block of instruction.
2. Participants will work tonight on their assignment. All participants are expected to be active participants in the teach-back. Each presentation should be no longer than 15 minutes.
3. The teach-backs will be given tomorrow morning in groups of 10 (5 pairs). The participants that are not teaching will give feedback on each presentation.
4. After your presentation, the "audience" (other participants and an instructor) will complete a feedback checklist. You will be given the written checklists. The audience will also give you feedback orally.

Feedback Checklists

Hand out feedback checklists to each participant and instructor. Go over the assessment criteria that will be used for each presenter.

Stress that the feedback must focus on the training **delivery**:

- What went well?

- What could be improved?

| Check for understanding. | **Do you have any questions about the teach-back process?** |

SECTION 2: THE TEACH-BACK ASSIGNMENT

What Do You Think?
- What are your responsibilities as you teach back?

PM 8-2
CERT Train-the-Trainer Unit 8: Teach-Back #1   8-5

Start a class discussion based on this question.

Teach-Back Assignment
- Each teach-back block must include:
  – An explanation: describe skill clearly
  – A demonstration: demonstrate skill correctly
  – A hands-on activity: coach class through practice session
- Incorporate practices and information you learned from:
  – Unit 2: Your Role as Instructor
  – Unit 6: Maximize Learning

All in 15 minutes with each presenting an equal portion!

PM 8-2
CERT Train-the-Trainer Unit 8: Teach-Back #1   8-6

Draw out participants' understanding of these responsibilities by asking of each bullet: "What do I mean by…"

Unit 2 covered:
- The roles and qualities of the CERT Basic Training instructor.
- The qualities of a good presenter.

Unit 6 covered:
- How people learn.
- Creating a positive learning environment.
- Techniques that maximize learning.
- Why you need to evaluate and ways to evaluate.
- Guidelines for asking and answering questions.

What are your responsibilities as you teach back?

What to Include in the Teach-Back

Explain that each teach-back block should include an explanation, a demonstration, and a hands-on activity. In other words, the audience should:

- Hear it;
- See it; and
- Do it.

The presenters' responsibilities are to:

- Describe the skill clearly.
- Demonstrate the skill correctly.
- Coach the class through the practice session.

Remind participants that each person in a team is responsible for presenting an equal portion of the teach-back content.

Remind participants to incorporate practices and information they learned from:

- Unit 2: Your Role as Instructor; and
- Unit 6: Maximize Learning.

Offer one more tip: Do not "hide" behind podiums or tables in the classroom. This reduces the instructor's ability to interact with and properly engage learners.

Remind participants that each presentation should last no more than 15 minutes.

Pair Up the Participants

Divide the class into pairs. If necessary, create one group of three. Stress that each person in the pair should present about half of the material.

Assign groups—five pairs of presenters to each group.

Explain where each of the groups will be located for the teach-back presentations.

Content Blocks to Be Assigned

Assign one of the following blocks to each of the pairs in a group of 10. For the whole class, each block will be assigned to more than one pair.

Content Blocks

- Unit 1: Items in CERT kit
- Unit 2: Documentation and use of CERT forms (pages 2-16 through 2-20)
- Unit 3: Controlling bleeding (pages 3-5 through 3-10)
- Unit 3: Treating fractures/sprains/strains (pages 3-20 through 3-23)
- Unit 4: Head-to-toe patient assessment (page 4-9)

PM 8-2

CERT Train-the-Trainer Unit 8: Teach-Back #1   8-7

Note that they will use the CERT Basic Training Instructor Guide for their teach-back content.

Topics include:

- Unit 1: Description, display, explanation of items in CERT kit (use actual kit).
- Unit 2: Description, explanation of documentation, and use of CERT forms (pages 2-16 through 2-30). For this block, participants should identify three key CERT forms and teach them in a way that is engaging and allows for practice and evaluation.
- Unit 3: Controlling bleeding (approaching the patient, direct pressure, tourniquets, shock) (pages 3-4 through 3-14).
- Unit 3: Treating fractures/sprains/strains (pages 3-20 through 3-23).
- Unit 4: Head-to-toe patient assessment (pages 4-9 through 4-13).

Stress that participants should look over the section of the CERT Basic Training Instructor Guide that they are assigned and should follow it in their teach-back.

Do you have any questions about Teach-Back #1?

Check for understanding.

Film Session #1

Explain when and where the training videos from Units 1-4 will be shown for anyone who wants to see them.

UNIT 8 PART 2: TEACH-BACK #1
SECTION 1: TEACH-BACK SETUP

Go over the process for the teach-back presentation.

1. The presentation should last no longer than 15 minutes.
2. The participants who are not training will give feedback on the presentation after it is done.

    – First, the "audience" (other participants and an instructor) will complete a feedback checklist. The written checklists will be given to the presenters.
    – Second, the audience will give feedback orally.

3. The feedback will last 7-8 minutes.
4. Then the next team will get ready for its presentation.

Make the point that in addition to the chance to demonstrate, the teach-backs are also a good opportunity to practice the skills of giving feedback and coaching, which are important skills for trainers to have.

> Check for understanding.

Do you have any questions about the teach- back process?

SECTION 2: MANAGE THE TEACH-BACKS

Do the following activities to facilitate the teach- backs.

5. Monitor the time.

    –   15 minutes for presentation
    –   7-8 minutes for feedback
    –   2-3 minutes to change teams

6. Use your chosen method to monitor and end the presentation, if needed.

    –   For example, use time cue cards to give time cues to the presenters (e.g., 10 minutes, 5 minutes, and 1 minute).

7. Facilitate the feedback (7-8 minutes).

    –   Give the group 2-3 minutes to complete the feedback checklists.
    –   Remind learners to keep peer feedback focused on teaching methods, interactivity, and effectiveness versus dwelling on the actual content itself.
    –   Collect the feedback checklists.
    –   Ask the presenters how they feel the presentation went.
    –   Ask the audience for comments (things they liked, things that would improve the presentation).
    –   Give your comments (things you liked, things that would improve the presentation). Focus on teaching style and handling sensitive topics.
    –   Give the completed feedback checklists to the presenters.

8. Tell the next team to set up (2-3 minutes).
9. Take a break after the second presentation.

Transition

The next unit will go over Unit 5 of the CERT Basic Training Course.

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CERT Train-the-Trainer Unit 8: Additional Materials

☐ **CERT Train-the-Trainer Feedback Checklist**
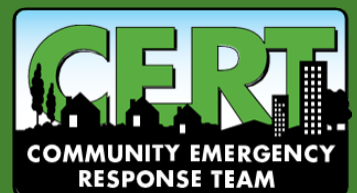
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CERT Train-the-Trainer Feedback Checklist

On a scale of 1-5, how would you rate these parts of the presentation? Circle the number that most closely applies in **Table 8.3: T-T-T Feedback Checklist**.

Table 8.3: T-T-T Feedback Checklist

T-T-T Feedback Checklist					
Lecture	1	2	3	4	5
	Inadequate		Acceptable		Excellent
Demonstration	1	2	3	4	5
	Inadequate		Acceptable		Excellent
Coaching of Activity	1	2	3	4	5
	Inadequate		Acceptable		Excellent

On a scale of 1-5, how would you rate the following part of the presentation? Circle the number that most closely applies in **Table 8.4: T-T-T Feedback Checklist**.

Table 8.4: T-T-T Feedback Checklist

T-T-T Feedback Checklist					
Information presented was accurate	1	2	3	4	5
	Inadequate		Acceptable		Excellent
Information presented was clear	1	2	3	4	5
	Inadequate		Acceptable		Excellent
Instructors modeled appropriate behavior	1	2	3	4	5
	Inadequate		Acceptable		Excellent
Instructors worked well as a team	1	2	3	4	5
	Inadequate		Acceptable		Excellent

T-T-T Feedback Checklist					
Instructors demonstrated effective teaching techniques	1 Inadequate	2	3 Acceptable	4	5 Excellent
Instructors communicated the core values of the program	1 Inadequate	2	3 Acceptable	4	5 Excellent

Demonstration was done in a safe manner.   Yes __ No __

Activity was done in a safe manner.   Yes __ No __

Please add any comments on the back.

CERT Train-the-Trainer
Unit 9: CERT Basic
Training Unit 5 Review

Instructor Guide
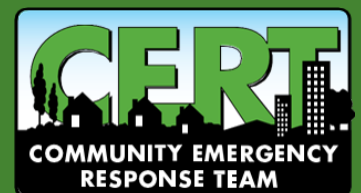
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CERT Train-the-Trainer Unit 9: CERT Basic Training Unit 5 Review

In this unit, participants will review the following information about CERT Basic Training Unit 5:

- ☐ **Unit Purpose**
- ☐ **Unit Objective**
- ☐ **Key Points to Be Made in the Unit**
- ☐ **Training Videos Relevant to the Unit**
- ☐ **Hands-on Activities in the Unit and How to Do Them Correctly**
- ☐ **How This Unit Connects to the Other Units**

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CERT Unit 9 Table of Contents

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UNIT OBJECTIVES

By the end of this unit, participants will be able to show knowledge of the CERT Basic Training Course Unit 5.

SCOPE

This unit will cover the following topics:

- T-T-T unit overview;
- Unit 5 purpose;
- Unit 5 learning objectives;
- Unit 5 key topics;
- Training videos in Unit 5;
- Hands-on activities in Unit 5;
- Tips for teaching Unit 5;
- How Unit 5 connects to other basic training units; and
- T-T-T unit summary.

ESTIMATED COMPLETION TIME

A suggested time plan for this unit is displayed below in **Table 9.1: Estimated Completion Times**.

Table 9.1: Estimated Completion Times

Activity	Suggested Time
T-T-T Unit Overview	1 minute
Unit 5 Purpose	1 minute
Unit 5 Learning Objectives	5 minutes
Unit 5 Key Topics	5 minutes
Training Videos in Unit 5	1 minute
Hands-on Activities in Unit 5	10 minutes
Tips for Teaching Unit 5	19 minutes
How Unit 5 Connects to Other Basic Training Units	2 minutes
T-T-T Unit Summary	1 minute
Total	45 minutes

TRAINING METHODS

The instructor starts by asking what the purpose and learning objectives of the CERT Basic Training unit are. The instructor then asks participants to say how the objectives are met in the unit.

Next, the instructor goes over the key topics of the CERT Basic Training unit and says what training videos are recommended for the unit.

The focus of this CERT T-T-T unit is on the hands-on activities: their purpose, what leeway instructors have in leading them, and the right way to do them.

Finally, the instructor goes over how the CERT Basic Training unit is connected to the other units in the CERT Basic Training Course.

Please be advised that, generally, the instructor is encouraged to add relevant information to this guide, but should never delete material.

RESOURCES REQUIRED

- CERT T-T-T Instructor Guide (for T-T-T instructors)
- CERT T-T-T Participant Manual (for all participants)
- CERT Basic Training Instructor Guide (for all participants)
- PowerPoint slides 9-0 to 9-10

EQUIPMENT

The following extra equipment is needed for this unit:

- A computer with PowerPoint software; and
- A computer projector and screen.

PREPARATION

None required.

SECTON 1: T-T-T UNIT OVERVIEW

Say that this unit reviews the content and activities in CERT Basic Training Unit 5. It also looks at how Unit 5 connects to the other units in the CERT Basic Training Course.

SECTION 2: BASIC TRAINING UNIT 5 REVIEW

Basic Training Unit 5 Purpose

Encourage participants to use the CERT Basic Training Instructor Guide to find the answers to the questions.

What Do You Think?
• What is the purpose of CERT Basic Training Unit 5?

PM 9-2

Start a class discussion based on this question.

The Purpose of Unit 5
• What is the purpose of CERT Basic Training Unit 5?
  – To examine the psychological effects of a disaster on survivors and rescuers, ad how to give types of "psychological first aid"
  – To talk about what steps CERT volunteers can take before, following, and long after a disaster

PM 9-2

What Do You Think?
• What are the learning objectives for this unit?

PM 9-2

Start a class discussion based on this question.

Start by asking:

What is the purpose of CERT Basic Training Unit 5?

Summarize the discussion by reviewing the slide.

The purpose of CERT Basic Training Unit 5 is:

- To examine the psychological effects of a disaster on survivors and rescuers, and how to give types of "psychological first aid."
- To talk about what steps CERT volunteers can take on their own and as part of a CERT before, immediately following, and long after a disaster.

Basic Training Unit 5 Learning Objectives

What are the learning objectives for this unit?

Summarize the discussion by reviewing the slide.

Give the learning objectives for this unit.

By the end of this unit, the participants will be able to:

1. Understand disaster trauma for survivors and rescuers, including CERT volunteers.
2. List steps to take for personal and team wellbeing.

Basic Training Unit 5 Key Topics

Say that, in this unit, the instructor needs to do the following:

- Give a brief overview of the unit and the material that will be covered.
- Explain the topic of disaster psychology by giving basic education on the psychological effects of surviving a disaster. The information taught in the unit is useful and applies to everyone.
- Set boundaries for what is expected. CERT volunteers find the problems, but they do not manage them.
- Stress the importance of listening.
- Stress that CERT volunteers should take care of themselves first.

Training Videos for Basic Training Unit 5

If there is time, the 43-minute video *CERT Training: Disaster Psychology* (or parts of it) is recommended for this unit. The video describes the physical, emotional, and psychological reactions to a disaster and ways for CERT volunteers to take care of themselves and help others in dealing with the stress. The video is available for download at the National CERT website www.ready.gov/community-emergency-response-team.

After watching the video, the following topics should be highlighted or recapped by the instructor:

- All events are a psychological event to somebody.
- People respond to disasters physically, emotionally, and socially.
- CERT volunteers should make sure that they are psychologically prepared as well as physically prepared.
- Volunteers have the same responses as the survivors.
- Not all psychological responses are immediate; survivors and volunteers may feel the psychological effects of a disaster hours or days after the initial event.

- CERT teams should maintain open communication with one another about their limits and needs during a disaster.

If there is time, instructors may use the following discussion questions to get participants talking about the video:

- We have talked about the importance of making sure that your home and family are prepared and taken care of before and during a disaster. What steps can you take to make sure that you and your family are psychologically prepared?
- Can you list some activities and coping skills that you can encourage adult survivors to do to ease their stress after a disaster?
- Please describe the three primary acute stress reactions.

Please note that the video should not be used in place of teaching the unit.

Hands-on Activities in Basic Training Unit 5

Self-Care Toolbox (CERT Basic Training Instructor Guide pp. 5-7)

Hands-On Activities
- Self-Care Toolbox

PM 9-3

CERT Train-the-Trainer Unit 9: CERT Basic Training Unit 5 Review   9-7

Purpose:

To give the participants a chance to go over a few self-care tools that they can use both before and during a crisis so that they are ready to respond during an emergency.

Latitude to Adapt:

Do the activity as it is written.

How to Do the Activity Correctly:

- Participants should do this activity on their own.
- Once all participants have finished the Self- Care Toolkit worksheet, ask for a couple of volunteers to share their responses, keeping in mind that some of this information may by personal and few participants may be willing to share.
- If participants would prefer not to share, the instructor should instead start a general conversation about the activity:
  - Is this worksheet helpful to you in making a list of tools to help you cope with the stress of a disaster?

- Were there any parts of the worksheet you found hard to answer? If so, which ones and why?

- How can you use this resource to better prepare yourself mentally and emotionally to participate as a CERT volunteer during an emergency?

Tips for Teaching Basic Training Unit 5

Tips for Teaching Unit

- Recognize that this unit may be a challenge for instructors and participants
- Stress that this is another skillset for CERT volunteer's tool kit
- Stick to materials
- Model compassion that you are teaching
- Stress that practice sessions can never fully mimic situations that CERT volunteers will face in an actual disaster

PM 9-4

CERT Train-the-Trainer Unit 9: CERT Basic Training Unit 5 Review   9-8

More Tips

- Remind participants about what they can and cannot promise
  - NO: "Everything will be okay"
  - YES: "We're going to do the best that we can"

PM 9-3

CERT Train-the-Trainer Unit 9: CERT Basic Training Unit 5 Review   9-9

- Say that the topics covered in Unit 5 may be a challenge for instructors and some participants.
- Some participants may not feel comfortable with the more personal nature of the topics.
- Other participants may want to share too much about a personally stressful experience during the discussion.
- Participants may not have considered that disaster psychology would relate to their work as CERT responders.
- The instructor needs to emphasize that techniques for handling their own emotional stress during a disaster are important for CERT volunteers. Traumatic emotional stress can take a CERT out of action more quickly than physical injury. "Rescuer safety" means physical safety *and* psychological safety. This is another skillset in the CERT volunteer's tool box.
- Stick to the materials, which are purposefully limited. CERT volunteers are not trained to, nor should they attempt to, give counseling or therapy to others. The instructor should be clear that giving emotional help to other CERT volunteers and to survivors is "field expedient." CERT volunteers who are also professional counselors may choose to help their CERTs with those skills.
- The instructor must model the compassion that he or she is trying to teach.
- Instructors should stress that practice sessions can never fully mimic the situations that CERT volunteers will face in an actual disaster.
- Remind participants about what they can and cannot promise.

  - For example, do not tell someone everything will be okay. This promise cannot be kept.

Start a class discussion based on this question.

– Instead, CERT volunteers should use the phrase, "We're going to do the best that we can." This is more effective, believable, and comforting. It is a promise that can be kept.

Do you have any other tips?

How Unit 5 Connects to Other CERT Basic Training Units

Connection to Course

• CERT volunteers cannot be effective if they are suffering from trauma stress
– Information in this unit affects how well they can carry out skills taught in Basic Training course

PM 9-4

CERT Train-the-Trainer Unit 9: CERT Basic Training Unit 5 Review   9-10

CERT volunteers cannot be effective if they are suffering from trauma stress. The information in this unit affects how well they can carry out the skills taught in the Basic Training Course.

T-T-T UNIT SUMMARY

This unit has given information on CERT Basic Training Unit 5.

Check for understanding.

Do you have any questions about anything covered in this unit?

Transition

The next unit will review CERT Basic Training Unit 6.

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CERT Train-the-Trainer Unit 10: CERT Basic Training Unit 6 Review

Instructor Guide

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CERT Train-the-Trainer Unit 10: CERT Basic Training Unit 6 Review

In this unit, participants will review the following information about CERT Basic Training Unit 6:

- ☐ **Unit Purpose**
- ☐ **Unit Objective**
- ☐ **Key Points to Be Made in the Unit**
- ☐ **Training Videos Relevant to the Unit**
- ☐ **Hands-on Activities in the Unit and How to Do Them Correctly**
- ☐ **How This Unit Connects to the Other Units**

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CERT Unit 10 Table of Contents

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UNIT OBJECTIVES

By the end of this unit, participants will be able to show knowledge of the CERT Basic Training Course Unit 6.

SCOPE

This unit will cover the following topics:

- T-T-T unit overview;
- Unit 6 purpose;
- Unit 6 learning objectives;
- Unit 6 key topics;
- Training videos in Unit 6;
- Hands-on activities in Unit 6;
- Tips for teaching Unit 6;
- How Unit 6 connects to other basic training units; and
- T-T-T unit summary.

ESTIMATED COMPLETION TIME

A suggested time plan for this unit is displayed below in **Table 10.1: Estimated Completion Times**.

Table 10.1: Estimated Completion Times

Activity	Suggested Time
T-T-T Unit Overview	1 minute
Unit 6 Purpose	1 minute
Unit 6 Learning Objectives	10 minutes
Unit 6 Key Topics	2 minutes
Training Videos in Unit 6	1 minute
Hands-on Activities in Unit 6	15 minutes
Tips for Teaching Unit 6	13 minutes
How Unit 6 Connects to Other Basic Training Units	1 minute
T-T-T Unit Summary	1 minute
Total	45 minutes

TRAINING METHODS

The instructor starts by asking what the purpose and learning objectives of the Basic Training unit are. The instructor then asks participants to say how the objectives are met in the unit.

Next, the instructor goes over the key topics of the Basic Training unit and says what training videos are recommended for the unit.

The focus of this T-T-T unit is on the hands-on activities: their purpose, what leeway instructors have in leading them, and the right way to do them.

Finally, the instructor goes over how the Basic Training unit is connected to the other units in the CERT Basic Training Course.

Please be advised that, generally, the instructor is encouraged to add relevant information to this guide, but should never delete material.

RESOURCES REQUIRED

- CERT T-T-T Instructor Guide (for T-T-T instructors)
- CERT T-T-T Participant Manual (for all participants)
- CERT Basic Training Instructor Guide (for all participants)
- PowerPoint slides 10-0 to 10-14

EQUIPMENT

The following extra equipment is needed for this unit:

- A computer with PowerPoint software;
- A computer projector and screen; and
- Two ABC dry chemical fire extinguishers.

PREPARATION

None required.

SECTION 1: UNIT OVERVIEW

Say that this unit reviews the content and activities in CERT Basic Training Unit 6. It also looks at how Unit 6 connects to the other units in the CERT Basic Training Course.

SECTION 2: BASIC TRAINING UNIT 6 REVIEW

Basic Training Unit 6 Purpose

What is the purpose of CERT Basic Training Unit 6?

Summarize the discussion by reviewing the slide.

The purpose of CERT Basic Training Unit 6 is to:

- Teach about fire hazards and personal fire safety;
- Review the concept of size-up in a fire situation;
- Reinforce the concept of teamwork; and
- Introduce fire extinguisher operation.

Basic Training Unit 6 Learning Objectives

What are the learning objectives for this unit?

Summarize the discussion by reviewing the slides.

Give the learning objectives for this unit:

1. Explain the role that CERTs play in fire safety and response, including the fire size- up process and minimum safety precautions.
2. Identify and reduce possible fire and utility hazards at home and in the community, including hazardous materials.
3. Put out a small fire using a fire extinguisher.
4. Find locations of hazardous materials in the community and the home and reduce the risk from hazardous materials in the home.

Stress that this unit is full of important information which was given in previous units, including the buddy system, size-up, personal safety, and limitations of CERTs.

Basic Training Unit 6 Key Topics

Say that, in this unit, the instructor needs to do the following:

- Give a brief overview of the unit and the material that will be covered.
- Give basic info about fire chemistry and fire hazards at home and in the workplace.
- Teach people what they can do to reduce the hazards in the home and workplace.
- Review considerations for conducting a fire size-up.

Sidebar slides: Encourage participants to use the CERT Basic Training Instructor Guide to find the answers to the questions.

What Do You Think?
- What is the purpose of CERT Basic Training Unit 6?

Start a class discussion based on this question.

The Purpose of Unit 6
- What is the purpose of CERT Basic Training Unit 6?
  – To teach about fire hazards and personal fire safety
  – To review the concept of size-up in a fire situation
  – To reinforce concept of teamwork
  – To introduce fire extinguisher operation

What Do You Think?
- What are the learning objectives for this unit?

Start a class discussion based on this question.

What Do You Think?

• **What are the learning objectives for this unit?**
1. To explain the role of CERTs in fire safety, including fire size-up and safety precautions
2. To identify and reduce possible fire and utility risks, including hazardous materials
3. To put out a small fire
4. To find locations of hazardous materials and reduce the risk from hazardous materials in the home

PM 10-2

Key Topics

• Give brief overview of unit
• Provide basic information about fire chemistry and fire hazards
• Teach how to reduce hazards
• Review fire size-up considerations
• Teach people what they can and cannot respond to and how to do it safely
• Review firefighting resources and how to operate a portable fire extinguisher

PM 10-2

Key Topics

• Highlight:
  – Role of CERT volunteers
  – Importance of buddy system
  – Importance of PPE

PM 10-2

Key Topics

• Continue modeling:
  – PPE demonstration
  – Personal and family safety comes first
  – Team building
  – Emphasize motto: Do the greatest good for the greatest number in the shortest amount of time
  – "What if" scenarios

PM 10-2

Training Videos

• If there is time, show the 18-minute video *Fire Safety: The CERT Member's Role*
• Video gives information on how to:
  – Size up fire
  – Select right extinguisher
  – Use extinguishers correctly

PM 10-3

• Teach people what fires and hazardous materials they can and cannot respond to and how to do it safely.
• Review firefighting resources and how to operate a portable extinguisher.

Highlight the:

• Role of CERT volunteers;
• Importance of the buddy system; and
• Importance of personal safety and PPE.

Continue modeling:

• PPE demonstration;
• Personal and family safety comes first;
• Team-building;
• Emphasize the motto: Do the greatest good for the greatest number in the shortest amount of time; and
• "What if" scenarios: What would you do if the ground started shaking, or if the fire alarm went off?

Training Videos for Basic Training Unit 6

If there is time, the 18-minute video *Fire Safety: The CERT Member's Role* is recommended for this unit. The video gives information on how to size up the fire and select the right extinguisher, as well as how to use extinguishers correctly. This video should be used in coordination with the live demonstration and exercise of a portable extinguisher.

The video is available for download at the National CERT website https://www.ready.gov/community-emergency-response-team.

After watching the video, the following topics should be highlighted or recapped by the instructor:

• Fire is a chemical reaction between fuel, heat, and oxygen. There are three classes of fire based on the fuel source.
• CERT volunteers are trained to put out *small* fires.
• CERT volunteers can do good by helping people get out of danger rather than attempting to put the fire out.
• Personal safety is the number one rule.
• Note use of PPE by CERT volunteers demonstrating portable extinguisher.

- Always conduct a fire size-up before approaching or attempting to put out a small fire.

If there is time, instructors may use the following discussion questions to get participants talking about the video:

- What is the role of CERT team members when approaching fire?
- What does the PASS acronym stand for?
- What questions should CERT team members ask during a fire size-up?
- What PPE should be worn when attempting to put out a small fire?
- What are some personal safety considerations to take when attempting to put out a small fire?

Hands-on Activities in Basic Training Unit 6

Suppressing Small Fires (Basic Training Instructor Guide p. 6-28)

Purpose:

To give participants hands-on experience in two key areas of fire suppression:

Using a portable fire extinguisher to suppress a small fire (as identified by the five-second standard). If a CERT volunteer cannot suppress the fire within five seconds after beginning to apply the product, he or she should back away.

1. Applying teamwork to fire suppression. It is essential that people understand that they are not only preventing damage due to small fires but they are also making the area safe for themselves and others.

Latitude to Adapt:

Even if you do not use the full burn pan setup, walk participants through the steps to extinguish a fire.

How to Do the Activity Correctly:

1. Make sure that all the participants are dressed properly and wear safety equipment. Shorts and open-toed shoes are not allowed.
2. Be sure to work with the fire department for help in building and operating a fire pan.
3. Check with your state fire marshal about guidelines for open burning.

4. Make sure that you have enough fire extinguishers for the participants. Many fire extinguisher service companies will provide Class ABC portable extinguishers for the final activity in this unit. Contact local companies for support.

5. This exercise requires two instructors: Instructor 1 will lead the exercise. The second instructor will observe and serve as the exercise Safety Officer.

6. Follow the exercise instructions completely.

    – Assign participants to two-person teams.
    – One team should operate the extinguishers at a time.

7. Before participants begin the exercise, Instructor 1 should ask them to conduct a fire size-up.

Tips for Teaching Basic Training Unit 6

- Be prepared to answer the "what if" questions.
- Emphasize the role of CERT volunteers. Make the distinction that CERT Basic Training does not teach people how to become firefighters.
- Highlight the importance of the buddy system. Demonstrate how to work together as a team.
- Emphasize the importance of PPE. Tell participants to follow PPE guidelines as specified by the local jurisdiction. When demonstrating activities in this unit (and others), instructors must wear PPE as part of the actual in-house demonstration.
- Know when and why you turn off utilities.

    – Learn about the rural and urban differences in the types of utilities. Make sure that instructors are familiar with what the local utilities are and how to respond to them. For example, natural gas and propane react differently, and it is important for CERT volunteers to know procedures for each.

- Make sure that you have all types of fire extinguishers (if available).

    – Consider asking participants to bring extinguishers from home.
    – Place the extinguishers up front at the beginning of the session. Fire extinguishers are inherently interesting and will focus trainees on fire attack/fire suppression.

Tips for Teaching Unit
- Be prepared to answer "what if" questions
- Emphasize role of CERT volunteers
- Highlight importance of buddy system
  – Demonstrate how to work together as a team
- Emphasize importance of PPE
  – Tell participants to follow PPE guidelines as specified by local jurisdiction
  – Wear PPE as part of all demonstrations and activities

PM 10-4

CERT Train-the-Trainer Unit 10: Basic Training Unit 6 Review   10-10

More Tips
- Know when and why you turn off utilities
  – Learn about rural and urban differences in types of utilities
- Make sure to have all types of fire extinguishers
  – Consider asking participants to bring extinguishers from home
  – Place extinguishers at front of room
  – Ventilate classroom when using CO_2 extinguisher

PM 10-5

CERT Train-the-Trainer Unit 10: Basic Training Unit 6 Review   10-11

– If CO_2 extinguishers are used for demonstration in the classroom, be sure to open the classroom doors for ventilation.

More Tips
- Demonstrate each step using a buddy:
  – Approaching fire
  – Discharging extinguisher
  – Backing out
- Explain each step as you demonstrate
- Emphasize how quickly fire spreads
- Encourage people to think creatively about what would be fire suppression resources

PM 10-5

CERT Train-the-Trainer Unit 10: Basic Training Unit 6 Review   10-12

- Take the time to demonstrate each step of approaching the fire, discharging the extinguisher, and backing out. Use another instructor or a participant as your buddy during the demonstration.
- Explain each step as you demonstrate it, including details such as body position of lead person and buddy, and handling the extinguisher.
- Emphasize how quickly fire spreads. Most people do not realize how quickly a fire that is initially manageable can become unmanageable.
- Encourage people to think creatively about possible fire suppression resources.

More Tips
- Emphasize how everyday products can be hazardous (e.g., dairy creamer)
- Don't get too in-depth about placards
  – Emphasize that they are a "stop sign"
- Prepare props for demonstration
  – Breaker box
  – Fuse box
  – Gas meter
- Consider taking cotton ball exercise outside

PM 10-5

CERT Train-the-Trainer Unit 10: Basic Training Unit 6 Review   10-13

- Emphasize how everyday products can be hazardous, e.g., dairy creamer. Suggestion: Open the training space. Light a match and trickle some dairy creamer onto it. The creamer will ignite. Use this demonstration to walk trainees through thinking about places in the community that may be loaded with flammables after a disaster event (e.g., dry cleaners, paint store).
- Do not get too in depth with material about placards. Emphasize that they are a "stop sign."
- This unit requires several demonstrations. Prepare a breaker box, a fuse box, and, if possible, a gas meter prop. Your local utilities may be able to donate these props or make them available for CERT training. The goal is to demystify these utility devices and have trainees gain a basic understanding of how these devices work.
- Consider taking the cotton ball exercise outside. Note: This exercise is found on page 6-10 of the Instructor Guide in the Instructor Notes.

Start a class discussion based on this question.

Do you have any other tips?

How Unit 6 Connects to Other CERT Basic Training Units

This unit introduces the concept of size-up. That concept is used throughout the course. You want your

Connection to Course

- Unit introduces concept of size-up
- Reinforces concepts of:
  - Teamwork
  - The buddy system
  - PPE
  - Personal safety
  - Limitations

PM 10-5

CERT Train-the-Trainer Unit 10: Basic Training Unit 6 Review   10-14

participants to have size-up "on the brain" at the end of this unit.

This unit reinforces the concepts of:

- Teamwork;
- The buddy system;
- PPE;
- Personal safety; and
- Limitations.

T-T-T UNIT SUMMARY

This unit has given information on CERT Basic Training Unit 6.

| Check for understanding. | **Do you have any questions about anything covered in this unit?** |

Transition

The next unit will explore what you need to know and do to manage the classroom.

CERT Train-the-Trainer Unit 11: Manage the Classroom

Instructor Guide
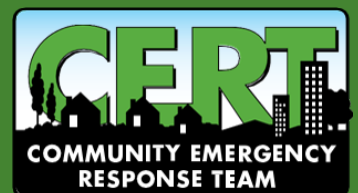
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CERT Train-the-Trainer Unit 11: Manage the Classroom

In this unit, participants will review the following information about CERT Basic Training Unit 6:

- ☐ **How to Learn About Your Learners.** What information is useful to know? How do you find it?

- ☐ **Putting Information to Practice.** How do you use information to be a more effective Instructor?

- ☐ **Avoiding Situations That Might Make Learners Feel Uncomfortable.**

- ☐ **Disruptive Behaviors.** What behaviors are disruptive? How do you handle them?

- ☐ **Working with Learners with Functional Limitations.** What might those limitations be? How do you accommodate them?

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CERT Unit 11 Table of Contents

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UNIT OBJECTIVES

By the end of this unit, participants will be able to:

- Describe ways for an instructor to get to know his or her learners in a regular CERT Basic Training class.
- Explain what to do with the information learned.
- Identify ways to work with younger learners.
- State guidelines for responding appropriately to situations that might make a learner feel left out.
- Describe seven kinds of behavior that might be disruptive in the classroom.
- Discuss what motivates those behaviors and how instructors might respond.
- Explain what kinds of accommodations may be required for some learners.

SCOPE

This unit will discuss the following topics:

- Unit overview;
- Learn about your learners;
- Use the information you learn;
- Teaching for all ages;
- Difficult situations;
- Guidelines for appropriate behavior;
- Potentially disruptive behaviors;
- Working with learners with functional limitations; and
- Unit summary.

ESTIMATED COMPLETION TIME

A suggested time plan for this unit is displayed below in **Table 11.1: Estimated Completion Times**.

Table 11.1: Estimated Completion Times

Activity	Suggested Time
Unit Overview	5 minutes
Learn About Your Learners	15 minutes
Use the Information You Learned	5 minutes
Teaching for All Ages	13 minutes
Difficult Situations	2 minutes
Guidelines for Appropriate Behavior	5 minutes
Potentially Disruptive Behaviors	25 minutes

Activity	Suggested Time
Working with Learners with Functional Limitations	15 minutes
Unit Summary	5 minutes
Total	1 hour, 30 minutes

TRAINING METHODS

The unit begins with the instructor presenting a scenario and conducting a discussion by asking several questions about what information participants would like to know about the people in the scenario and how they would like to find it out.

Then the instructor conducts a short exercise with the class by role-playing body language. After the exercise, the instructor discusses the importance of cultural sensitivity in the classroom. Then the instructor presents another scenario and discusses what participants could do with the information gathered about the class.

Next, the instructor conducts a guided discussion about working with learners of various ages: older learners, boomers, Gen X (also called Twenty-Something), and Gen Y, or Millennials. The instructor summarizes by listing important considerations for working with younger learners and refers participants to the handout, *Working with Younger Learners,* and the graphic, *How do (did) they learn?*

The instructor then asks learners to name situations that might make learners feel left out and presents guidelines for appropriate action. Then the instructor asks the class to respond to a "what if" scenario regarding asking permission to touch.

Next, the instructor presents information about being a brain-friendly instructor. During this presentation, three participants act out disruptive behaviors. Then the class discusses potentially disruptive behaviors and their impact on the class. In small groups, participants discuss what might be motivating those behaviors and how an instructor might respond. The small groups share their ideas with each other.

Then the instructor provides a handout with tips and techniques for dealing with challenging learners.

The instructor concludes the unit by presenting several "what if" scenarios and conducting a discussion with the class. The "what if" scenarios concern learners with physical limitations.

Please be advised that, generally, the instructor is encouraged to add pertinent information to this guide but should never subtract material.

RESOURCES REQUIRED

- CERT T-T-T Instructor Guide (for T-T-T instructors)

- CERT T-T-T Participant Manual (for all participants)
- CERT Basic Training Instructor Guide (for all participants)
- PowerPoint slides 11-0 to 11-49

EQUIPMENT

The following additional equipment is required for this unit:

- A computer with PowerPoint software;
- A computer projector and screen;
- Easel pad and easel or whiteboard;
- Markers; and
- Copies of "Techniques for Dealing with Challenging Learners" handout.

PREPARATION

Prepare for the exercise during the section, *Being a Brain-Friendly Instructor.* Carefully read the preparation instructions here and the information about how to conduct the exercise on page 11-20.

Purpose of Exercise: To provide participants with an opportunity to view disruptive behaviors.

Preparation Instructions:

1. Make a copy of the "Techniques for Dealing with Challenging Learners" handout for each participant. The handout is in the Appendix of this unit.
   2. Copy the page of three roleplays (page 11-viii) and cut it into three parts. Also, make three copies of the presentation that begins on page 11-x.
   3. During the first day of the class, identify three participants to act out the behavior listed.
   4. Speak individually to each participant selected before class begins the second day. Give each person the roleplay instruction sheet and a copy of the presentation so they can prepare. Emphasize that the roleplay is **confidential** and they should not tell anyone about it.

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Three Roleplays

In Unit 11, we will discuss how to manage potentially disruptive behaviors in your class. We need your help. Please do not tell anyone about this.

When the instructor begins the section, *Being a Brain-Friendly Instructor*, please act out the behavior described below. Feel free to be creative. The purpose is to distract but not aggravate.

BEHAVIOR: Be a "know-it-all." Show how much you know about the subject.

In Unit 11, we will discuss how to manage potentially disruptive behaviors in your class. We need your help. Please do not tell anyone about this.

When the instructor begins the section, *Being a Brain-Friendly Instructor*, please act out the behavior described below. Feel free to be creative. The purpose is to distract but not aggravate.

BEHAVIOR: Engage in conversation with the person next to you. Speak loudly enough to annoy. Laugh aloud.

When the instructor begins the section, *Being a Brain-Friendly Instructor*, please act out the behavior described below. Feel free to be creative. The purpose is to distract but not aggravate.

BEHAVIOR: Make a repetitive noise (tapping a pencil, popping gum, cracking knuckles).

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Being a Brain-Friendly Instructor

Another way to create a positive learning environment is by being a "brain-friendly instructor." To be a brain-friendly instructor you need to know how information is received and processed.

1. The brain is taking in visual, auditory, and motor information all the time.
2. When a piece of information is new, novel, or challenging, the brain lobe taking in the information relays a stronger impulse to the relay station called the "hippocampus."
3. This information is then processed for value, type of information, etc. and it is packaged up and sent to a long-term storage area (e.g., visual information is stored in the occipital lobe, sound memories are stored in the auditory cortex).
4. However, the hippocampus has very limited storage.
5. Imagine you have a water glass and a large jug of water.
6. You start to pour water into the glass and of course the glass begins to fill.
7. You continue pouring.
8. What happens? The water overflows.
9. What happens to the overflow? It is lost forever.
10. The same is true of the hippocampus.
    A. Just like the lost water, information trying to enter an already full hippocampus overflows and is never processed so learning transfer will not happen.
11. As an instructor, you have to give the hippocampus time to process, package, and send information to storage before you give it more input.

So how do you keep the hippocampus from getting too full? Follow this rule of thumb:

1. Break large content chunks into smaller chunks.
2. Present 5-10 minutes of content.
3. Then let learners "play" with the content (talk about it, ask/answer questions about it, do an activity with it).
4. During the "play" time the hippocampus processes the information.
5. Then repeat the process.

Another thing you can do is think about building blocks.

1. Pre-expose learners to ideas and concepts.
2. This starts the learning process and gives the hippocampus pegs that it can hang new information onto.
3. The hippocampus can process information faster if it has already created the pegs.

Can anyone think of an example of this from the CERT Basic Training course?

- The concept of size-up is introduced and explained in Unit 2 (CERT Organization) and then used again in Units 3, 4, 6, and 7.
- The concept of individual safety is introduced in Unit 1 and then reinforced throughout the course.

How to conduct the exercise:

1. Your "plants" will do their roleplays while you present this short section.

2. Do not intervene or correct the behaviors. Act as if nothing unusual is happening. Do not laugh!

3. Continue the presentation as long as you can. It is best if one of the participants finally calls a halt. At that point, stop and discuss the exercise.

Note: The content in this section is not essential to the course but participants often find it interesting. After the activity, you may want to quickly repeat the information for those who missed it.

REMARKS

This is a very interactive unit with learning occurring primarily through discussion and exercise.

Many instructors-to-be are the most apprehensive about working with challenging learners. Actual instances are few and there are effective tips for how to deal with them. This unit provides those tips. Instructors need reassurance that they can learn to handle any situations that arise.

SECTION 1: UNIT OVERVIEW

CERT Train-the-Trainer

Unit 11: Manage the Classroom

Unit Objectives

• At the conclusion of this unit, participants will be able to:
– Describe ways for an instructor to get to know his or her learners in a regular CERT Basic Training class
– Explain what to do with the information learned
– Identify ways to work with younger learners

PM 11-1

CERT Train-the-Trainer Unit 11: Manage the Classroom   11-1

Unit Objectives

• At the conclusion of this unit, participants will be able to:
– State guidelines for responding appropriately to situations that might make a learner feel left out
– Describe seven kinds of behavior that might be disruptive in the classroom
– Discuss what motivates those behaviors and how instructors might respond
– Explain what kinds of accommodations may be required for some learners

PM 11-1

CERT Train-the-Trainer Unit 11: Manage the Classroom   11-2

Explain that, as discussed earlier, effective trainers are not just subject matter experts who expound on what they know and then leave.

Effective instructors have a relationship with the learners. They become a friend and a coach. They know:

- Where the learners are starting from.
- How they are doing as the course progresses.

They also use the information as they teach.

Explain that this unit examines how you can get to know your audience in a regular class and in a "fill- in" situation. It also examines how you can use the information you learn.

Provide the unit's learning objectives.

By the end of this unit, participants will be able to:

1. Describe ways for an instructor to get to know his or her learners in a regular CERT Basic Training class.
2. Explain what to do with the information learned.
3. Identify ways to work with younger learners.
4. State guidelines for responding appropriately to situations that might make a learner feel left out.
5. Describe seven kinds of behavior that might be disruptive in the classroom.
6. Discuss what motivates those behaviors and how instructors might respond.
7. Explain what kinds of accommodations may be required for some learners.

SECTION 2: LEARN ABOUT YOUR LEARNERS

Present this scenario:

Imagine that you are the lead instructor and you walk into a brand-new CERT class. Twenty faces are staring at you as you welcome them to CERT Basic Training. You will be together several hours over the coming weeks.

Ask the class:

What would you like to know about the people in your class?

Summarize the discussion by reviewing the slide.

You may want to know the following information about your class:

- Names
- Why they are here
- What they want to get out of the class
- What limitations they may have
- What cultural backgrounds are represented
- If any of them will be a challenge to work with
- Who might be helpful during activities
- How they are feeling
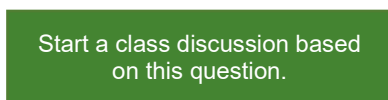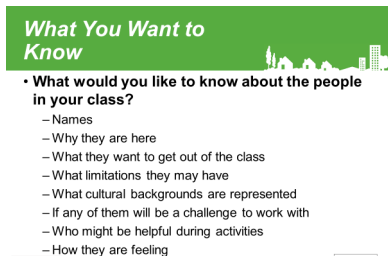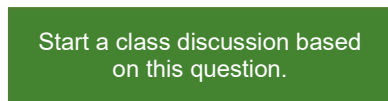
Ask the class:

How can you find out this information?

Summarize the discussion by reviewing the slide.

You can learn about your class by:

- Introductions;
- Gathering expectations;
- General conversations;

Gather Information

• How can you find out this information?
 – Introductions
 – Gathering expectations
 – General conversations
 – Observations
 – Asking specific questions

PM 11-2

CERT Train-the-Trainer Unit 11: Manage the Classroom   11-6

- • Observations; and
- • Asking specific questions.

Point out that some of the ways an instructor gets to know the audience is through verbal communication—by asking questions and engaging them in conversation.

What Do You Think?

• What is another way to get to know people?

PM 11-2

CERT Train-the-Trainer Unit 11: Manage the Classroom   11-7

Ask the class:

What is another way to get to know people?

Summarize the discussion by reviewing the slide.

Another way to get to know your class is through non-verbal communication and body language.

Start a class discussion based on this question.

Non-Verbal Information

• What is another way to get to know people?
 – Non-verbal communication/body language

PM 11-2

CERT Train-the-Trainer Unit 11: Manage the Classroom   11-8

What Do You Think?

• What can body language tell you?

PM 11-2

CERT Train-the-Trainer Unit 11: Manage the Classroom   11-9

Start a class discussion based on this question.

Ask the class:

What can body language tell you?

Summarize the discussion by reviewing the slide:

Body language can tell you that a participant:

- • Is bored;
- • Is confused;
- • Feels apprehensive;

- Does not want to be here;
- Is excited about learning; and/or
- Is physically uncomfortable (cold or hot).

Exercise: Body Language Roleplay

Purpose: This short exercise allows participants to role play some of the behaviors they saw while teaching.

Instructions: Ask for volunteers to role play the body language of each of the behaviors you listed with the previous question.

As the volunteers demonstrate the behaviors, note observable body language.

Debrief: Recap by reminding participants to watch the people they are teaching. About 65 percent of communication is non-verbal: gestures, facial expressions, or body stance.

Tell participants that another thing they need to know or be aware of is the cultural background of the learners they will be training. Discuss what cultural sensitivity is and its importance when teaching a class.

Cultural Sensitivity

Ask the class:

What is cultural sensitivity and why is it important to you as an instructor?

Review the information on the slide.

- Cultural sensitivity means that you are aware of cultures that are different than yours.
- Because of the differences in individual cultures, it is essential that you:
    - Get to know the traditions and the culture of the people you are training.
    - Work with members of that culture to resolve any potential issues.

Discuss the following recommendations that participants can follow in advance of the training to learn about any potential cultural issues in the community where they are going to be teaching.
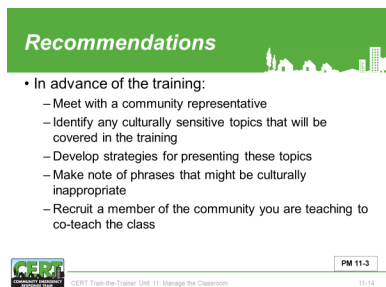
In advance of the training:

- Meet with a community representative involved in emergency preparedness to discuss local customs and potential cultural issues.
- Discuss with the representative the different topics that will be covered in the training and identify any culturally sensitive topics.
- Develop strategies for presenting such topics in ways that will engage rather than offend participants.
- Make note of specific phrases that might be culturally inappropriate to the target audience.
- Try to recruit a member of the community you are teaching to co-teach the class. If you cannot find a person to help teach the class, invite someone from the community to attend your class and ask him or her to correct you if necessary.
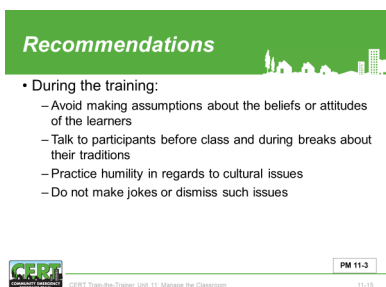
Discuss the following recommendations that participants can follow during the training to manage any cultural issues.

During the training:

- Avoid making assumptions about the beliefs or attitudes of the learners. Remember that not all members of a community necessarily have the same cultural background.
- Talk to participants before class and during breaks about their traditions.
- Practice humility in regard to cultural issues.
- Do not make jokes or dismiss such issues.

Continue discussing the recommendations on the slide.

During the training:

- Be aware of how your target audience may feel about certain topics such as trauma or coping with stressors.
- Encourage learners to discuss ways that people within their community may cope with such issues.
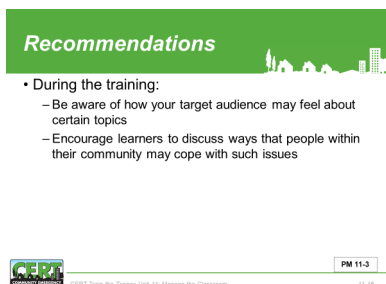
Examples of Sensitive Topics
- Disaster psychology
- Death
- Physical contact

PM 11-3

CERT Train-the-Trainer Unit 11: Manage the Classroom   11-17

Do not spend more than a few minutes on this activity.

Review the examples on the slide of some sensitive topics that participants may encounter when teaching. Ask participants to provide you with more examples.

These are some examples of sensitive topics that you may encounter when teaching a class:

- Some cultures dislike the term "disaster preparedness," as they feel that it invites disaster. In this case, seek guidance to find other term(s) that will capture the positive aspects of the concept.
- In some cultures, discussing death is taboo. Treat this topic with reverence and respect participants' cultural backgrounds.
- Physical contact is another potentially sensitive topic you may encounter.

Ask participants who are already conducting CERT Basic Training:

- Have you made any adjustments to the content to help tailor it to the participants' culture?

SECTION 3: USE THE INFORMATION YOU LEARN

Scenario

• You checked in with people at the beginning of each session and talked to them at breaks. You also watched their body language. In the process, you learned a lot about your learners, as individuals and as a group

PM 11-4
CERT Train-the-Trainer Unit 11: Manage the Classroom   11-18

What Do You Think?

• What can you do with the information you learned?

PM 11-5
CERT Train-the-Trainer Unit 11: Manage the Classroom   11-19

Start a class discussion based on this question.

What Do You Think?

• **What can you do with the information you learned?**
 – Teach to the level of the group
 – Adjust the pace of the training
 – Motivate and encourage
 – Have a personal relationship with each learner

PM 11-5
CERT Train-the-Trainer Unit 11: Manage the Classroom   11-20

Present this scenario:

You know that you are supposed to communicate with your learners, both verbally and non-verbally. You checked in with people at the beginning of each session to see how they were doing, and you talked with them at breaks. You also watched their body language. In the process, you learned a lot about your learners, as individuals and as a group.

Ask the class:

What can you do with the information you learned?

Summarize the discussion by reviewing the slide.

You can use the information you learned about the class to:

- Teach to the level of the group (might need to start at a more basic or more advanced place).
- Adjust the pace of the training (might need to slow it down or speed it up).
- Motivate and encourage: smile, nod, make eye contact, be genuine, compliment, or be patient.
- Have a personal relationship with each learner: call them by name, ask if expectations are being met, or tell them something about you.

SECTION 4: TEACHING FOR ALL AGES

Explain that the learning environment has changed a great deal over the past 70-80 years. It is a good idea to think about the different learning needs and expectations of learners of different ages. Be sure to note that these are not definitive lists and that it is most important to learn about the learners in each class. Everyone is different.

Silent Generation

Think about learners born in the 1920s and 1930s.

| Check for understanding. |

As high school and college students, what was their learning environment like?

- Classrooms with blackboards;
- Lectures;
- Demonstrations (science);
- Reading (books and notes from lectures); and
- Rote memorization

| Check for understanding. |

What tools did they have to gain knowledge?

- Books; and
- Experts

Boomers

Think about learners born in the 1940s and 1950s.

| Check for understanding. |

As high school and college students, what was their learning environment like?

- Classrooms with blackboards;
- Lectures;
- Some smaller learning experiences (workshops, seminars) with more opportunity for discussion;
- Some discovery learning (science labs);
- Reading (books and notes from lectures), filmstrips; and
- Rote memorization still expected

| Check for understanding. |

What new tools did they have to gain knowledge?

- Overhead transparencies (began to be widely used in early 1960s);
- Television; and
- Some film

Gen X

Think about learners born in the 1960s and 1970s. Refer to **Table 11.2: Gen X Characteristics** for their general characteristics.

As high school and college students, what was their learning environment like?

Check for understanding.

- Classrooms with blackboards/whiteboards;
- Places with computers (library, lab, home);
- Participatory learning;
- Exploration and hands-on; and
- Role-playing

Check for understanding.

What new tools did they have to gain knowledge?

- Videotapes;
- Computers;
- Video games; and
- PowerPoint and other presentations (Microsoft Office introduced in 1989)

Gen Y or Millennial

Think about learners born in the 1980s and 1990s. Refer to **Table 11.3: Gen Y or Millennial Characteristics** for their general characteristics.

Check for understanding.

As high school and college students, what is their learning environment like?

- It is everywhere.
- It is multimedia.

Check for understanding.

What new tools do they have to gain knowledge?

- Internet;
- Web 2.0: wikis, blogs, podcasts, and social networking;
- Software; and
- Mobile devices

Tell participants that some CERT trainers may relate more to Boomers or early Gen X. However, many new CERT volunteers may be Gen X or Gen Y.

Let us review some things that are important to remember when working with these audiences:

- The computer and the internet are a part of life. It is how they communicate, how they research things, and how they stay connected.

Teaching Considerations: Gen X & Gen Y

- Computer and Internet are a part of life
- Staying connected is important; they expect quick responses
- Doing is more important than knowing facts
- They are perfectly happy with trial and error
- They do not require linear learning
- They are used to multitasking

PM 11-7

CERT Train-the-Trainer Unit 11: Manage the Classroom   11-22

- Staying connected is important and they expect responses to be quick. They do not like delays: e-mail is too slow; they prefer instant messaging and texting.
- Doing is more important than knowing. They want to apply what they learn.
- They are perfectly happy with trial and error. They do not have to get it right the first time (think of a video game).
- Likewise, they do not require linear learning (happy with simulations, games, collaboration).
- They are used to multitasking.

> Refer participants to the handout, Working with Younger Learners, and the graphic, How do (did) they learn?

Leave participants with a final thought: all generations can engage in all types of learning and all types of media. However, it is helpful to think about what people are used to and are comfortable with.

Working with Young Learners

Gen X

Table 11.2: Gen X Characteristics

Characteristics	What Do They Want
Born in the 1960s and 1970s. Their parents were born shortly before or during World War II or in the 1950s when the war was a recent memory.	
Independent and Self-Reliant: Having grown up with both parents working/furthering their education, Xers are used to getting things done on their own. Hence, they tend to be independent problem-solvers and self-starters.	They want support and feedback, but they do not want to be controlled.
Technologically Literate: They have grown up with and are familiar with computer technology.	They prefer the quick access of the internet as their source for locating information.

Characteristics	What Do They Want
Expect Immediate Gratification: Generation Xers are conditioned to expect immediate gratification.	They crave stimulation and expect immediate answers and feedback.
Tend To Be Focused: As learners, Generation Xers do not want to waste time.	They want their work to be meaningful to them. They want to know the reason for learning something before taking the time to learn it.
Lifelong Learners: Generation Xers know that they must keep learning to be marketable. They do not expect to grow old working for the same company, so they view their job environments as places to grow.	They seek continuing education and training opportunities.
Ambitious: In 2015, more than half of new startups were founded by Generation Xers.	They crave success on their own terms.
Fearless: Many have participated in extreme sports such as bungee jumping and sky surfing. Generation Xers are used to adversity and their experiences have made them stronger.	Most believe they must do what it takes to succeed because no one else is going to do it for them.

Gen Y or Millennial

Table 11.3: Gen Y or Millennial Characteristics

Characteristics	What Do They Want
Born in the 1980s and 1990s; Bigger than Baby Boomer Generation; three times the size of Generation X; roughly 26 percent of the population.	
Close Relationship with Parents: They admire their parents (33 percent name one or both parents as their hero, rather than a pop culture celebrity).	Social interaction is important.
Close Sphere of Influence: A more dangerous world has created an environment that is more sheltered and structured and where young people have been protected. The small sphere of influence has contributed to the creation of a generation that is, in general, more polite and considerate than their predecessors. They are less likely to call adults by their first names, but rather use the more formal Mr. or Mrs.	Respect and positive reinforcement are important to this group.

Characteristics	What Do They Want
Attentive and Respectful: This generation has been brought up to show respect for others. In a crowded world where there are larger numbers of people in classrooms and activities, civility becomes essential to getting along.	Like their Boomer parents, fairness is important to this group.
Programmed and Team Oriented: Some believe that many Gen Y have "lost the sense of pure play." They expect everything to be planned for them and do not expect to have as much freedom or responsibility for structuring their educational lives.	They need a lot of structure as students. Generation Y want materials presented in a well-organized and rational way. They want clear goals, targets, and purpose. They want to know where they are going with their learning, and why. They want to know precisely what is required of them, when work is due, and very specific information about expectations.
May Have Poor Conflict Resolution and Interpersonal Skills: Having spent a large percentage of time in structured activities, they are accustomed to having a lot of adult supervision.	They want lots of feedback. This allows them to know when they are headed in the right direction and when they are getting off track. Frequent attention from teachers is welcome.
Pressured to Succeed: The Boomers, parents of the Gen Y generation, were pressured themselves to succeed and they transferred that pressure to their children. In addition, just as Boomers have lived in a world where there is	They want relevance in what they are learning. They will also want to "skip" steps in learning if there are areas of the information that they have already mastered, and they will avoid repetition and rote practice once they feel they

Characteristics	What Do They Want
increasing competition for resources, Gen Y has done the same. Yet at the same time, Gen Y is open, eager, and responsive.	have mastered the information.
Involved: This is a generation of activists — young people who believe they can make a difference. They are socially conscious and interested in politics and social issues.	They like to be useful and helpful.
Egalitarian, Diverse, and Inclusive: They do not prefer hierarchy. One in five has an immigrant parent. They are very accepting of all.	They prefer to work in teams or groups.
Demanding of themselves and others, impatient, stressed Members of this group set the bar high for themselves, and they, like their Boomer parents, expect success. They sometimes "expect" to get good grades and are upset when this does not happen.	They want to know precisely what they need to do to meet the requirements of the class. This is not a lack of intellectual curiosity, but a desire to be efficient.
Multi-tasker This generation can easily manage to listen to music, work on the computer, and watch television at the same time.	They want opportunities to be creative in how they approach and fulfill requirements. This group is the most visual of all learning groups.

Image 11.1: How Do (Did) They Learn?
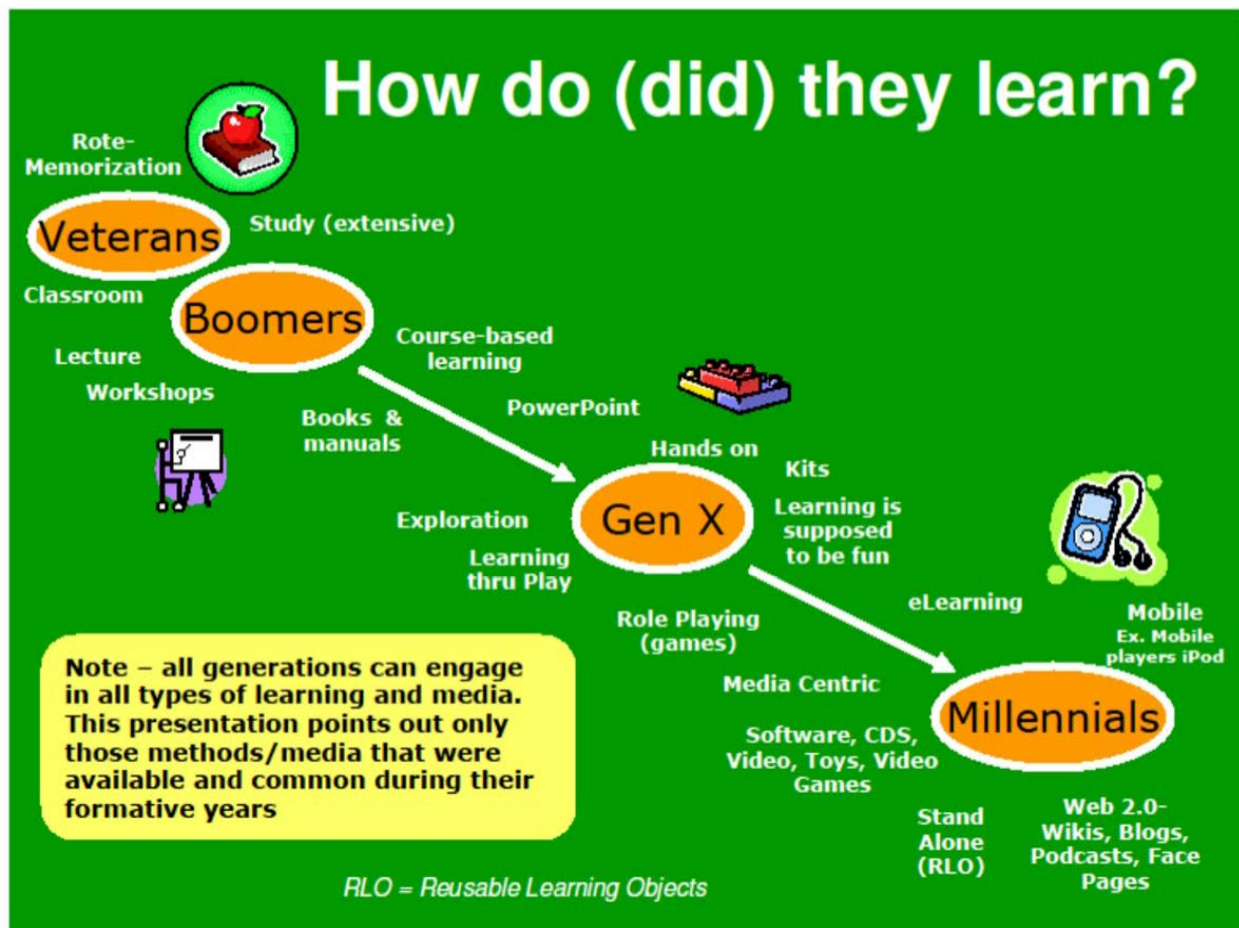
SECTION 5: DIFFICULT SITUATIONS

What Do You Think?
- Think about situations that might make a learner feel left out. Can you identify some of those situations?

PM 11-13
CERT Train-the-Trainer Unit 11: Manage the Classroom   11-23

Start a class discussion based on this question.

Don't Leave Learners Out
- Think about situations that might make a learner feel left out. Can you identify some of those situations?
  - Instructor ignoring some learners
  - Instructor having favorite learners
  - Physical inability to do some exercises
  - Discomfort with some exercises
  - Instructor using inappropriate language/jokes
  - Feeling that other learners "take charge" too much during activities/exercises

PM 11-13
CERT Train-the-Trainer Unit 11: Manage the Classroom   11-24

Explain that there are some situations in a classroom that can become a bit sensitive. This unit reminds participants to watch out for these situations and offers some guidelines.

Ask the class:

Think about situations that might make a learner feel left out. Can you identify some of those situations?

Summarize the discussion by reviewing the slide.

Situations that may make a learner feel left out include:

- The instructor ignores some learners.
- The instructor has some favorite learners.
- Some learners do not feel able to do the exercises due to physical limitations.
- Some learners do not feel comfortable doing some of the exercises (touching).
- Instructor uses inappropriate language or makes inappropriate jokes.
- Learners feel that other learners "take charge" too much during group activities/exercises.

SECTION 6: GUIDELINES FOR APPROPRIATE BEHAVIOR

Guidelines for Appropriate Behavior
- Watch your language
- Be consistent
- Get to know the learners
- Deal with touching appropriately

PM 11-14

Watch Your Language
- No place for jokes/comments about race, religion, gender, ethnicity, etc.
- Avoid controversial references or comments about issues not relevant to CERT (e.g., political issues)
- Watch acronyms

PM 11-14

Be Consistent
- Address questions and comments to everyone
- Do not give additional attention to any one learner
- Handle situations in the same way each time
- Watch for learners who withdraw
  - Encourage everyone to participate
  - Manage those who exclude or overlook others

PM 11-14

Get to Know Learners
- Talk with learners before and after class
- Find out who might have limitations in doing exercises

PM 11-14

Deal with Touch
- When touching is involved, explain what you are doing and ask for permission
- Model appropriate behavior to help participants feel more comfortable about touching patients
- "Ask permission" to touch is used to help CERT volunteers become more comfortable with touching someone else

PM 11-14

Offer these guidelines for the appropriate ways an instructor should behave.

1. Watch your language.

There is no place in CERT for jokes or comments about race, religion, gender, ethnicity, or personal issues that may hurt an individual.

Avoid references or comments about any issues not relevant to CERT that could be controversial (e.g., political issues).

Watch acronyms. Only use an acronym after you have explained the term at least once.

2. Be consistent.

Address questions and comments to everyone. Do not give additional attention to any one learner.

Handle situations in the same way each time.

Also watch for learners who withdraw when another participant appears to "take over" during group activities/exercises. Encourage every learner to participate. Manage any learners who tend to exclude or overlook others.

3. Get to know the learners.

Talk with them before and after class. Find out who might have limitations in doing exercises.

4. Deal with touching appropriately.

Any time that touching is involved, explicitly explain what you are about to do and ask for permission.

Remember that one of the outcomes of the CERT Basic Training is CERT volunteers having less discomfort with touching people they are trying to help. Throughout the Basic Training course, instructors must model appropriate behavior to help participants feel more comfortable about touching patients.

The point of formalizing "ask permission" is to ensure CERT volunteers become more comfortable with touching someone else. The trainer's job is to help address CERT volunteers' discomfort with touching strangers, and asking permission is a method of creating

What Do You Think?

• For those of you who have taught CERT Basic Training, what methods have you found to be effective for asking permission to touch?

PM 11-14

CERT Train-the-Trainer Unit 11: Manage the Classroom   11-20

Start a class discussion based on this question.

Check for understanding.

a heightened comfort level for the CERT rescuer as well as for the patient.

Ask the class:

For those of you who have taught CERT Basic Training, what methods have you found to be effective for asking permission to touch?

How do you make participants less apprehensive and more comfortable?

Do you have any questions or comments about the guidelines for appropriate behavior?

SECTION 7: BEING A BRAIN-FRIENDLY INSTRUCTOR

> Your "plants" will do their roleplays while you present this short section. Continue the presentation as long as you can. It is best if one of the participants finally calls a halt.

Review

• Unit 6: Importance of creating positive learning environment:
  – Teach to various learning styles (auditory, visuals, and tactile)
  – Use techniques that maximize learning, such as repetition, motivation, and reinforcement
• Unit 11: Create a positive learning environment by managing the classroom
  – Learn about your learners
  – Control sensitive situations

PM 11-15

CERT Train-the-Trainer Unit 11: Manage the Classroom   11-31

Brain and Hippocampus
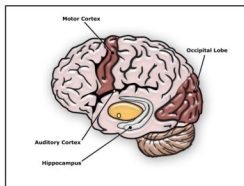
PM 11-15

CERT Train-the-Trainer Unit 11: Manage the Classroom   11-32

Remind participants that in Unit 6 they learned about the importance of creating a positive learning environment. You should teach to various learning styles (auditory, visual, and tactile) and you should use techniques that maximize learning, such as repetition, motivation, and reinforcement.

Explain that this unit, Unit 11, is also exploring another way you can create a positive learning environment by managing the classroom. You do this by:

- Learning about your learners; and
- Controlling sensitive situations.

Explain that another way to create a positive learning environment is by being a brain-friendly instructor. To be a brain-friendly instructor, you need to know how information is received and processed.

1. The brain is taking in visual, auditory, and motor information all the time.
2. When a piece of information is new, novel, or challenging, the brain lobe taking in the information relays a stronger impulse to the relay station called the "hippocampus."
3. This information is then processed for value, type of information, etc., and it is packaged up and sent to a long-term storage area (e.g., visual information is stored in the occipital lobe, sound memories are stored in the auditory cortex).
4. However, the hippocampus has very limited storage.

    –   Imagine you have a water glass and a large jug of water.
    –   You start to pour water into the glass and the glass begins to fill.
    –   You continue pouring.
    –   What happens? The water overflows.
    –   What happens to the overflow? It is lost forever.

5. The same is true of the hippocampus.

    –   Just like the lost water, information trying to enter an already full hippocampus is never

processed, so learning transfer will not happen.

6. As an instructor, you have to give the hippocampus time to process, package, and send information to storage before you give it more input.

So how do you keep the hippocampus from getting too full?

Follow this rule of thumb:

1. Break large content chunks into smaller chunks.
2. Present 5-10 minutes of content.
3. Then let learners "play" with the content (talk about it, ask/answer questions about it, do an activity with it).
4. During the "play" time the hippocampus processes the information.
5. Then repeat the process.

Another thing you can do is think about building blocks.

1. Pre-expose learners to ideas and concepts.
2. This starts the learning process and gives the hippocampus pegs that it can hang new information onto.
3. The hippocampus can process information faster if it has already created the pegs.

Can anyone think of an example of this from the CERT Basic Training course?

*   The concept of size-up is introduced and explained in Unit 2 (Fire) and then used again in Units 3, 4, and 5.
*   The concept of individual safety is introduced in Unit 1 and then reinforced throughout the course.

STOP your presentation and the roleplays.

What just happened here?

The concept of individual safety is introduced in Unit 1 and then reinforced throughout the course.

Ask participants (not participating in the roleplays) how they felt with all the distractions.

Thank the role-players.

Rule of Thumb

• Break large content chunks into smaller chunks
• Present 5-10 minutes of content
• Let learners "play" with content (talk about it, ask/answer questions about it, do an activity with it)
• During "play" time, the hippocampus processes information
• Repeat process

PM 11-15

CERT Train-the-Trainer Unit 11: Manage the Classroom   11-33

Building Blocks

• Re-expose learners to ideas and concepts
• This starts the learning process and gives the hippocampus pegs that it can hang new information on
• Hippocampus can process information faster if it has already made pegs

PM 11-15

CERT Train-the-Trainer Unit 11: Manage the Classroom   11-34

By this time, participants should be agitated about what is going on. Stop and process what just happened.

Start a class discussion based on this question.

You may want to quickly go back over the presentation for those who were distracted and missed it.

SECTION 8: POTENTIALLY DISRUPTIVE BEHAVIORS

Explain that instructors need to think about non-traditional learners. Perhaps they have a different agenda than that laid out in the Instructor Guide. Perhaps they have mental or physical limitations. In every situation, the instructor needs to integrate them smoothly into the training class.

Ask the class:

What kinds of behaviors have you seen that indicate a learner might not be fully engaged in the class?

Summarize the discussion by reviewing the slide.

Disruptive behavior may include:

- Side conversationalist (whispering to someone);
- Non-participator (is not an active member in the class);
- Expert (must always add something to the discussion; may argue with the instructor);
- The "dart thrower" (shoots down other people's comments);
- The "hare" (always tries to jump ahead);
- Noisemaker (taps a pencil, rustles papers); and
- Class clown (makes a joke out of everything; tries to be the center of attention).

Let us discuss the challenging behaviors that were enacted by the role-players during the previous section. What impact did these behaviors have on your ability to learn or concentrate?

Summarize the discussion by reviewing the slide.

Disruptive behavior may cause others in the class to:

- Have trouble concentrating;
- Have difficulty hearing instructor;
- Feel less motivated;
- Feel angry or irritated;
- Feel left out; and/or
- Participate less.

Exercise: Addressing Disruptive Behaviors

Exercise

Exercise: Addressing Disruptive Behaviors

PM 11-17

CERT Train-the-Trainer Unit 11: Manage the Classroom   11-30

Purpose: Participants work in small groups to identify what motivates disruptive behaviors and how instructors should respond to the behaviors.

Instructions: Follow the steps below to conduct the exercise.

1. Return to the list developed in response to the question on Slide 11-30: What kinds of behaviors have you seen that indicate a learner might not be fully engaged in the class?
2. Assign participants to small groups (one for each of the behaviors identified).
3. Tell the small groups to discuss:

   – What might be motivating these behaviors?
   – How should an instructor respond to the behavior?

4. Regroup and report out.

Debrief: Distribute handout and review it.

Distribute the handout from the Appendix.

SECTION 9: WORKING WITH LEARNERS WITH FUNCTIONAL LIMITATIONS

Present the "What if" scenarios to the class and discuss the questions.

Scenario #1

Ask the class:

What if you have a group of mostly older people? What difficulties should you anticipate they might have?

Summarize the discussion by reviewing the slide.

A group of older people may have difficulties in areas, including:

- Auditory;
- Visual;
- Bending;
- Grasping; and
- Strength.

Ask the class:

What kinds of accommodations could you make?

Summarize the discussion by reviewing the slide.

- Do not make assumptions about their limitations.
- Arrange the classroom such that participants who choose to may sit as close as possible to the front/instructor.
- Use a microphone if possible.
- Let participants know the CERT Basic Training Participant Manual is available in Braille and in screen-reader format for anyone who requests it. Contact fema-prepare@fema.dhs.gov for information.

Make Accommodations

- What kinds of accommodations could you make?
  - Provide CERT Basic Training Participant Manual in Braille and in screen-reader format if requested
  - Emphasize that there are functions for every person on a CERT
  - In exercises requiring physical agility, encourage all participants to try everything

PM 11-18
CERT Train-the-Trainer Unit 11: Manage the Classroom   11-44

- Emphasize that all participants (not just the older people) must pay attention to their limitations and that there are functions for every person on a CERT.
- In exercises that may require physical agility, etc., encourage all participants to try everything. For those with any physical challenges, also suggest important functions that will be manageable (e.g., acting as group leader, acting as safety officer, keeping documentation). There is a role for everyone in CERT.

Scenario #2

- What if someone arrives at the first class in a wheelchair? Do you automatically assume that this person cannot be a CERT volunteer?

PM 11-18
CERT Train-the-Trainer Unit 11: Manage the Classroom   11-45

Start a class discussion based on this question.

What Do You Think?

- How would you respond?

PM 11-18
CERT Train-the-Trainer Unit 11: Manage the Classroom   11-46

Start a class discussion based on this question.

How to Respond

- How would you respond?
  - Do not make assumptions about limitations
  - Ensure classroom has clearance for wheelchairs
  - In exercises requiring physical agility, encourage all participants to try everything
  - For those with physical challenges, suggest manageable functions (e.g., group leader, safety officer, documentation)

PM 11-18
CERT Train-the-Trainer Unit 11: Manage the Classroom   11-47

To get them to practice developing apply questions, you might ask participants to present their questions/ideas.

Scenario #2

Ask the class:

What if someone arrives at the first class in a wheelchair? Do you automatically assume that this person cannot be a CERT volunteer?

Desired response: No

Ask the class:

How would you respond?

Summarize the discussion by reviewing the slide.

- Do not make assumptions about their limitations.
- Ensure that classroom setup has clearance for wheelchairs.
- Emphasize that all participants must pay attention to their limitations and that there are functions for every person on a CERT.
- In exercises that may require physical agility, etc., encourage all participants to try everything. For those with any physical challenges, also suggest important functions that will be manageable (e.g., acting as group leader, acting as safety officer, keeping documentation). There is a role for everyone in CERT.

Discuss other physical limitations that an instructor might encounter and how to respond.

Emphasize that information distributed to the public to advertise upcoming training should always include a request that those needing accommodation should let the CERT program know in advance.

UNIT SUMMARY

Unit Summary

- People can tell you about themselves in several ways, verbally and non-verbally
- Listen to people and read their cues to make training effective
- Use guidelines for sensitive situations in the classroom
- Work with participants on the issue of asking permission to touch

PM 11-19

CERT Train-the-Trainer Unit 11: Manage the Classroom   11-48

Unit Summary

- At times instructors encounter learners who present challenges:
  – Behaviors that might disrupt the class
  – Functional limitations
- Instructors can use a range of techniques to respond to any of these situations

PM 11-19

CERT Train-the-Trainer Unit 11: Manage the Classroom   11-49

Check for understanding.

Explain that there are several ways, both verbal and non-verbal, that people can tell you about themselves. Learn to read the cues and listen to them so you can present training that is effective.

This unit provided guidelines for sensitive situations in the classroom. It also reviewed the issue of asking permission to touch.

Finally, this unit examined how to handle challenges from learners. These challenges include:

- Behaviors that might disrupt the class include:

    – Side conversationalist;
    – Non-participator;
    – Expert;
    – Dart thrower;
    – Hare;
    – Noisemaker; and
    – Class clown.

- Learners with functional limitations.

There are a range of techniques that instructors can use to respond to any of these situations.

Ask the class:

Do you have questions about anything covered in this unit?

Transition

The next unit will review Unit 7 of the CERT Basic Training course.

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CERT Train-the-Trainer Unit 11: Additional Materials

☐ Techniques for Dealing with Challenging Learners

CERT
COMMUNITY EMERGENCY RESPONSE TEAM
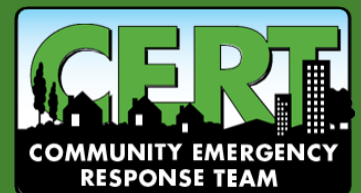
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TECHNIQUES FOR DEALING WITH CHALLENGING LEARNERS

Table 11.4: Techniques for Dealing with Challenging Learners

Dealing With…	Possible Reasons For Behavior	How to Deal With It
Side Conversationalists	• May be sharing information about the topic that hasn't yet been discussed • May be bored • May be talking about personal things unrelated to training	• Set guidelines about behavior. • Speak privately at break. • Make eye contact. • Move closer. • Comment about the difficulty of others hearing or concentrating. • Confront behavior as a last resort.
Non-Participative Learners	• May be shy or unsure • May be thinking before speaking • May be distracted by outside problems • May not understand what is going on • May feel superior; know-it-all • May be bored	• Look for a sign that they know an answer and ask them to respond. • Direct questions to them if you are sure they know the answer or have related experience to respond. • Compliment them the first time they respond. Be sincere! • Do not embarrass or put them on the spot. • Seek feedback at the break.
The "Expert"	• May be well-informed and anxious to share information • May be naturally talkative • May feel defensive	• Acknowledge the response and redirect the question and discussion to involve others. • Impose time limits on the response. • Acknowledge the comment and involve others: "Al, that was an interesting insight. Barbara, what are your views on the issue?"

Dealing With…	Possible Reasons For Behavior	How to Deal With It
		• Talk privately with the learner. Ask for his or her help to encourage silent partners.
The "Dart Thrower" (shoots down other people's comments)	• May have a personal clash • May be feeling left out • May have been "shot down" before in training	• Set ground rules about disagreeing with a point/statement. • Differentiate between personal attacks and differing points of view. • Remind learners about respect. • Do not be defensive. • Take a break to discuss behavior.
The "Hare" (always tries to jump ahead)	• May be in a hurry to finish • May be bored with the topic • May really be more interested in the upcoming material	• Stress the importance of the current topic. • Ask for input on the current topic. • Ensure them that their concerns will be addressed. • Remain calm.
The "Noise Maker"	• May be subconsciously unaware • May be bored • May need a break	• Make eye contact. • Move in for proximity. • Take a 5-minute break and speak with the learner.
Class Clown	• May want attention • May be bored with material • May not understand material or what is going on	• Relate the humorous comment to the related topic, if possible. • Thank the learner for adding a light touch. • Request comments related to the topic, so the class can stay on track. • Discuss the behavior privately. • Use small groups.

Dealing With…	Possible Reasons For Behavior	How to Deal With It
Conflicts Between Learners	• May have histories that you are unaware of • May have different ideas, values, beliefs, or perceptions • May have personality differences	• Recognize differences of opinion as both positive and healthy. • Emphasize points of agreement. • Minimize points of disagreement. • Try to get them to agree to disagree. • Do not criticize either learner. • Take a break to resolve privately.

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CERT Train-the-Trainer
Unit 12: CERT Basic Training Unit 7 Review

Instructor Guide

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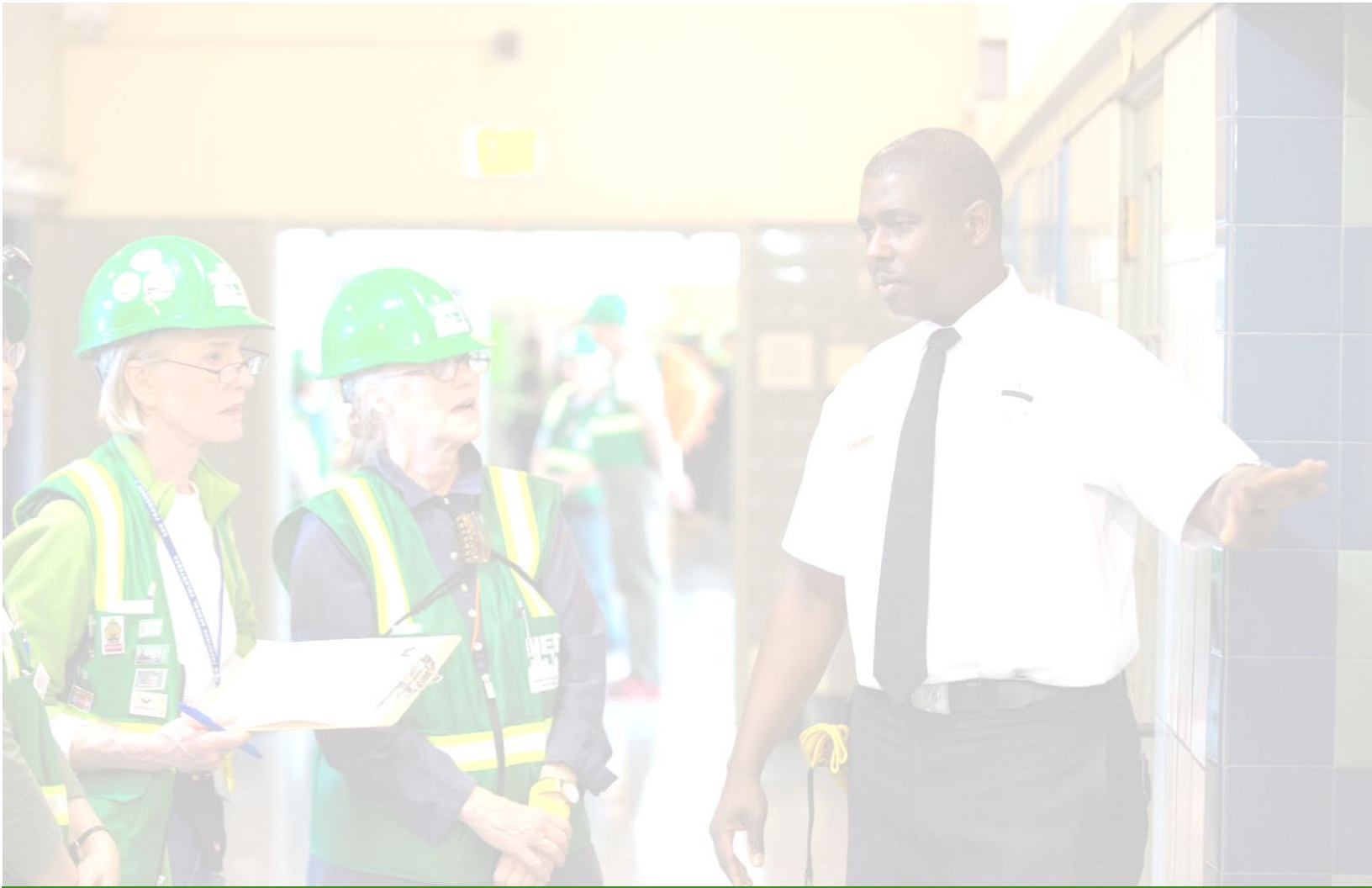
CERT Train-the-Trainer Unit 12: CERT Basic Training Unit 7 Review

In this unit, participants will review the following information about CERT Basic Training Unit 7:

- ☐ **Unit Purpose**
- ☐ **Unit Objectives**
- ☐ **Key Points to Be Made in the Unit**
- ☐ **Training Videos Relevant to the Unit**
- ☐ **Hands-on Activities in the Unit and How to Do Them**
- ☐ **How This Unit Connects to the Other Units**

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CERT Unit 12 Table of Contents

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UNIT OBJECTIVES

By the end of this unit, participants will be able to demonstrate knowledge of the CERT Basic Training Course Unit 7.

SCOPE

This unit will discuss the following topics:

- T-T-T unit overview;
- Unit 7 purpose;
- Unit 7 learning objectives;
- Unit 7 key topics;
- Training videos in Unit 7;
- Hands-on activities in Unit 7;
- Tips for teaching Unit 7;
- How Unit 7 connects to other basic training units; and
- T-T-T unit summary.

ESTIMATED COMPLETION TIME

A suggested time plan for this unit is displayed below in **Table 12.1: Estimated Completion Times**.

Table 12.1: Estimated Completion Times

Activity	Suggested Time
T-T-T Unit Overview	1 minute
Unit 7 Purpose	1 minute
Unit 7 Learning Objectives	5 minutes
Unit 7 Key Topics	5 minutes
Training Videos in Unit 7	1 minute
Hands-on Activities in Unit 7	30 minutes
Tips for Teaching Unit 7	15 minutes
How Unit 7 Connects to Other Basic Training Units	1 minute
T-T-T Unit Summary	1 minute
Total	1 hour

TRAINING METHODS

The instructor starts by asking participants what the purpose and learning objectives of the CERT Basic Training unit are. The instructor then asks participants to say how the objectives are met in the unit.

Next, the instructor goes over the key topics of the CERT Basic Training unit and says what training videos are recommended for the unit.

The focus of this CERT T-T-T unit is on the hands-on activities: their purpose, what leeway instructors have in leading them, and the right way to do them.

Finally, the instructor goes over how the CERT Basic Training unit is connected to the other units in the CERT Basic Training Course.

Please be advised that, generally, the instructor is encouraged to add relevant information to this guide, but should never delete material.

RESOURCES REQUIRED

- CERT Basic T-T-T Instructor Guide (for T-T-T instructors)
- CERT Basic T-T-T Participant Manual (for all participants)
- CERT Basic Training Instructor Guide (for all participants)
- PowerPoint slides 12-0 to 12-12

OTHER RESOURCES

There are two short videos (5-6 minutes each) that should be shown when going over how to do the Unit 7 training activities the right way.

1. Demonstrating Victim Carries; and
2. Coaching Hands-on Practice: Victim Extrication.

The videos are available at the National CERT website: www.ready.gov/community-emergency-response-team.

EQUIPMENT

The following extra equipment is needed for this unit:

- A computer with PowerPoint software; and
- A computer projector and screen.

PREPARATION

None needed.

SECTION 1: T-T-T UNIT OVERVIEW

Say that this unit reviews the content and activities in CERT Basic Training Unit 7. It also identifies how Unit 7 connects to the other units in the CERT Basic Training Course.

SECTION 2: BASIC TRAINING UNIT 7 REVIEW

Basic Training Unit 7 Purpose

Encourage participants to use the CERT Basic Training Instructor Guide to find the answers to the questions.

What Do You Think?
• What is the purpose of CERT Basic Training Unit 7?

What is the purpose of CERT Basic Training Unit 7?

Summarize the discussion by reviewing the slide.

The purpose of CERT Basic Training Unit 7 is to:

- Show how to do search and rescue size-up;
- Teach how to conduct interior and exterior searches; and
- Teach how to rescue a survivor: lifting, leveraging, cribbing, and survivor removal.

Basic Training Unit 7 Learning Objectives

PM 12-2
CERT Train-the-Trainer Unit 12: CERT Basic Training Unit 7 Review   12-1

Start a class discussion based on this question.

The Purpose of Unit 7
• What is the purpose of CERT Basic Training Unit 7?
  – Show how to do search and rescue size-up
  – Teach how to conduct interior and exterior searches
  – Teach how to rescue a survivor: lifting, leveraging, cribbing, and survivor removal

What are the learning objectives for this unit?

Summarize the discussion by reviewing the slide.

Give the learning objectives for this unit:

1. Identify and apply CERT size-up requirements for potential search and rescue situations.
2. Demonstrate common techniques for light search and rescue.
3. Demonstrate safe techniques for debris removal and survivor extrication during search and rescue operations.

Basic Training Unit 7 Key Topics

PM 12-2
CERT Train-the-Trainer Unit 12: CERT Basic Training Unit 7 Review   12-2

What Do You Think?
• What are the learning objectives for this unit?

Say that in this unit, the instructor should do the following:

- Give a brief overview of the unit and the material that will be covered.
- Apply the CERT size-up concept to search and rescue.
- Teach how to conduct both interior and exterior searches safely and in a systematic manner.
- Teach safe and correct techniques for lifting, leveraging, and cribbing.
- Teach how to remove survivors after assessing them:
    - Carries: one-person arm, pack-strap, two-person, chair, blanket
    - Drags

PM 12-2
CERT Train-the-Trainer Unit 12: CERT Basic Training Unit 7 Review   12-3

Start a class discussion based on this question.

What Do You Think?

• What are the learning objectives for this unit?
1. Identify size-up requirements for potential search and rescue situations
2. Demonstrate the most common techniques for light search and rescue
3. Demonstrate safe techniques for debris removal and survival extrication

PM 12-2

CERT Train-the-Trainer Unit 12: CERT Basic Training Unit 7 Review   12-4

Key Topics

• Give a brief overview of the unit
• Apply size-up concept to search and rescue
• Teach how to conduct both interior and exterior searches safely and systematically
• Teach safe and correct techniques for:
  – Lifting
  – Leveraging
  – Cribbing

PM 12-2

CERT Train-the-Trainer Unit 12: CERT Basic Training Unit 7 Review   12-5

Key Topics

• Teach how to remove survivors after assessing them:
  – Carries
    • One-person arm
    • Pack-strap
    • Two-person
    • Chair
    • Blanket
  – Drags
  – Log rolling

PM 12-2

CERT Train-the-Trainer Unit 12: CERT Basic Training Unit 7 Review   12-6

– Log-rolling

Training Videos for Basic Training Unit 7

If there is time, the 32-minute video (or portions of it) *CERT Training: Safety in the Post-Disaster Environment*, is recommended for this unit. This training video will help prepare CERT volunteers for the kinds of hazards they may experience after a disaster and help them stay safe as they work in the disaster area. Instructors should relate this information back to the Light Search and Rescue content in Unit 7, such as the presence of debris and hazards after a disaster, and the possible damage to buildings and structures that makes them unsafe to enter.

The video is available for download at the National CERT website: https://www.ready.gov/community-emergency-response-team.

After showing the video, the instructor should highlight or recap the following topics:

- CERT volunteer safety is always the priority.
- Expect the unexpected during a disaster.
- The danger period continues long after the event itself ends.
- Disasters destabilize the environment, making familiar areas unfamiliar (e.g., hidden dangers).
- As a CERT volunteer, it is just as important to know what you cannot do, as much as what you can do. This protects you from becoming a victim as well.
- Buildings and facilities may appear safe to enter, but could have unseen structural damage or other hidden hazards.
- Injuries such as lacerations from debris are the most common injuries after a disaster (e.g., stepping on nails or sharp debris, hitting heads on hanging debris).
- Be cautious when dealing with unknown animals after a disaster; they may react out of fear.

If there is time, instructors may use the following discussion questions to get participants talking about the video:

- Why does the danger period continue long after the initial disaster event ends?
- What is the number one hazard in a disaster area, and why?

- Does anyone carry additional equipment with them in their go-kit beyond the standard equipment? If so, what?
- After a disaster, if you are unable to access the rest of your team, how can you, as a trained CERT volunteer, mobilize and use neighbors who do not have any training?
- What are some common injuries to workers in a post-disaster environment and how can you prevent them?

Hands-on Activities in Basic Training Unit 7

Hands-on Activities
- Gathering Facts
- Search and Rescue Size-up
- Survivor Carries
- Survivor Extrication
- Demonstrations
  – How to search a room
  – Leveraging and cribbing
  – Survivor carries and log rolling

PM 12-3

CERT Train-the-Trainer Unit 12: CERT Basic Training Unit 7 Review   12-7

Gathering Facts (CERT Basic Training Instructor Guide p. 7-8)

Purpose:

To give participants the chance to consider some of the facts that CERT search and rescue teams need to gather during size-up.

Latitude to Adapt:

The scenario may be changed to fit your community's needs.

How to Do the Activity Correctly:

Do the activity as it is written.

Suggestion: Take a picture of a building from the local area. Use the photo to prompt the types of information that should be gathered. Relate this to the next topic on size-up.

Search and Rescue Size-up (CERT Basic Training Instructor Guide p. 7-19)

Purpose:

To give the participants a chance to practice some of the thinking processes involved in planning and search and rescue size-up.

Latitude to Adapt:

Do the activity as it is written.

How to Do the Activity Correctly:

- The exercise is based on several different types of local buildings (one for each small group) for the most likely type of incident that the community will face.

Show the 5-6 minute video, Demonstrating Victim Carries.

Show participants how to test a chair.

- Prepare realistic scenarios before the session and have copies for each participant. Include the following types of information in the scenarios:
    - Type of event;
    - Intensity/severity/duration;
    - Who is affected;
    - Current/forecast weather conditions;
    - Time of day and week; and
    - Other factors that may affect search and rescue operations.
- Give participants information about likely damage caused by local hazards (e.g., earthquakes, floods, hurricanes, tornados) to local buildings, bridges, roads, etc.

Survivor Carries (CERT Basic Training IG pp. 7-37)

Purpose:

To give participants the chance to practice different drags and carries to safely move survivors.

Latitude to Adapt:

Do the activities as they are written.

How to Do the Activity Correctly:

Show the 5-6 minute video on how to conduct and coach the leveraging and cribbing.

- First, demonstrate the carry with a volunteer or another instructor.
    - Note: If you plan to use a chair in the classroom for a chair carry demonstration, be sure to test the chair first.
- Give permission for participants to opt out of any carry they do not feel comfortable doing.
- Remind the participants that CERT volunteers' safety is the number one priority. They should only attempt drags and carries if they are able to do so.
- Ask teams to rotate through the exercise. Unless someone has opted out of the exercise, make sure everyone has the chance to act as both a survivor and a rescuer.

Survivor Extrication (CERT Basic Training IG p. 7-38)

Purpose:

To give participants a chance to practice the removal of entrapped survivors from a damage site using leveraging/cribbing, and drags and carries. The intent is

for them to practice searching a room, finding survivors, and removing them.

Latitude to Adapt:

- Create a more realistic scenario by using two or three rooms at the same time so that there are several "rescues" happening at once.
- If there are more groups of six than there are "collapse sites," have one group watch while another does an extrication at one site. When groups rotate, observers and rescuers should switch.
- If rescue dummies are available, use them as the entrapped survivors at the "collapse sites," allowing all members of the group to practice as rescuers.

How to Do the Activity Correctly:

- Do the activity as it is written.
- Instructors should observe each group and correct errors that they see.
- As the groups rotate through the exercise, rearrange the room and survivors between each group.

Demonstrations

There are several demonstrations in this unit. Prepare for them and practice them, including:

- How to search a room;
- Leveraging and cribbing; and
- Survivor carries and log rolling.

Do not wait until the end of the course to have participants practice leveraging and cribbing with a 600-pound slab of concrete. Set up a demonstration in the classroom so participants can begin to get familiar with the principle of the fulcrum and with the nomenclature used before they actually work with large objects.

Tips for Teaching Unit

- Know participants' physical abilities
- Time management can be an issue for this unit
  - Follow recommended times for each section
  - Make sure there is enough time to demonstrate and practice lifts
- Break into two sessions if time is a concern
  1. Conducting Interior and Exterior Search Operations
  2. Conducting Rescue Operations

PM 12-5

CERT Train-the-Trainer Unit 12: CERT Basic Training Unit 7 Review   12-8

Tips for Teaching Basic Training Unit 7

More Tips

- Provide warning about risks associated with search and rescue without scaring
- When teaching size-up, emphasize having a plan of action
- Marking structures:
  - Know and use local jurisdiction's practice in marking structures
  - Illustrate marking technique on easel pad and discuss what goes in each quadrant of "X"

PM 12-5

CERT Train-the-Trainer Unit 12: CERT Basic Training Unit 7 Review   12-9

More Tips

- Emphasize that CERT should not move bodies of people who have died in buildings
  - Local law regarding who should move the person will prevail
  - Building may be crime scene where there should be any tampering

PM 12-5

CERT Train-the-Trainer Unit 12: CERT Basic Training Unit 7 Review   12-10

More Tips

- Slide 7-25 is animated
  - Requires three clicks for entire slide to appear
- Instructors must describe and help participants understand when to attempt a rescue

PM 12-5

CERT Train-the-Trainer Unit 12: CERT Basic Training Unit 7 Review   12-11

Start a class discussion based on this question.

- It is important to know your audience and their physical abilities.
- Time management is often an issue for this unit. Be sure to follow the recommended times for each section. Make sure there is enough time to demonstrate and practice the lifts.
- For the purposes of time and understanding, this unit may be split into two units and taught separately. If you choose to do this, you are advised to teach through "Conducting Interior and Exterior Search Operations" (Sections 1 through 3) in the first session and resume with "Conducting Rescue Operations" (Section 4) in the second session.
- Give participants a warning about the risks associated with search and rescue without scaring them.
- When teaching size-up, emphasize having a plan of action.
- Marking structures: Know your local jurisdiction's practice in marking structures. If the local jurisdiction's procedures are different from those in the CERT Basic Training Course, teach the local requirements.
- Marking structures: Illustrate the marking technique on an easel pad and discuss what goes in each quadrant of the "X."
- Stress that the CERT should not move bodies of people who have died in a building as the local law regarding who should move the person will prevail. In addition, the building may be a crime scene where there should not be any tampering.
- Note that slide 7-25 is an animated slide and requires three clicks for the entire slide to appear. It shows the sequence of information to be added to the "X."
- Instructors must describe and help participants understand when to attempt a rescue.

Do you have any other tips?

How Unit 7 Connects to Other CERT Basic Training Units

The unit continues the messages of:

- Teamwork;
- The need for size-up; and
- Team safety.

The unit picks up on the concept of patient assessment from Units 3 and 4.

T-T-T UNIT SUMMARY

This unit gave information on CERT Basic Training Unit 7.

Check for understanding.

Do you have any questions about anything covered in this unit?

Transition

The next unit will go over Unit 8 of the CERT Basic Training Course.

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CERT Train-the-Trainer
Unit 13: CERT Basic Training Unit 8 Review

Instructor Guide

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CERT Train-the-Trainer Unit 13: CERT Basic Training Unit 8 Review

In this unit, participants will review the following information about CERT Basic Training Unit 7:

- ☐ **Unit Purpose**
- ☐ **Unit Objectives**
- ☐ **Key Points to Be Made in the Unit**
- ☐ **Training Videos Relevant to the Unit**
- ☐ **Hands-on Activities in the Unit and How to Do Them**
- ☐ **How This Unit Connects to the Other Units**

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CERT Unit 13 Table of Contents

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UNIT OBJECTIVES

By the end of this unit, participants will be able to demonstrate knowledge of the CERT Basic Training Course Unit 8.

SCOPE

The topics that will be discussed in this unit are:

- T-T-T unit overview;
- Unit 8 purpose;
- Unit 8 learning objectives;
- Unit 8 key topics;
- Hands-on activities in Unit 8;
- Tips for teaching Unit 8;
- How Unit 8 connects to other basic training units; and
- T-T-T unit summary.

ESTIMATED COMPLETION TIME

A suggested time plan for this unit is displayed below in **Table 13.1: Estimated Completion Times**.

Table 13.1: Estimated Completion Times

Activity	Suggested Time
T-T-T Unit Overview	1 minute
Unit 8 Purpose	1 minute
Unit 8 Learning Objectives	10 minutes
Unit 8 Key Topics	8 minutes
Hands-on Activities in Unit 8	5 minutes
Tips for Teaching Unit 8	2 minutes
How Unit 8 Connects to Other Basic Training Units	2 minutes
T-T-T Unit Summary	1 minute
Total	30 minutes

TRAINING METHODS

The instructor starts by asking participants what the purpose and learning objectives of the CERT Basic Training unit are. The instructor then asks participants to sayhow the objectives are met in the unit.

Next, the instructor goes over the key topics of the CERT Basic Training unit.

The focus of this CERT T-T-T unit is the application of the material as it is outlined in the Basic Training curriculum, including the hands-on activity.

Finally, the instructor goes over how the CERT Basic Training unit is connected to the other units in the CERT Basic Training Course.

Please be advised that, generally, the instructor is encouraged to add relevant information to this guide, but should never delete material.

RESOURCES REQUIRED

- CERT Basic T-T-T Instructor Guide (for T-T-T instructors)
- CERT Basic T-T-T Participant Manual (for all participants)
- CERT Basic Training Instructor Guide (for all participants)
- PowerPoint slides 13-0 to 13-8

EQUIPMENT

The following extra equipment is needed for this unit:

- A computer with PowerPoint software; and
- A computer projector and screen.

PREPARATION

None needed.

SECTION 1: T-T-T UNIT OVERVIEW

Explain that this unit reviews the content and activities in CERT Basic Training Unit 8. It also looks at how Unit 8 connects to the other units in the CERT Basic Training Course.

SECTION 2: BASIC TRAINING UNIT 8 REVIEW

Encourage participants to use the CERT Basic Training Instructor Guide to find the answers to the questions.

What Do You Think?
- What is the purpose of CERT Basic Training Unit 8?

PM 13-2

CERT Train-the-Trainer Unit 13: CERT Basic Training Unit 8 Review   13-1

Start a class discussion based on this question.

The Purpose of Unit 8
- What is the purpose of CERT Basic Training Unit 8?
  - To provide CERT volunteers with some information about terrorism, terrorist tactics, and weapons
  - To discuss the role of CERT volunteers during a terrorist attack

PM 13-2

CERT Train-the-Trainer Unit 13: CERT Basic Training Unit 8 Review   13-2

What Do You Think?
- What are the learning objectives for this unit?

PM 13-2

CERT Train-the-Trainer Unit 13: CERT Basic Training Unit 8 Review   13-3

Start a class discussion based on this question.

Basic Training Unit 8 Purpose

What is the purpose of CERT Basic Training Unit 8?

Summarize the discussion by reviewing the slide.

The purpose of CERT Basic Training Unit 8 is:

- To provide CERT volunteers with some information about terrorism, terrorist tactics, and weapons.
- To discuss the role of CERT volunteers during a terrorist attack.

Basic Training Unit 8 Learning Objectives

What are the learning objectives for this unit?

Summarize the discussion by reviewing the slide.

Give the learning objectives for this unit:

1. To define terrorism.
2. To list the eight signs of terrorism and describe how to report suspicious activity.
3. To explain the role of a CERT volunteer during a terrorist incident.
4. To describe activities to prepare for a terrorist incident at home, at work, and in the community.

Basic Training Unit 8 Key Topics

Explain that, in this unit, the instructor needs to do the following:

- Give a brief overview of the unit and the material that will be covered.
- Stress personal safety. As with HazMat, terrorist incidents are a stop sign.
- Keep the discussion simple.
- Send the message that it really does not matter what causes a disaster; the responses will be similar.
- Stress the role that CERT volunteers play during a terrorist attack.

Hands-on Activities in Basic Training Unit 8

Preparing for a Terrorism-Related Event (Basic Training Instructor Guide pp. 8-7)

Purpose:

As with all types of disasters and emergencies, preparation is the key to planning for a terrorism- related event. Although it is often difficult to predict when such an event may happen, there are several steps that CERT volunteers can take today to be prepared.

Latitude to Adapt:

Do the activity as it is written.

How to Do the Activity Correctly:

The activity is self-explanatory.

Tips for Teaching Basic Training Unit 8

- Remember to keep the discussion simple. Avoid highly technical descriptions.
- If your community has a low risk for terrorism incidents, point out to participants that the information on terrorism is important for anyone who travels.
- If participants ask "what if" questions about scenarios that are extremely unlikely, identify the improbabilities but answer any parts of the question that might be realistic.

Do you have any other tips?

Connection to Course

- Like a hazmat incident, a terrorist incident or the warning signs of an attack are a "stop sign" for CERTs

PM 13-3

CERT Train-the-Trainer Unit 13: CERT Basic Training Unit 8 Review   13-8

How Unit 8 Connects to Other CERT Basic Training Units

Relate a terrorist attack to the scene of a hazardous materials incident discussed in Unit 6. Like a HazMat incident, a terrorist incident or the warning signs of an attack are a "stop sign" for CERTs.

T-T-T UNIT SUMMARY

This unit has given information on CERT Basic Training Unit 8.

| Check for understanding. |

Do you have any questions about anything covered in this unit?

Transition

The next unit will go over Unit 9 of the CERT Basic Training Course.

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CERT Train-the-Trainer
Unit 14: CERT Basic
Training Unit 9 Review

Instructor Guide
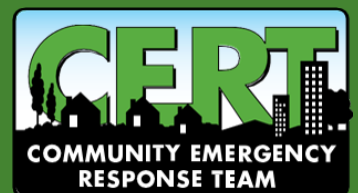
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CERT Train-the-Trainer Unit 14: CERT Basic Training Unit 9 Review

In this unit, participants will review the following information about CERT Basic Training Unit 7:

- ☐ **Unit Purpose**
- ☐ **Unit Objectives**
- ☐ **Key Points to Be Made in the Unit**
- ☐ **Training Videos Relevant to the Unit**
- ☐ **Hands-on Activities in the Unit and How to Do Them**
- ☐ **How This Unit Connects to the Other Units**

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CERT Unit 14 Table of Contents

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UNIT OBJECTIVES

By the end of this unit, participants will be able to show knowledge of the CERT Basic Training Course Unit 9.

SCOPE

The topics that will be covered in this unit are:

- T-T-T unit overview;
- Unit 9 purpose;
- Unit 9 learning objectives;
- Unit 9 key topics;
- Visuals for Unit 9;
- Hands-on activities in Unit 9;
- Tips for teaching Unit 9;
- How unit 9 connects to other basic training units; and
- T-T-T unit summary.

ESTIMATED COMPLETION TIME

A suggested time plan for this unit is displayed below in **Table 14.1: Estimated Completion Times**.

Table 14.1: Estimated Completion Times

Activity	Suggested Time
T-T-T Unit Overview	1 minute
Unit 9 Purpose	1 minute
Unit 9 Learning Objectives	5 minutes
Unit 9 Key Topics	2 minutes
Visuals for Unit 9	1 minute
Hands-on Activities in Unit 9	22 minutes
Tips for Teaching Unit 9	10 minutes
How Unit 9 Connects to Other Basic Training Units	2 minutes
T-T-T Unit Summary	1 minute
Total	45 minutes

TRAINING METHODS

The instructor starts by asking participants what the purpose and learning objectives of the CERT Basic Training unit are. The instructor then asks participants to say how the objectives are met in the unit.

Next the instructor goes over the key topics of the CERT Basic Training unit and says what training videos are recommended for the unit.

The focus of this CERT T-T-T unit is on the hands-on activities: their purpose, what latitude instructors have in leading them, and the right way to do them.

Finally, the instructor goes over how the CERT Basic Training unit is connected to the other units in the CERT Basic Training Course.

Please be advised that, generally, the instructor is encouraged to add relevant information to this guide, but should never delete material.

RESOURCES REQUIRED

- CERT Basic T-T-T Instructor Guide (for T-T-T instructors)
- CERT Basic T-T-T Participant Manual (for all participants)
- CERT Basic Training Instructor Guide (for all participants)
- PowerPoint slides 14-0 to 14-12

EQUIPMENT

The following extra equipment is needed for this unit:

- A computer with PowerPoint software; and
- A computer projector and screen.

PREPARATION

None needed.

SECTION 1: T-T-T UNIT OVERVIEW

Say that this unit reviews the content and activities in CERT Basic Training Unit 9. It also looks at how Unit 9 connects to the other units in the CERT Basic Training Course.

SECTION 2: BASIC TRAINING UNIT 9 REVIEW

Encourage participants to use the CERT Basic Training Instructor Guide to find the answers to the questions.

What Do You Think?
• What is the purpose of CERT Basic Training Unit 9?

Basic Training Unit 9 Purpose

What is the purpose of CERT Basic Training Unit 9?

Summarize the discussion by reviewing the slide.

The purpose of CERT Basic Training Unit 9 is:

- To review the course.
- To evaluate what participants have learned.

PM 14-2
CERT Train-the-Trainer Unit 14: CERT Basic Training Unit 9 Review   14-1

Start a class discussion based on this question.

The Purpose of Unit 9
• What is the purpose of CERT Basic Training Unit 9?
  – To review the course
  – To evaluate what participants have learned

PM 14-2
CERT Train-the-Trainer Unit 14: CERT Basic Training Unit 9 Review   14-2

What Do You Think?
• What is the learning objective for this unit?

Basic Training Unit 9 Learning Objectives

What is the learning objective for this unit?

Summarize the discussion by going over the slide.

Give the learning objective for this unit:

- To apply the skills and knowledge learned in Units 1 through 8 to a simulated disaster situation.

PM 14-2
CERT Train-the-Trainer Unit 14: CERT Basic Training Unit 9 Review   14-3

Start a class discussion based on this question.

How is the learning objective addressed?

"Apply the skills and knowledge learned in Units 1 through 8 to a simulated disaster situation."

Summarize the discussion by reviewing the slide.

The learning objective is addressed in these topics:

- The Final Exam; and
- The Disaster Simulation.

Basic Training Unit 9 Key Topics

Explain that in this unit, the instructor needs to do the following:

- Give a brief overview of the unit.
- Briefly review in each unit the material that was covered in the CERT Basic Training Course.
- Give the final exam. You will need to make copies of the exam for each of the participants.
- Run the disaster simulation.

Hands-on Activities in Basic Training Unit 9

Disaster Simulation (Basic Training Instructor Guide p. 14)

Purpose:

To give participants a chance to apply and practice the skills they have learned in the Basic Training Course.

Latitude to Adapt:

CERT programs use two models:

- Disaster Simulation Model (described in Unit 9); and
- Disaster Station Model (the model in Unit 9 without the scenario).

Either model is acceptable.

How to Do the Activity Correctly:

Unit 9 includes a full explanation for how to prepare for and run the disaster simulation.

You will need to:

- Prepare a disaster scenario;
- Enlist "survivors;" and
- Recruit four assistant instructors.

Throughout the simulation, the instructors at each station should stress that the participants must treat the exercise as if it were real and train as if lives were depending on it.

Reinforce that mistakes made during training are lessons learned — lessons that may someday save lives and prevent injuries.

Tips for Teaching Basic Training Unit 9

- Remind participants that they should practice safety at all times.
- Be prepared for participants to worry about "failing."
- Encourage participants to work hard and to try everything they are physically able to do. Mistakes during the exercise are a great way to learn.
- Stress to participants that the instructors are there to coach them.
- If the Disaster Station Model is used, it can be enhanced using documentation forms with each station identified with a street address.
    - Addresses cannot be "Station 2" but must be an address such as "2222 Oak Street" to reinforce correct use of documentation forms.

More Tips

• Graduation:
  – Invite high-level officer from your organization or an elected local official to attend and recognize CERT graduates
• Thank participants and announce upcoming CERT activities after certificates are awarded

PM 14-3

CERT Train-the-Trainer Unit 14: CERT Basic Training Unit 9 Review   14-11

Start a class discussion based on this question.

Connection to Course

• Unit 9 summarizes entire course
• Unit 9 allows participants to show and practice what they have learned
• Throughout the course, participants should be told about what the final session will include

PM 14-3

CERT Train-the-Trainer Unit 14: CERT Basic Training Unit 9 Review   14-12

– Another enhancement is for teams to switch the team leader role at every station so that as many participants as possible can act as team leader.

• Be sure to allow enough time to debrief participants and trainers right after the exercise and before graduation.

• Graduation: If you award certificates of completion at the end of Unit 9, invite a high-level officer from your organization or an elected local official to attend and recognize the CERT graduates.

• After certificates are awarded, be sure to thank participants for their commitment to CERT and announce any upcoming CERT activities.

Do you have any other tips?

How Unit 9 Connects to Other CERT Basic Training Units

This unit summarizes the entire course and allows participants to show and practice what they have learned.

Throughout the course, participants should be told about what the final session will include.

T-T-T UNIT SUMMARY

This unit has given information on CERT Basic Training Unit 9.

Check for understanding.

Do you have any questions about anything covered in this unit?

Transition

The next unit will give the assignment for the second teach-back.

CERT Train-the-Trainer Unit 15: Teach-Back #2

Instructor Guide

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CERT Train-the-Trainer Unit 15: Teach Back #2

In this unit, participants will learn about:

- [ ] **The Teach-Back Process**
- [ ] **The Teach-Back #2 Assignment**
- [ ] **Film Session #2**

In this unit, you will:

- [ ] **Conduct Your First Teach-Back**
- [ ] **Provide Feedback on Other Presentations**

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CERT Unit 15 Table of Contents

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UNIT OBJECTIVES

By the end of this unit, participants will be able to:

- Describe how the teach-back preparation and presentation processes work.
- State their Teach-Back #2 Assignment.
- Present their second teach-back.
- Give feedback to other presenters.

SCOPE

The unit has two parts: preparation and presentation. In this unit, each of the five teams prepares for and gives a presentation before getting feedback from the other participants.

Part 1 will cover the following topics:

- Why do a teach-back;
- The teach-back process;
- Teach-Back #2 Assignment; and
- Film Session #2 explanation.

In Part 2, participants present their second teach-back, get feedback from others in the group, and give feedback to other presenters.

ESTIMATED COMPLETION TIME

Part 1: Teach-Back #2 Assignment

A suggested time plan for this unit is displayed below in **Table 15.1: Estimated Completion Times**.

Table 15.1: Estimated Completion Times

Activity	Suggested Time
Why Do a Teach-Back?	1 minute
The Teach-Back Process	5 minutes
Teach-Back #2 Assignment	8 minutes
Film Session #2 Explanation	1 minute
Total	15 minutes

Part 2: Teach-Back #2

A suggested time plan for this unit is displayed below in **Table 15.2: Estimated Completion Times**.

Table 15.2: Estimated Completion Times

Activity	Suggested Time
Set Up	1 minute
Teach-Back 1	25 minutes
Teach-Back 2	25 minutes
Break	15 minutes
Teach-Back 3	24 minutes
Teach-Back 4	25 minutes
Teach-Back 5	25 minutes
Total	2 hours, 20 minutes

TRAINING METHODS

Part 1: Teach-Back #2 Assignment

The instructor begins by reminding participants why practice is an important part of a T-T-T class.

Next, the instructor reviews the teach-back process that will be used. Then the instructor makes the Teach-Back #2 assignments.

Finally, the instructor explains when and where the training videos will be shown for Units 5-7.

Part 2: Teach-Back #2

The instructor begins by reviewing the teach-back process. Next the instructor reviews how feedback will be given.

Then each of the five two-person teams gives its presentation and gets feedback.

Please be advised that, generally, the instructor is encouraged to add relevant information to this guide, but should never delete material.

RESOURCES REQUIRED

- CERT Basic T-T-T Instructor Guide (for T- T-T instructors)
- CERT Basic T-T-T Participant Manual (for all participants)
- CERT Basic Training Instructor Guide (for all participants)
- PowerPoint slides for CERT Basic Training Units 5-7
- PowerPoint slides 15-0 to 15-6

EQUIPMENT

The following extra equipment is needed for this unit:

- A computer with PowerPoint software;
- A computer projector and screen;
- Easel pad and easel or whiteboard;
- Markers; and
- Materials and equipment to be used in teach-back presentations. Each teach-back group of 10 participants will need:

  - Two fire extinguishers;
  - Easel, pad, and markers;
  - Blanket and chair for patient carries;
  - USB flash drive with CERT Basic Training PowerPoint files; and
  - Copies of the Feedback Checklist (nine times total number of participants).

PREPARATION

Part 1: Teach-Back #2 Assignment

For the teach-back, participants will work in pairs. Decide how you will divide the group into pairs. If you have an uneven number, assign three people to one group.

Film Session

Plan to show the training videos for Units 5-7. These videos will be shown in the evening. Viewing is optional but encouraged.

Part 2: Teach-Back #2

Divide the class into groups of no more than five pairs. Each group must have an instructor facilitator. Identify and prepare those instructors before class by reviewing the contents of this unit.

The instructor will serve as the timekeeper as well the discussion facilitator. Keeping presentations to 15 minutes is critical. Each instructor should decide on a way to let a pair know that time is up. One method is creating three index cards to hold up. In large print, write "5" (minutes) on one card, "1" (minute) on a second card, and "CUT" on the third card.

Make copies of the feedback checklist included in the Appendix of Unit 8. If you have groups of 5 pairs, you will need 8 feedback checklists for each participant and 10 feedback checklists for the instructor observing the presentations.

REMARKS

Teach-Back #2 is conducted in the same way as Teach-Back #1, except that the topics to be presented are different. In addition, participants have learned more methods to strengthen their instructional delivery.

UNIT 15 PART 1: TEACH-BACK #2 ASSIGNMENT

SECTION 1: THE TEACH-BACK PROCESS
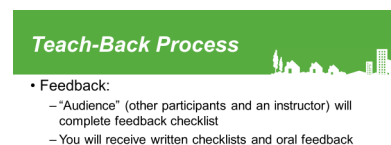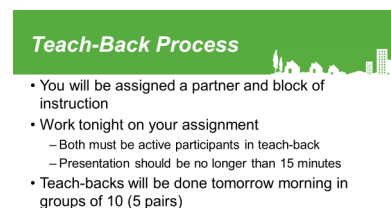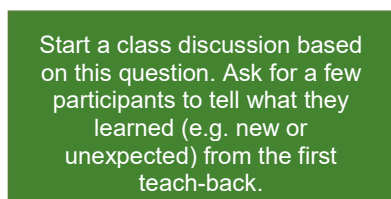
Remind participants that practice is a key part of any successful T-T-T class. Participants need to practice teaching the skills in the CERT Basic Training Course, and they need to practice incorporating the information they are learning in this CERT Basic T-T-T Course.

What did you learn from the first teach-back?

Review the process for the teach-back preparation and presentation.

1. Each participant will be assigned a partner and a block of instruction.
2. Participants will work tonight on their assignment. All participants are expected to be active participants in the teach-back. Each presentation should be no longer than 15 minutes.
3. The teach-backs will be given tomorrow morning in groups of 10 (5 pairs). The participants that are not teaching will give feedback on each presentation.
4. After your presentation, the "audience" (other participants and an instructor) will complete a feedback checklist. You will be given the written checklists. The audience will also give you feedback orally.

Feedback Checklists

Hand out feedback checklists to each participant and instructor. Go over the assessment criteria that will be used for each presenter.

Remind participants that the feedback must focus on the training **delivery**:

Good Feedback

• Focus on the training delivery:
– What went well?
– What could be improved?

PM 15-1

CERT Train-the-Trainer Unit 15: Teach-Back #2   15-4

Check for understanding.

- What went well?
- What could be improved?

Do you have any questions about the teach-back process?

SECTION 2: THE TEACH-BACK ASSIGNMENT

Teach-Back Assignment

• Each teach-back block must include:
– An explanation: describe skill clearly
– A demonstration: demonstrate skill correctly
– A hands-on activity: coach class through practice session
• Incorporate practices and information you learned from:
– Unit 2: Your Role as Instructor
– Unit 5: Maximize Learning
– Unit 11: Manage the Classroom

All in 15 minutes with each presenting an equal portion!

PM 15-2

CERT Train-the-Trainer Unit 15: Teach-Back #2   15-5

Unit 2 covered the roles and qualities of the CERT Basic Training instructor.

Unit 6 covered:

• How people learn
• Create a positive learning environment.
• Techniques that maximize learning.
• Why you need to evaluate and ways to evaluate.
• Guidelines for asking and answering questions.
• Guidelines for giving feedback.

Unit 11 covered:

• How to learn about your learners.
• What to do with information you learn.
• Situations that might make the learners feel left out and how to avoid them.
• Behaviors that might be disruptive.
• Working with learners with functional limitations.

What to Include in the Teach-Back

Remind participants that each teach-back block should include an explanation, a demonstration, and a hands-on activity. In other words, the audience should:

- Hear it;
- See it; and
- Do it.

The presenters' responsibilities are to:

- Describe the skill clearly.
- Demonstrate the skill correctly.
- Coach the class through the practice session.

Remind participants that each person in a team is responsible for presenting an equal portion of the teach-back content.

Remind participants to incorporate practices and information they learned from:

- Unit 2: Your Role as Instructor;
- Unit 6: Maximize Learning; and
- Unit 11: Manage the Classroom.

Give one more reminder: do not "hide" behind lecterns or tables in the classroom. This minimizes the instructor's ability to interact with and properly engage learners.

Remind participants that each presentation should last no more than 15 minutes.

Pair Up the Participants

Divide the class into pairs. If necessary, create one group of three. Stress that each person in the pair should present about half of the material.

Assign groups—five pairs of presenters to each group— and explain where each of the groups will be located for the teach-back presentations.

Content Blocks to Be Assigned

Assign one of the following blocks to each of the pairs in a group of 10. For the whole class, each block will be assigned to more than one pair.

Content Blocks

- Unit 5: Description, explanation, and discussion of techniques to reduce stress on CERT members (pages 5-6 through 5-9)
- Unit 6: Use of fire extinguisher (selection of extinguisher, test, approaching fire, discharge of extinguisher, backing out) (pages 6-8 through 6-14)
- Unit 7: Description, explanation, and demonstration of entering, searching, and marking a building (pages 7-23 through 7-26)

PM 15-2

CERT Train-the-Trainer Unit 15: Teach-Back #2   15-6

Content Blocks

- Unit 7: Description, explanation, demonstration, and hands-on practice of two patient carries:
  - One-person arm carry
  - One-person pack strap carry (page 7-39)
  - Two-person carry
  - Chair carry or blanket carry (pages 7-38 through 7-39)

PM 15-2

CERT Train-the-Trainer Unit 15: Teach-Back #2   15-7

Note that they will use the CERT Basic Training Instructor Guide for their teach-back content.

Topics include:

- Unit 5: Description, explanation, and discussion of techniques to reduce stress on CERT volunteers (pages 5-6 through 5- 9)
- Unit 6: Use of fire extinguisher (selection of extinguisher, test, approaching fire, discharge of extinguisher, backing out) (pages 6-8 through 6-14)
- Unit 7: Description, explanation, and demonstration of entering, searching, and marking a building (pages 7-20 through page 7-24)
- Unit 7: Description, explanation, demonstration, and hands-on practice of one-patient carries: one-person arm carry and one-person pack strap carry (page 7-31 through 7-38)
- Unit 7: Description, explanation, demonstration, and hands-on practice of two-patient carries: two-person carry and chair carry or blanket carry (pages 7-31 through 7-38)

Stress that participants should look over the section of the CERT Basic Training Instructor Guide that they are assigned and should follow it in their teach-back.

Film Session #2

Explain when and where the training videos from Units 5-7 will be shown for anyone who wants to see them.

UNIT 15 PART 2: TEACH-BACK #2
SECTION 1: TEACH-BACK SETUP

Go over the process for the teach-back presentation.

1. The presentation should last no longer than 15 minutes.
2. The participants who are not training will give feedback on the presentation after it is done.

    –   First, the "audience" (other participants and an instructor) will complete a feedback checklist. The written checklists will be given to the presenters.
    –   Second, the audience will give feedback orally.

3. The feedback will last 7-8 minutes.
4. Then the next team will get ready for its presentation.

Remind the group that in addition to the chance to demonstrate, the teach-backs are also a good opportunity to practice the skills of giving feedback and coaching, which are important skills for trainers to have.

Check for understanding.

Do you have any questions about the teach-back process?

SECTION 2: MANAGE THE TEACH- BACKS

Do the following activities to facilitate the teach- backs.

1. Monitor the time.

    –   15 minutes for presentation
    –   7-8 minutes for feedback
    –   2-3 minutes to change teams

2. Use your chosen method to monitor and end the presentation, if needed.

    –   For example, use time cue cards to give time cues to the presenters (e.g., 10 minutes, 5 minutes, and 1 minute).

3. Facilitate the feedback (7-8 minutes).

    –   Give the group 2-3 minutes to complete the feedback checklists.
    –   Remind learners to keep peer feedback focused on teaching methods, interactivity, and effectiveness versus dwelling on the actual content itself.
    –   Collect the feedback checklists.
    –   Ask the presenters how they feel the presentation went.
    –   Ask the audience for comments (things they liked, things that would improve the presentation).
    –   Give your comments (things you liked, things that would improve the presentation). Focus on teaching style and handling sensitive topics.
    –   Give the completed feedback checklists to the presenters.

4. Tell the next team to set up (2-3 minutes).
5. Take a break after the second presentation.

Transition

The next unit will cover how to prepare to teach the CERT Basic Training Course.

CERT Train-the-Trainer
Unit 16: Preparing for the CERT Basic Training Course

Instructor Guide
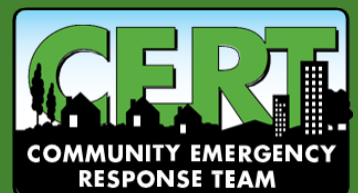
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CERT Train-the-Trainer Unit 16: Preparing for the CERT Basic Training Course

In this unit, participants will learn about:

☐ **Requirements for a CERT Basic Training Course**

☐ **Factors That Might Affect a Smooth Course Offering and Their Solutions**

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CERT Unit 16 Table of Contents

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UNIT OBJECTIVES

By the end of this unit, participants will be able to:

- Explain what needs to be done to put on a CERT Basic Training Course.
- Name who is responsible for each task.
- List factors that affect a smooth course offering.
- Explain how to address each one.

SCOPE

This unit will discuss the following topics:

- Unit overview;
- Possible players;
- Review of CERT Basic Training Course Preparation Checklist;
- Prepare for the unforeseen;
- Factors that affect a smooth course offering; and
- Unit summary.

ESTIMATED COMPLETION TIME

A suggested time plan for this unit is displayed below in **Table 16.1: Estimated Completion Times**.

Table 16.1: Estimated Completion Times

Activity	Suggested Time
Unit Overview	1 minute
Possible Players	1 minute
Review of CERT Basic Training Course Preparation Checklist	15 minutes
Prepare for the Unforeseen	5 minutes
Factors that Affect a Smooth Course Offering	12 minutes
Unit Summary	1 minute
Total	35 minutes

TRAINING METHODS

The instructor begins by discussing with the participants who might share responsibility in putting on the CERT Basic Training Course.

Next, the instructor reviews with the participants the *CERT Basic Training Course Preparation Checklist*, discussing any items that raise questions, and identifying who should be responsible for completing the activity.

Then the instructor discusses with the participants how to prepare for the unforeseen.

Next the instructor explains that there are four factors that instructors must master to have a smooth course offering:

- Time management;
- Familiarity with entire course;
- Team teaching; and
- Equipment use.

The instructor addresses each factor, providing tips for time management and team teaching, and conducting a discussion about why an instructor needs to be familiar with the entire course and what equipment is used in the course.

Please be advised that, generally, the instructor is encouraged to add relevant information to this guide, but should never delete material.

RESOURCES REQUIRED

- CERT T-T-T Instructor Guide (for T-T-T instructors)
- CERT T-T-T Participant Manual (for all participants)
- CERT Basic Training Instructor Guide (for all participants)
- PowerPoint slides 16-0 to 16-18

EQUIPMENT

The following additional equipment is required for this unit:

- A computer with PowerPoint software;
- A computer projector and screen;
- Easel pad and easel or whiteboard; and
- Markers.

PREPARATION

None required.

REMARKS

In most local CERT programs, the Program Manager has broader responsibilities (e.g., overall marketing of CERT and volunteer recruitment), as well as responsibilities for the CERT Basic Training Course. In discussing preparation for the Basic Training course, keep the group focused on the course. Do not let the discussion drift to the broader responsibilities of the Program Manager.

SECTION 1: UNIT OVERVIEW
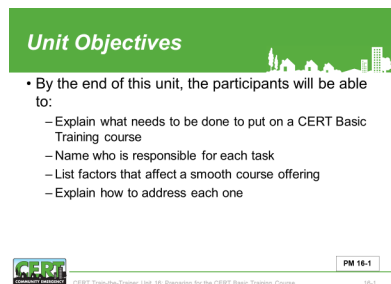
Say that this unit reviews the activities that are needed to put on a CERT Basic Training Course and identifies who should be responsible for seeing that the activities are completed.

This unit also offers some tips for how to have a smooth CERT Basic Training Course. The things discussed in this unit fall under the instructor's role of classroom manager (see Unit 2).

Give the unit's learning objectives.

By the end of this unit, the participants will be able to:

- Explain what needs to be done to put on a CERT Basic Training Course.
- Name who is responsible for each task.
- List factors that affect a smooth course offering.
- Explain how to address each one.

SECTION 2: POSSIBLE PLAYERS

What Do You Think?

• Who might be involved in putting on a CERT Basic Training course?

PM 16-1

Start a class discussion based on this question.

CERT Basic Training Course

• Who might be involved in putting on a CERT Basic Training course?
– Course Manager
– Lead Instructor
– Other instructors
– Volunteers

PM 16-1

Explain that several people may share the responsibility for putting on a CERT Basic Training course.

Ask the class:

Who might be involved in putting on a CERT Basic Training Course?

Summarize the discussion by reviewing the slide.

The CERT Basic Training Course may be put on by:

- Course Manager;
- Lead Instructor;
- Other instructors; and/or
- Volunteers.

Say that sometimes the same person wears more than one hat, e.g., Course Manager and Lead Instructor. However, in many communities, the CERT Program Manager also assumes the roles of Course Manager and Lead Instructor.

Point out that it usually takes several people to put on a CERT Basic Training Course.

SECTION 3: REVIEW OF CERT BASIC TRAINING COURSE PREPARATION CHECKLIST

Course Preparation Checklist

• Review the CERT Basic Training course Preparation Checklist in your Participant Manual

PM 16-1

CERT Train-the-Trainer Unit 16: Preparing for the CERT Basic Training Course   16-4

The CERT Basic Training Course Preparation Checklist is in the CERT T-T-T Participant Manual and on the following pages in the CERT T-T-T Instructor Guide.

Direct participants to the CERT Basic Training Course Preparation Checklist.

Review the checklist. As the checklist is reviewed:

- Discuss any items that raise questions.
- Identify who should be responsible for completing the activity. In some cases, the responsibilities may be shared.

Tell participants that this checklist assumes training dates have already been chosen.

CERT Basic Training Course Preparation Checklist

1. Recruit Instructors.   Person responsible: _____
    A. General rule: At least two instructors should jointly conduct each session.
    B. Units 3 and 4 should be conducted by licensed or certified paramedics, emergency medical technicians, or nurses.
    C. All other units (1, 2, 5, 6, 7, 8, and 9) should be conducted by skilled fire and rescue instructors.
    D. Assess an instructor's training skills (ask for references; ask people who have taken a class with the instructor).
2. Locate a facility.   Person responsible: _____
    A. Space needed:
        i.   Classroom training space that can be arranged as desired
        ii.   Hands-on activity training space
        iii. A good rule of thumb is 1,000 square feet for every 20 participants (classroom and practice), as long as there is plenty of room to spread out for the practice exercises
        iv.   Room for the Unit 9 exercise stations (three inside areas and one outside area)
    B. Learn how to regulate the temperature and lighting in the training facility.
    C. Know whom to contact for help in emergencies (e.g., if the power goes out).
3. Prepare the instructors.   Person responsible: _____
    A. Make sure that instructors know about:
        i.   The types of hazards (natural, technological, and manmade) that present the greatest risk to the community.
        ii.   Local building structures that present the greatest hazard in the event of a disaster.
        iii. The community's emergency operations plan.
        iv.   The CERT Program: its purpose, its place in the emergency operations plan, its messages, and values.
        v.   The CERT Basic Training Course: what it covers, how it is structured, etc.
    B. Ask instructors to tailor their units to the community with photos, handouts, scenarios, and examples.
    C. Conduct a walk-through of all the hands-on activities. Identify equipment needs and desired space layout. Anticipate questions and problems.
    D. Develop the Unit 9 scenario if using the disaster simulation model.
4. Gather equipment and supplies.   Person responsible: _____
    A. A computer with:
        i.   Microsoft Office 2003 (Word and PowerPoint)
        ii.   Adobe Flash 8 plug-in
        iii. CD/DVD player
    B. Projection system and screen
    C. 1-2 easel pads and easels
    D. Markers (variety of colors)

   E. Masking tape
   F. Food and water for participants
   G. Pens and pencils
   H. Hands-on activity equipment
  5. Prepare printed materials. Person responsible: _____
   A. Agenda
   B. One Participant Manual for each participant
   C. Any additional handouts that are not included in the Participant Manual, e.g., Hazards
  6. Recruit "survivors" for activities. Person responsible: _____
   A. "Survivors" can be recruited from high school drama classes or high school and college health classes.
   B. CERT volunteers who have already completed the CERT Basic Training Course also make good survivors.
   C. The appropriate number of survivors is dependent on the number of CERT participants. Two or three survivors for every CERT participant are recommended.

SECTION 4: PREPARE FOR THE UNFORESEEN

What Do You Think?

• What "what if" questions should you ask yourself as you are preparing for the CERT Basic Training course?

PM 16-4

CERT Train-the-Trainer Unit 16: Preparing for the CERT Basic Training Course   16-5

Elicit questions and discuss them as needed.

Tell the participants that one of the most important things to do when getting ready for a CERT Basic Training Course is to think of what might happen.

Ask the class:

What "what if" questions should you ask yourself as you are preparing for the CERT Basic Training Course?

SECTION 5: FACTORS THAT MIGHT AFFECT A SMOOTH COURSE OFFERING

Smooth Course Offering

- Factors that affect a smooth course offering including:
  - Time management
  - Equipment use
  - Familiarity with whole course
  - Team teaching

PM 16-5

CERT Train-the-Trainer Unit 16: Preparing for the CERT Basic Training Course   16-6

What Do You Think?

- What are the things that can eat up time in the CERT Basic Training course?

PM 16-5

CERT Train-the-Trainer Unit 16: Preparing for the CERT Basic Training Course   16-7

Start a class discussion based on this question.

Time Management

- What does time management mean in the context of the CERT Basic Training course?
  - There is a lot to cover so stick to times suggested in Instructor Guide
  - Start on time and end on time
  - Watch adding extraneous info
  - Know how to wrap up a discussion
  - Know how to use class equipment

PM 16-5

CERT Train-the-Trainer Unit 16: Preparing for the CERT Basic Training Course   16-8

What Do You Think?

- What equipment is needed for the CERT Basic Training course?

PM 16-5

CERT Train-the-Trainer Unit 16: Preparing for the CERT Basic Training Course   16-9

Start a class discussion based on this question.

Explain that you want to address four factors that instructors must master to have a smooth course offering:

- Time management;
- Equipment use;
- Familiarity with whole course; and
- Team teaching.

Time Management

Ask the class:

What are the things that can eat up time in the CERT Basic Training Course?

Summarize the discussion by reviewing the slide.

- There is a lot to cover in the course so stick to the times suggested in the Instructor Guide.
- Start on time and end on time; people are not going to want to stay past the end time.
- Watch your stories and adding extraneous info.
- Know how to wrap up a discussion.
- Know how to use the equipment; do not waste class time learning how to use it.

Point out that learning how to use classroom equipment before the class begins will save a lot of time. You do not want to lose time and break the flow of the class because you are fumbling with equipment.

Ask the class:

What equipment is needed for the CERT Basic Training Course?

Summarize the discussion by reviewing the slide.

The following equipment may be needed for the CERT Basic Training Course:

- Computer;
- PowerPoint and video projection system;
- PPE; and/or
- All activity materials:
  - Fire extinguishers;
  - Sterile dressings;
  - Non-latex exam gloves;

Class Equipment

- **What equipment is needed for the CERT Basic Training course?**
  - Computer
  - PowerPoint and video projection system
  - PPE
  - All activity materials

PM 16-5

CERT Train-the-Trainer Unit 16: Preparing for the CERT Basic Training Course 16-10

Tips for Time Management

- Establish ground rules at the start of unit
- Ask for help from the group
- Practice with equipment
- Set up activities ahead of time
- Get volunteers to help set up hands-on activities
- Practice giving directions for activities: simple, clear, complete, in logical order

PM 16-5

CERT Train-the-Trainer Unit 16: Preparing for the CERT Basic Training Course 16-11

Start a class discussion based on this question.

What Do You Think?

- **Why should you know what is covered in each of the units?**

PM 16-6

CERT Train-the-Trainer Unit 16: Preparing for the CERT Basic Training Course 16-12

Start a class discussion based on this question.

- Pry tools and cribbing; and
- Splinting materials.

Emphasize that the activity materials are listed in the introductory information for each unit in the Basic Training Instructor Guide.

Provide some tips for effective time management.

1. At the start of the unit, establish some ground rules:

   - There is a lot to be covered. The instructor reserves the right to wrap up a discussion and move on. Minimize instructor and participant "war stories."
   - Everyone gets a chance to talk but no one dominates.
   - Use a *Parking Lot* to capture items that need to be pursued but are not the focal points for this unit.
   - Ask the group to keep focused.

2. Ask for help from the group. "Folks, we have 10 minutes remaining for this item. We need to refocus. How can we wrap up this discussion?"
3. Practice until you can use the equipment easily and comfortably.
4. As much as possible, get activities set up ahead of time.
5. Get non-participant volunteers to help set up the hands-on activities at the appropriate time.
6. As you prepare, practice giving the directions for the activity. They need to be simple, clear, complete, and in logical order.

Does anyone have anything to add to this list?

Familiarity with Whole Course

Ask the class:

Why should you know what is covered in each of the units?

Summarize the discussion by reviewing the slide.

- You can tell people where the answer to a question will be addressed.
- You can refer to a point or skill learned in a previous unit that supports material in the current unit.

Know the Course

- **Why should you know what is covered in each of the units?**
  - Tell people where to find answers
  - Refer to previous unit that supports material in current unit
  - Make connections that show CERT as cohesive model
  - Look more competent
  - Help "specialty" instructors who may be less familiar with course

PM 16-6
CERT Train-the-Trainer Unit 16: Preparing for the CERT Basic Training Course   16-13

- You can make the connections that show CERT as a cohesive model.
- You look more competent.
- You can help the "specialty" instructors who may be less familiar with the course.

CERT Team Teaching

- Tips for team teaching CERT Basic Training include:
  - Have at least two instructors present for each unit
  - Plan how to divide instructor roles before class

PM 16-6
CERT Train-the-Trainer Unit 16: Preparing for the CERT Basic Training Course   16-14

Team Teaching and CERT

1. There should be at least two instructors present for each unit.
2. Plan together before the class for how you will divide up the instructor roles:

   - Trainer;
   - Coach;
   - Evaluator; and
   - Classroom manager.

What Do You Think?

- How might you divide up the instructional roles?

PM 16-6
CERT Train-the-Trainer Unit 16: Preparing for the CERT Basic Training Course   16-15

How might you divide up the instructional roles?

Summarize the discussion by reviewing the slide.

- You can take turns instructing different parts of the unit. One teaches while the other takes notes, writes on the easel pad, and deals with administrative issues.
- One can open, close, and help with activities while the other teaches the skill.
- One can do all the teaching while the other simply monitors, being an additional set of eyes and ears.
- However, the delivery of lectures is divided, both trainers are needed to coach and evaluate participants' hands-on practice of the skills.

Start a class discussion based on this question.

Divide Instructor Roles

- How might you divide up the instructional roles?
  - Take turns instructing different parts of the unit
  - One can open, close, and help with activities while the other teaches skill
  - One can teach while the other monitors
  - However lectures are divided, both trainers need to coach and evaluate hands-on practice

PM 16-6
CERT Train-the-Trainer Unit 16: Preparing for the CERT Basic Training Course   16-16

3. Rehearse whenever possible so you can figure out timing and identify any areas that might cause a problem.
4. Meet afterward to evaluate and suggest improvements for the future.
5. Other tips:

   - In particular, know how to support specialized instructors.
   - Agree to make any difference of opinion "respectful debate."

CERT Team Teaching

- Rehearse whenever possible
- Meet afterward to evaluate and suggest improvements for future
- Other tips:
  - Know how to support specialized instructors
  - Agree to make difference of opinions "respectful debate"

PM 16-6

CERT Train-the-Trainer Unit 16: Preparing for the CERT Basic Training Course   16-17

Discuss factors and how they can be addressed.

Are there other factors that should be considered in order to have a smooth course offering?

UNIT SUMMARY

Unit Summary
- Reviewed activities needed to put on CERT Basic Training course
- Discussed who should be responsible for seeing that activities are completed
- Discussed how to have a seamless CERT Basic Training course class

PM 16-7

CERT Train-the-Trainer Unit 16: Preparing for the CERT Basic Training Course   16-16

Say that this unit has reviewed the activities that are needed to put on a CERT Basic Training Course and who should be responsible for seeing that the activities are completed.

This unit also examined things instructors need to master in order to have a seamless CERT Basic Training Course.

- Time management;
- Familiarity with the whole course;
- Team teaching; and
- Equipment use.

Check for understanding.

Do you have any questions about anything covered in this unit?

Transition

This completes the CERT Train-the-Trainer instructional units. The final unit wraps up the training.

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CERT Train-the-Trainer
Unit 17: Course Summary

Instructor Guide

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CERT Train-the-Trainer Unit 17: Course Summary

In this unit, participants will:

- ☐ **Take the Post-Test**
- ☐ **Review the Course Learning Objectives**
- ☐ **Review Participant Expectations**
- ☐ **Receive a Certificate of Completion**

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CERT Unit 17 Table of Contents

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UNIT OBJECTIVES

By the end of this unit, participants will be able to assess:

- How much they learned in the CERT Train-the-Trainer Course.
- Whether their expectations were met.

SCOPE

This unit will cover the following topics:

- Post-Test;
- Review of course expectations;
- Review of participant expectations; and
- Graduation.

ESTIMATED COMPLETION TIME

A suggested time plan for this unit is displayed below in **Table 17.1: Estimated Completion Times**.

Table 17.1: Estimated Completion Times

Activity	Suggested Time
Post-Test	15 minutes
Review of Course Objectives	20 minutes
Review of Participant Expectations	15 minutes
Graduation	10 minutes
Total	1 hour

TRAINING METHODS

As participants enter the classroom, the instructor distributes the Post-Test and asks participants to complete it. The instructor then reviews the Post-Test by giving the correct answers.

Next, the instructor reviews the course objectives.

Then the instructor reviews the participants' expectations, generated in Unit 1, to see if they were met. If any expectations were not addressed in the course, the instructor tells the participant how the expectation can be met.

Finally, the instructor thanks the participants and presents the certificates of completion.

Please be advised that, generally, the instructor is encouraged to add relevant information to this guide, but should never delete material.

RESOURCES REQUIRED

- CERT Basic T-T-T Instructor Guide (for T-T-T instructors)
- CERT Basic T-T-T Participant Manual (for all participants)
- CERT Basic Training Instructor Guide (for all participants)
- PowerPoint slides 17-0 to 17-4
- Copies of the Post-Test, one for each participant
- Certificates of completion, one for each participant

EQUIPMENT

The following additional equipment is required for this unit:

- A computer with PowerPoint software; and
- A computer projector and screen.

PREPARATION

Post-Test

Make one copy of the Post-Test for each participant. The blank Post-Test and a separate answer key follow these notes, just before the lesson plan for Unit 17.

Expectations

Review the expectations list. For any of the expectations that have not been met, identify a suggestion to give to the participant.

If the pages of expectations have been moved during the course, move them so that they are visible to all.

Certificates of Completion

Make a certificate of completion for each participant.

REMARKS

It is best if all the instructors are present at the graduation.

CERT TRAIN-THE-TRAINER POST-TEST

Name: _____

You have 10 minutes to complete this test

1. Which of the following best describes the purpose of CERT?
    A. To provide first responder services in an emergency until professional services arrive
    B. To sacrifice personal safety to provide the greatest good for the greatest number
    C. To train volunteers in life-saving techniques
    D. To better enable communities to fight terrorism
2. Which of the following is not one of the roles of a CERT Basic Training instructor?
    A. Subject matter expert
    B. Friend and coach
    C. CPR trainer
    D. Evaluator
3. A CERT volunteer's first responsibility is to prepare his or her _____ _____.
    A. Community
    B. Household
    C. Fellow CERT volunteer
    D. Local officials
4. Multimodal learning combines a variety of learning styles. Which ones are included in the CERT Basic Training? (Choose all that apply.)
    A. Teach it to others
    B. Hear it
    C. See it
    D. Say it
    E. Do it
5. What is one way for you to respond to adult learners' emotional needs?
    A. Make the learning active with practical hands-on exercises
    B. Provide meaningful reinforcement and feedback
    C. Build bridges between old information and new information
    D. Don't require learners to sit too long without a break
6. Repetition is a cornerstone of learning. How many times do people need to hear something before they learn it?
    A. Four
    B. One
    C. Two
    D. Three

7. How do learners often judge an instructor? (Choose all that apply.)
   A. By what information he or she presents
   B. By how much time he or she spends addressing the learning objectives
   C. By how many years of experience he or she has with CERT
   D. By how he or she presents information
8. What should you do before any exercise involving touching?
   A. Make sure participants have signed a waiver
   B. Separate the men and the women in the class
   C. Explicitly explain what you are about to do and ask permission
   D. Review the CERT touching checklist
9. Why should you ask questions? (Choose all that apply.)
   A. To appeal to different learning styles
   B. To reinforce the material
   C. To validate the evaluation process
   D. To make the course more interesting
10. What type of question will tell you the most about what a learner has learned?
   A. An open question
   B. A closed question
   C. A recall question
   D. An apply question
11. If you ask a question and someone gives a wrong answer, what is the best way for you to respond?
   A. Repeat the question
   B. Direct the question to someone else
   C. Compliment and correct the response
   D. Compliment and direct the question to someone else
12. Which of the following is not a preferred way to deal with a side conversationalist in your class?
   A. Talk privately at break
   B. Ask him or her to leave the room
   C. Comment about the difficulty of others to hear or concentrate
   D. Make eye contact
13. What is the preferred way to deal with an interpersonal conflict between two learners?
   A. Separate them during group activities
   B. Engage them in discussion in class
   C. Address the conflict privately
   D. Move them to different parts of the room
14. What should you do if a learner starts an activity and then decides that he or she is physically unable to complete the activity?
   A. Emphasize that there are functions for every person on a CERT
   B. Tell the person to take a break and return to the class after the activity
   C. Push the person to try the activity again
   D. Kindly inform the person that he or she cannot be a CERT volunteer

15. Familiarity with the whole course enables you to:
    A. Make the connections that show CERT as a cohesive model
    B. Tell people where the answer to a question will be addressed
    C. Look more competent
    D. All of the above
16. How many instructors should conduct each CERT Basic Training session?
    A. One
    B. At least two
    C. At least three
    D. At least four
17. True or False: If possible, Units 3 and 4 should be conducted by licensed or certified Paramedics, Emergency Medical Technicians, or Nurses.
    A. True
    B. False

CERT TRAIN-THE-TRAINER POST-TEST ANSWER KEY

1. Which of the following best describes the purpose of CERT?
    A. **To provide first responder services in an emergency until professional services arrive**
    B. To sacrifice personal safety to provide the greatest good for the greatest number
    C. To train volunteers in life-saving techniques
    D. To better enable communities to fight terrorism

2. Which of the following is not one of the roles of a CERT Basic Training instructor?
    A. Subject matter expert
    B. Friend and coach
    C. **CPR trainer**
    D. Evaluator

3. A CERT volunteer's first responsibility is to prepare his or her _____.
    A. Community
    B. **Household**
    C. Fellow CERT volunteer
    D. Local officials

4. Multimodal learning combines a variety of learning styles. Which ones are included in the CERT Basic Training? (Choose all that apply.)
    A. Teach it to others
    B. **Hear it**
    C. **See it**
    D. **Say it**
    E. **Do it**

5. What is one way for you to respond to adult learners' emotional needs?
    A. Make the learning active with practical hands-on exercises
    B. **Provide meaningful reinforcement and feedback**
    C. Build bridges between old information and new information
    D. Don't require learners to sit too long without a break

6. Repetition is a cornerstone of learning. How many times do people need to hear something before they learn it?
    A. Four
    B. One
    C. Two
    D. **Three**

7. How do learners often judge an instructor? (Choose all that apply.)
    A. By what information he or she presents
    B. **By how much time he or she spends addressing the learning objectives**
    C. By how many years of experience he or she has with CERT
    D. **By how he or she presents information**

8. What should you do before any exercise involving touching?
    A. Make sure participants have signed a waiver
    B. Separate the men and the women in the class
    C. **Explicitly explain what you are about to do and ask permission**
    D. Review the CERT touching checklist

9. Why should you ask questions? (Choose all that apply.)
    A. **To appeal to different learning styles**
    B. **To reinforce the material**
    C. **To validate the evaluation process**
    D. **To make the course more interesting**
10. What type of question will tell you the most about what a learner has learned?
    A. An open question
    B. A closed question
    C. A recall question
    D. **An apply question**
11. If you ask a question and someone gives a wrong answer, what is the best way for you to respond?
    A. Repeat the question
    B. Direct the question to someone else
    C. **Compliment and correct the response**
    D. Compliment and direct the question to someone else
12. Which of the following is not a preferred way to deal with a side conversationalist in your class?
    A. Talk privately at break
    B. **Ask him or her to leave the room**
    C. Comment about the difficulty of others to hear or concentrate
    D. Make eye contact
13. What is the preferred way to deal with an interpersonal conflict between two learners?
    A. Separate them during group activities
    B. **Engage them in discussion in class**
    C. **Address the conflict privately**
    D. Move them to different parts of the room
14. What should you do if a learner starts an activity and then decides that he or she is physically unable to complete the activity?
    A. **Emphasize that there are functions for every person on a CERT**
    B. Tell the person to take a break and return to the class after the activity
    C. Push the person to try the activity again
    D. Kindly inform the person that he or she cannot be a CERT volunteer
15. Familiarity with the whole course enables you to:
    A. Make the connections that show CERT as a cohesive model
    B. Tell people where the answer to a question will be addressed
    C. Look more competent
    D. **All of the above**
16. How many instructors should conduct each CERT Basic Training session?
    A. One
    B. **At least two**
    C. At least three
    D. At least four

17. True or False: If possible, Units 3 and 4 should be conducted by licensed or certified Paramedics, Emergency Medical Technicians, or Nurses.
    A. True
    B. False

SECTION 1: POST-TEST

CERT Train-the-Trainer
Unit 17: Course Summary

As an alternative, ask participants to volunteer the correct responses.

Distribute a Post-Test to each participant and ask participants to complete it.

After 15 minutes, give the correct answers to the Post-Test.

Discuss any questions that participants might have.

SECTION 2: REVIEW OF COURSE LEARNING OBJECTIVES

Unit Objectives

• By the end of this training, participants will be able to:
– Show knowledge of CERT Basic Training course
– Show ability to present a part of course (teach-back)
– Explain core values of CERT
– Show classroom management techniques
– Show effective teaching techniques
– Show appropriate behavior as an instructor

PM 17-1

CERT Train-the-Trainer Unit 17: Course Summary   17-1

Refer the participants to the Participant Manual for the "sub" learning objectives.

Review the learning objectives for the CERT T-T-T course. These objectives describe what behaviors are expected from the participants by the end of the CERT T-T-T course.

Remind participants that the full list of learning objectives or performance outcomes is in the Participant Manual. The slide just has the six primary learning objectives.

By the end of this training, participants will be able to:

1. Demonstrate knowledge of the CERT Basic Training Course. During this course, we talked about:

   – The history of CERT.
   – The intent and purpose of CERT.
   – The emergency management system and where CERT fits.
   – The learning objectives of each unit of the CERT Basic Training Course and how the unit meets those objectives.
   – The order of the units and explain how one unit connects to the other units.
   – How to create an effective Unit 9 scenario.

2. Demonstrate the ability to present a part of the CERT Basic Training Course (teach-back).

   – Each teach-back included a lecture, a demonstration, a hands-on activity, and structured feedback on the activity.

3. Communicate the core values of CERT.
4. Demonstrate classroom management techniques and the ability to reach all learners. In the instructional methodology-based units, we covered the following topics:

   – How to manage difficult learners.
   – Adjusting to the limitations of some participants.
   – The logistical issues to be considered when putting on a course, including facility management.
   – Managing classroom time to meet course requirements.
   – How to use training equipment correctly.

      – Managing unforeseen classroom challenges.

      – How to identify potential ethical situations.

      – Techniques to transition smoothly from one unit to another.

5. Demonstrate effective teaching techniques, including setting the environment, maximizing learning retention, passing along information, and checking student progress. In the instructional methodology-based units we discussed the following topics:

      – How to set the learning environment.

      – Ways to maximize knowledge retention.

      – How to pass along information.

      – Different ways to check participants' progress.

6. Model appropriate behavior as an instructor.

Remind participants that this course was not going to teach them what is in the CERT Basic Training Course. Rather, this course was designed to teach them *how* to best deliver the curriculum.

Ask participants this question.

How well were the learning objectives met?

What Do You Think?

• How well were the learning objectives met?

PM 17-1

CERT Train-the-Trainer Unit 17: Course Summary   17-2

This will be an oral evaluation of the course.

SECTION 3: PARTICIPANT EXPECTATIONS

What Do You Think?

• Were your expectations for this met for this course?

PM 17-1

CERT Train-the-Trainer Unit 17: Course Summary   17-3

Start a class discussion based on this question.

Review the list of participants' expectations for the CERT Train-the-Trainer course.

Read each expectation and ask:

Was this expectation met?

If the expectation was not met, offer a way for the expectation to be met (another course, someone to talk to, something to read).

SECTION 4: GRADUATION
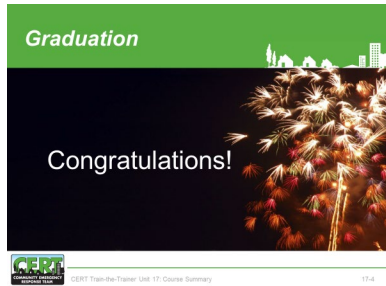
Thank all of the participants for attending the CERT Train-the-Trainer course.

Distribute a certificate of completion to each participant and personally thank each one for attending the course.

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CERT Train-the-Trainer: Annex for Campus CERT

Instructor Guide

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CERT Train-the-Trainer Annex for Campus CERT

In this unit, participants will learn about:

☐ **The issues, promising practices, and strategies for giving CERT training on college and university campuses.**

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Annex for Campus CERT Table of Contents

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UNIT OBJECTIVES

By the end of this T-T-T Annex module, participants will be able to give CERT Basic Training in a college or university setting. To do that, they must be able to:

1. Identify planning considerations for starting and running a CERT program in a campus community.
2. Figure out how to market a CERT program for a campus community.
3. Explain how to deliver CERT Basic Training to a campus community.

TARGET AUDIENCE

This module is for new or current CERT trainers who are interested in learning how to give CERT Basic Training in a college or university setting.

COURSE PREREQUISITES

Before taking this module, participants should complete the CERT Basic Training and CERT T-T-T Courses.

SCOPE

This module is meant to be done as an annex to the CERT T-T-T Course. The topics that will be covered in this module are:

- Module overview;
- Why is campus CERT needed;
- Planning considerations for campus CERT;
- Marketing considerations for campus CERT;
- Delivering CERT Basic Training on campus; and
- Module summary.

ESTIMATED COMPLETION TIME

A suggested time plan for this unit is displayed below in **Table A-1: Estimated Completion Times**.

Table A-1: Estimated Completion Times

Activity	Suggested Time
Welcome	10 minutes
Module Overview	5 minutes
Why Is Campus CERT Needed?	20 minutes
Planning Considerations	30 minutes
Marketing Considerations	30 minutes

Activity	Suggested Time
Delivering CERT Basic Training on Campus	45 minutes
Summary	10 minutes
Total	2 hours, 30 minutes

TRAINING METHODS

The Lead Instructor will start by welcoming the participants to the training, then other instructors will introduce themselves. The Lead Instructor will make any administrative announcements needed.

Next, the instructor will ask participants to introduce themselves, asking each participant to say what CERT organization he or she is with, and briefly describe any experience with emergency management and higher education.

After introductions, the instructor will ask participants to say what their expectations for the training are. The instructor will write down the expectations on an easel pad and post them on the wall to go over later. The instructor will then briefly explain the objectives of this module and give an overview of the agenda.

He or she will then ask the participants why they think including college campuses in the CERT program is important. After hearing answers, the instructor will explain why a specialized Campus CERT program is needed. Participants will also think about the unique reasons campuses are especially vulnerable during emergencies.

The instructor will then go over the planning considerations that Campus CERT Program Managers need to keep in mind as they launch their CERT program at their college or university. At the end of this discussion, participants will work in small groups to make and answer questions that a college or university administrator might have about starting a Campus CERT program at their school.

Next, the instructor will talk about how to market a Campus CERT program, including both the training and the CERT itself as a resource. Participants will then work in groups to practice "selling" the program to administrators, local emergency management staff, faculty, campus staff, and students.

The instructor will then talk about how to actually give CERT Basic Training in a campus setting. Training adjustments, materials, and locations will be some of the topics covered. This part of the training will end with an exercise in which participants answer questions about how to modify each of the eight CERT Basic Training units to work at their school.

Finally, the instructor will go over the main points of the module, making sure that all learning objectives and participant expectations were met.

Please note that CERT Basic Training tests are included in this guide as a resource for future Campus CERT instructors. They can be used as Pre- and Post-Tests for CERT

Basic Training, and may be especially useful when this training is given for academic credit.

Please also be aware that, generally, the instructor is encouraged to add relevant information to this guide but should never delete material.

RESOURCES REQUIRED

- CERT T-T-T Annex for Campus CERT Instructor Guide (for each instructor)
- CERT T-T-T Annex for Campus CERT Participant Manual (for all participants)
- PowerPoint slides A-1 – A-51

EQUIPMENT

The following equipment is needed for this unit:

- A computer with PowerPoint software;
- A computer projector and screen;
- Easel and writing pad or whiteboard;
- Masking tape (for posting the participant expectations); and
- Markers.

PREPARATION

Before class:

- Print one hard copy of the Pre-Test for each participant. You can find the blank Pre-Test after these notes, just before the lesson plan for Unit 1.
- Print one hard copy of the CERT Basic Training Instructor Guide and one hard copy of the CERT T-T-T Participant Manual for every person in the class.
- Write the CERT Core Values on an easel pad. Post the list in the classroom and say that these will be referred to throughout the course (see page 1-12 in this Instructor Guide.)

SECTION 1: WELCOME AND INTRODUCTIONS

Welcome

Start by welcoming participants as they come into the classroom.

Introductions and Expectations

Welcome participants to the CERT T-T-T Annex for Campus CERT. Say that this module prepares CERT instructors to give the CERT Basic Training course in a campus setting.

Introduce yourself and ask any other instructors to introduce themselves.

Ask participants to introduce themselves by giving their name, CERT program connection, and experience in emergency management and higher education.

If the module is done immediately after the CERT T-T-T course, ask participants to only give their experience in working with emergency management, specifically in a higher education setting.

Then, ask participants to say what their expectations for the course are. Write their responses on the easel pad and tape the pages to the wall to go over at the end of the session.

SECTION 2: MODULE OVERVIEW

Learning Objectives

Learning Objectives

- Participants will be able to establish a Campus CERT program:
  - Identify planning considerations for starting and running a CERT program for a campus community
  - Figure out how to market a CERT program for a campus community
  - Explain how to deliver CERT Basic Training to a campus community

CERT Train-the-Trainer: Campus CERT Annex   A-2

Overview

- Why is Campus CERT Needed?
- Planning Considerations for a Campus CERT Program
- Marketing a Campus CERT Program
- Delivering CERT Basic Training to a Campus Community

CERT Train-the-Trainer: Campus CERT Annex   A-3

Say that this module is an annex to the CERT T-T- T curriculum that will help instructors teach the CERT Basic Training Course on college campuses.

By the end of this module, participants will be able to give CERT Basic Training in a campus setting. As part of this goal, they will be able to:

- Identify planning considerations for starting and running a CERT program in a campus community;
- Figure out how to market a CERT program for a campus community; and
- Explain how to deliver CERT Basic Training to a campus community.

Explain that this course is not meant to be a "master instructor" course. It is not within the scope of this course to prepare or certify participants to teach Campus CERT or CERT instructors. The goal is to train participants to coordinate or teach basic CERT classes in their schools using the standard CERT Basic Training Instructor Guide, plus the Campus Annex.

Participants who will be teaching Campus CERT at their school should take the CERT Basic Training Train the Trainer course, which gives the information needed to apply the curriculum.

Say that the module will include the following topics:

- Why Is Campus CERT Needed;
- Planning Considerations for a Campus CERT Program;
- Marketing a Campus CERT Program; and
- Delivering CERT Basic Training to a Campus Community.

Are there any questions about what this module will cover?

Check for learning!

SECTION 3: WHY IS CAMPUS CERT NEEDED?

What Do You Think?

• Why is Campus CERT needed?

CERT Train-the-Trainer: Campus CERT Annex   A-4

Start a class discussion based on this question.

Write down answers on an easel pad or whiteboard. Suggested responses:

- Campuses are often worlds of their own and need to be organized for emergencies.
- Colleges are offering more emergency management programs that are good tie-ins to CERT.
- There have been many disasters and emergency incidents at campuses in recent years.
- Students and faculty can protect themselves and others.
- Participants take home skills they learn and share their knowledge.
- The course teaches valuable life skills.
- It's the right thing to do.

No Ivory Tower

• Disasters and disturbances can affect campuses at any time:
 – Hurricanes
 – Fires
 – Earthquakes
 – Floods
 – Hazmat incidents
 – Shootings or other crime
 – Domestic Terror

CERT Train-the-Trainer: Campus CERT Annex   A-5

In this section, you will talk about why a special Campus CERT program is needed.

Ask the class:

Why would a special CERT program for college and university campuses be needed?

Campuses Are Not "Ivory Towers"

Since FEMA launched the national CERT Program in 1994, there have been many disasters and emergencies that have touched college campuses, ranging from Hurricane Katrina to the Umpqua Community College shootings. (For a more complete list of recent campus disasters and emergencies, see Appendix 1.)

Campuses are complex communities with unique weaknesses, and many have only just started to add emergency preparedness to their educational goals.

Colleges and universities are part of the critical infrastructure of our country. Many schools have started taking steps to check site security and gather equipment. But training in campus security and emergency response for staff and students has gotten less attention.

To help increase preparedness at these schools, FEMA is working to include campuses, and young people in general, in the country's overall emergency preparedness and response plans.

Explain that Campus CERT aims to train students, faculty, and staff in emergency preparedness and response. The goal is to make sure that they have the skills needed to protect themselves and to help others during an emergency. This training will have a tremendous impact on all parts of emergency management. Some things to consider are:

- Colleges and universities are part of this nation's critical infrastructure.
- Campus populations can overwhelm a city's ability to respond well with the first responder resources needed.
- School faculty and staff may not be fit to respond to natural or manmade disasters.

- Students generally do not have the right education on how to get ready for and respond to a school emergency or disaster.
- A campus's students, faculty, and staff will take home the disaster preparedness skills that they learn in a Campus CERT program.
- Campus populations are usually made up of students who are from outside the geographic area and therefore rely heavily (or entirely) on campus services for basic needs.

Remind participants that a key part of CERT's mission is to "do the greatest good for the greatest number of people." The thousands of students, faculty, and staff that make up this country's colleges and universities can be a vital force in helping to achieve this mission.

Ask the class:

How is a college or university like a "city within a city"?

Ask the class:

What public health and safety challenges do campuses face?

Ask the class:

What are some unique hazards or vulnerabilities?

Unique Features, Hazards, and Vulnerabilities

Explain that although each campus faces unique hazards and vulnerabilities, college and university campuses share safety and security challenges that are specific to the academic environment, despite wide variations in size, geography, student body, and purpose among institutions. The following are some typical campus hazards and vulnerabilities to consider:

- Large resident populations in on-campus housing and large transient populations of commuter students, faculty, staff, vendors, and visitors. This varies seasonally, by day of the week, or time of day. The school is responsible for their safety while they are on its property.
- Large-capacity sports stadiums or arenas, concert halls, conference centers, museums, or other facilities that may attract tens of thousands, to over a hundred thousand people Critical infrastructure facilities, such as: power generation

Unique Features
- Special responsibility for student safety
- School reputation is of utmost importance

plants; water and wastewater treatment systems; IT networks; nuclear research reactors; hospitals or health clinics; electric, gas, and water lines; and roads and transportation systems (e.g., subways, buses, parking lots or ramps, railroads).

- Research labs or facilities where sensitive, classified, or even hazardous biological or chemical agents are stored, and research is done may attract domestic eco-terror groups or be vulnerable to natural or technological disasters. Campus research labs or other facilities have often been targets of domestic attacks over the past 30 years.
- Visiting dignitaries or controversial commencement speakers who may attract protesters or need extra security.
- Satellite campuses or facilities, often at a distance from the main campus, may fall under different jurisdictions with varying emergency services available, for special events.
- Possible location in heavily-populated urban areas where crime, civil disorder, or other problems may spill over; or in remote rural areas where emergency response service and times are slower; or in areas prone to earthquakes, tornadoes, blizzards, ice storms, flooding, hurricanes, or nuclear plant accidents.
- High concentrations of people, which may create problems during pandemic-related quarantines.
- Campus facilities and services, which may be used for mass care, sheltering, feeding, or immunization clinics during emergencies, and are included in local emergency plans.
- Populations of international or special needs faculty, staff, and students, who may have physical, linguistic, or cultural barriers that need extra attention during emergencies.

The list above clearly shows that campuses are complex communities that deserve careful emergency response planning.

A final factor to consider when thinking about emergency preparedness at colleges and universities is the special responsibility that a school has for keeping students safe. For traditional students who have left home to go to college full-time right after high school, the school is paid

to house, feed, and generally protect students much as their own parents would. The law recognizes this special responsibility in the concept of *in loco parentis*— "in place of the parent."

In addition, institutions of higher education wish to protect their reputation or "brand" among students, parents, and donors. A school comes under great scrutiny when a student is injured while on campus.

Having a CERT program on a campus helps address both concerns by improving a school's overall emergency preparedness.

Building Community
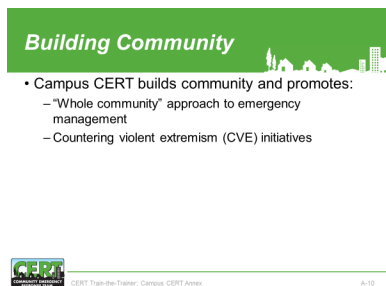
Colleges have natural challenges in creating a close-knit community of a large, diverse, and ever- changing group of students, faculty, and staff.

Campus CERT programs allow schools to help build community by reminding participants that we have a responsibility for each other in times of emergency.

In addition, FEMA promotes a "whole community" approach to emergency management. The approach focuses on increasing individual preparedness and using communities as "force- multipliers" to enhance the resiliency of our nation as a whole.

Also, with an increasing number of domestic terror incidents in the U.S., countering violent extremism (CVE) has become a key homeland security focus. Campus CERT builds the type of community involvement needed to counteract radicalization and alienation by helping people feel that they belong and contribute to society. For example, students, staff, or faculty from traditionally marginalized groups may find that being a part of Campus CERT is a positive experience, and exposes them to local law enforcement in a positive way, which reduces their susceptibility to radicalization.

SECTION 4: PLANNING CONSIDERATIONS

Tell participants that you will now be talking about the planning considerations that must go into starting a Campus CERT program.

Ask the class:

What do you think would be some of the issues you would encounter in trying to plan a Campus CERT training or program?

Things to Consider

Tell participants that there are several issues that must be addressed before getting Campus CERT training off the ground. These issues—which come from the large, complex nature of most colleges and universities—are really the biggest difference between starting a Campus CERT program and starting a CERT program anywhere else.

Anyone interested in Campus CERT should be ready to handle the following key start-up and maintenance issues:

- Getting buy-in from school administrators on starting a Campus CERT program;
- Building key relationships on campus and in the larger community;
- Deciding who can be part of the Campus CERT;
- Addressing legal issues surrounding the program;
- Setting the roles of Campus CERT volunteers;
- Deciding where the Campus CERT program best fits within the school;
- Deciding on whether academic credit can be given for CERT training;
- Planning CERT training and activities around the school's academic calendar; and
- Figuring out program costs and finding sources of funding.

Say that we will now look more closely at each of these issues.

Sidebar (left margin):

Start a class discussion based on these questions.

Record responses on an easel pad or whiteboard. Suggested responses include:
- Convincing administrators
- Liability
- Coordinating with local CERT
- Coordinating with local emergency personnel

Things to Consider
- Getting buy-in from the administration
- Building relationships
- Deciding who can be part of CERT
- Addressing legal issues
- Setting the role for CERT volunteers
- Deciding where CERT fits into the institution
- Planning around the school calendar
- Figuring out costs and funding sources

CERT Train-the-Trainer: Campus CERT Annex   A-11

Getting Buy-In

Say that getting buy-in from stakeholders is key in starting a Campus CERT program.

Early in the process, the CERT program should be pitched to school administrators—such as the college president, provost, chancellor, or dean of student affairs—because you will need to get their approval and support before you can get started. However, it is a good idea to first meet with the campus emergency services personnel so that you can show a coordinated and united effort when meeting with the campus administrators.

The pitch should start with an explanation of the purpose of CERT, that it is nationally recognized and supported by FEMA, and that it is in line with Department of Education goals for Crisis Training.

Tell participants that administrators will have many questions. The following bullets are just some of the questions and possible answers for which they should prepare.

- **What is included in the Campus CERT curriculum?** The curriculum is the standard national CERT Basic Training curriculum and has nine units, each with different goals and learning objectives. At the end of the course, trainees participate in a disaster drill to reinforce learning. Trainees also take Pre- and Post-Tests to check learning.
- **What is in it for the school?** A trained student body, faculty, and staff able to help immediately after a disaster when professional response may be delayed or limited.
- **What is in it for the CERT volunteer?** Students, faculty, and staff learn life skills, meet community service requirements, give back to the community, and help make their schools safer.
- **What is the school's liability?** No matter what is done, the school is still liable. The question is: "Can the school reduce its risk and liability by having qualified student, faculty, and staff responders—who are trained in First Aid and who know how to react in the face of danger or disaster— immediately available in their school?" It can also help to note that liability related to

CERT training can be similar to liability related to student sports.

- **Won't CERT training expose students, faculty, and staff to more risk during an incident?** The intent is not to expose anyone to additional risk. Rather, it is to give the school trained personnel who can help survivors during an event when professional responders may be delayed. This training is about learning to respond safely and responsibly, and CERT safety is a primary focus throughout the course.

- **How much does this training cost?** The school may not have additional funds to support Campus CERT training. Instructors are often drawn from resident faculty and local community first responders, who frequently teach CERT as part of their regular duties, which would create no extra costs. Funds may be needed to cover the up-front cost of equipment; however, if the local fire, police, or emergency management agency already gives CERT training in the community, they may be able to give or loan the equipment and help with training manuals. There may also be extra costs if administrators decide to offer CPR, First Aid, and automatic external defibrillator (AED) certification classes.

- **Who will deliver the Campus CERT training?** All lead instructors should be trained CERT instructors. Other staff should be considered to help as subject matter experts, under the direction of the lead instructor, to stay compliant with CERT curriculum objectives and content. These assistant or supplementary trainers may include campus security officers; emergency management professionals; local fire, police, and emergency medical service (EMS) personnel; and campus health services staff or counselors. Active volunteers of the Campus CERT might also help as trainers.

- **If the primary instructor is not a professional first responder, who else will supplement the instruction of the CERT units?** The following may be supplemental instructors in selected units: an emergency manager for Unit 1; EMS for Units 3 and 4; a counselor for Unit 5; a firefighter for Units 6 and 7; and a police officer for Unit 8.

- **What will trained CERT volunteers contribute to the school when the course is finished?** That varies from campus to campus. In addition to helping with emergency response, campus CERTs can also help with non-emergency activities; for example, providing security at concerts and other scheduled events, helping with fire drills, and promoting campus safety to other students.
- **How long is the Campus CERT training?** The basic curriculum takes about 20-30 hours to cover in its current form. However, an extra eight hours will be needed if the school will offer CPR, First Aid, and AED training along with CERT.

Building Relationships

Building Relationships
- Local Community CERT program
  - Decide on joint or separate structure
  - Coordinate training, market efforts
- Campus fire and security departments
- Residential life structure

CERT Train-the-Trainer: Campus CERT Annex   A-13

Say that an important part of the planning process for starting a Campus CERT program is building relationships with other emergency management entities on and off-campus, and deciding how you will work with them.

The single most important community connection for Campus CERT programs is with their local community CERT program, if there is one. Please note that "local community CERTs" can include CERTs sponsored by cities, counties, tribal governments, or corporations. There are several models for campus CERTs to work with other local community CERT programs.

- **Joint local-campus CERTs.** In this model, the campus CERT is part of the larger local CERT. There is one central leadership team, and all trainings and activities are done jointly. Team members could include both those connected in some way with the college or university, and those who are not but live in the surrounding area.
- **Separate local and campus CERTs**. In this model, there are two separate groups with two sets of leadership teams, but the two groups might come together for joint trainings, drills, emergency exercises, activations, or marketing or community activities. In some programs, the groups each do their own Basic Training, but then come together for advanced training courses or exercises.

In addition, it will be crucial for Campus CERT programs to coordinate both with campus and off- campus fire and

police forces to see how they might like to use CERT volunteers in the future.

Some colleges and universities also organize CERTs through the residential hall structure, with different teams responsible for different dorms.

Therefore, meeting with the dean of residential life or a similar position would be helpful for the program.

A campus CERT may also increase its effectiveness and overall contributions to citizen preparedness by coordinating with other programs that may be active in the community, including National Neighborhood Watch (https://www.nnw.org/), Medical Reserve Corps (https://mrc.hhs.gov/HomePage), Fire Corps (https://firecorps.org/), and Volunteers in Police Service (https://www.theiacp.org/projects/volunteers-in-police-service-vips). Some of these programs may share volunteers. For example, a campus CERT volunteer may also participate in National Neighborhood Watch or Fire Corps.

Each school that implements Campus CERT should consider setting up and registering its own Citizen Corps Council, or should at least coordinate with any local council for that jurisdiction. A directory of existing Citizen Corps Councils for each state, and guidelines for establishing Citizen Corps Councils, are available through the FEMA Citizen Corps website at www.ready.gov/citizen-corps.

Deciding on Membership

Deciding on Membership
- Students:
  - All students
  - Only students already in an employment relationship
  - No students
- Faculty and staff
- Other groups with institutional affiliations (alumni and retirees)
- General public

CERT Train-the-Trainer: Campus CERT Annex   A-14

Say that a key early decision in a Campus CERT program is who will be recruited and allowed to participate in Campus CERT—only faculty and staff, or students as well?

While some schools encourage CERT participation among the student body, others prefer to limit Campus CERT participation to full- time faculty and staff rather than allowing students to volunteer due to legal, contractual, or liability issues. Sometimes students already under certain contractual agreements—such as Resident Assistants (RAs), public safety auxiliaries, Reserved Officer Training Corps (ROTC), or nursing students—are the only ones allowed to participate.

Tell participants that another factor that affects the decision of whether to let students be CERT volunteers is

the practical issue of regular student turnover and the fact that, at many schools, most students are not present on campus during summers and breaks, or even for significant amounts of time at night or over weekends. In such cases, schools may choose to let students get CERT training as an academic class that they take for credit. Students then take the skills and knowledge with them as they move on after graduation, even if they do not participate in an active CERT on campus.

Say that once those key membership decisions are made with the school's administration, possible candidates for Campus CERT recruitment include:

- Residence hall managers or advisors;
- ROTC students;
- Medical, nursing, or veterinary students;
- Police or fire academy cadets;
- Fraternity and sorority members, or other student clubs chartered by the institution with community service requirements;
- Alumni or retiree groups;
- Faculty and administrative support staff;
- Facilities management staff;
- Managers and staff of large campus venues such as stadiums, conference centers, or hospitals; and
- Public safety, security, and parking enforcement student auxiliaries.

Legal Issues

Legal Issues

- Liability, workers' compensations, and insurance coverage
- Good Samaritan laws
- Any collective bargaining agreements restricting use of volunteers
- Institution's guardian-like role for student safety

CERT Train-the-Trainer: Campus CERT Annex   A-15

Explain that one of the first issues to be raised about any CERT program is usually liability. For both campus and government employees, issues of personal or professional liability are often already addressed by current policies or laws.

However, the answers to liability questions are different for each school for students who serve as Campus CERT volunteers and who are not directly employed by the university in some way.

Some schools' liability policies will cover these students while they serve as CERT volunteers, while others will not.

In these cases, questions may be asked about the authority and scope of power of the person. This would include a person's ability to force evacuations, to give first aid that may be out of the normal range of care, and

other acts or omissions that may bring a negative focus on the jurisdiction through civil lawsuits. Other questions include:

- Will your state's Good Samaritan Law cover Campus CERT?
- Is CERT covered by your state's emergency management laws around liability, immunity, and workers' compensation?
- Under whose authority will Campus CERT operate, and will their coverage or governmental immunity extend to Campus CERT?
- Are there limitations on immunity and liability coverage if Campus CERT is deployed off-campus to help the community or other areas as part of a mutual aid effort in large events?
- Are there any statutes, administrative rules, collective bargaining agreements, or attorney general's opinions affecting or restricting the use of volunteers—especially if faculty or staff respond in a Campus CERT role while on the job?
- If students are allowed to join Campus CERT and respond, would they all be covered for liability, or only those with some pre-existing employment relationship (such as RAs or part-time labor)?
- Can you and should you do background checks or run criminal histories on Campus CERT candidates, and possibly disqualify some of them? If so, what are the criteria for disqualification, by what agency or under what legal authority will the background checks be done, will candidates be required to sign waivers for background checks, and how will costs be covered if there is a charge?
- Are there Americans with Disability Act issues for people with disabilities participating in Campus CERT training or activities?
- What health and medical insurance coverage do Campus CERT volunteers have or need?
- What are restrictions or policies for replacing or reimbursing costs for personal equipment lost or destroyed in Campus CERT operations?

In many states, a "Good Samaritan" law gives some liability immunity for those trying to do good for others. However, this immunity is not "bullet- proof" in most areas and may actually give little if any protection to Campus CERT volunteers in some states. Ideally,

Campus CERT volunteers who are not employees, but are under the jurisdiction of the university or municipality during emergency response, could be covered under governmental immunity.

Many state emergency management laws also give immunity or liability coverage for volunteers and disaster-relief workers who respond under certain circumstances, such as when the governor declares a state of emergency or disaster. The exact laws and provisions vary by each state, so these must be researched.

Another concern for Campus CERT programs, beyond the legal difficulties of liability issues, is the effect of any student safety issue on the school's reputation. Colleges and universities are understandably eager to protect their students and their perceived ability to care for them, and may be extremely cautious about any effort that could impact student safety.

Stress that, for these reasons, it is highly recommended that participants ask for help from their campus legal counsel or risk management office to research these considerations before starting CERT training.

The information given by legal counsel will also help instructors teach the section on program liability issues during the Campus CERT Basic Training, as most CERT lead trainers are not experts in this complex and sensitive area.

However, for initial research, two good sources of information on volunteer liability and immunity are:

- *CERT Liability Guide* (https://www.fema.gov/media-library/assets/documents/28051)
- State Liability Laws for Charitable Organizations and Volunteers – 4th edition (https://www.nonprofitrisk.org/app/uploads/2017/01/state-liability-laws.pdf)

Where Does CERT Fit?

Where Does CERT Fit?
- Need to designate CERT with proper authority
- Can organize Campus CERT under:
  - An academic department
  - Campus police, fire, or public safety office
  - Community relations or outreach office
  - Environmental health and safety office
  - Local police/fire department or Red Cross
  - Need to identify a program "champion"

CERT Train-the-Trainer: Campus CERT Annex   A-18

Tell participants that another key decision in setting up a Campus CERT program is determining where its authority will be housed within the campus administrative structure:

- Which campus unit or department will administer or supervise Campus CERT: police or public safety, fire, emergency management, student life, occupational health and safety, or risk management?
- How will Campus CERT be organized—by building, zone, campus-wide, or as part of a joint campus-municipal team?
- How will Campus CERT be integrated with the emergency plans, operations, ICS, and Emergency Operations Center (EOC) for the college or university, and for any local government jurisdictions?

Emphasize that, as part of the process of finding a "home" for the Campus CERT program, it is important to also identify a "champion." Champions are the "up-front" people who are able to answer questions, deal with problems, and present a face for the media. Possible Campus CERT champions can include a popular dean or provost, members of the institution's board of regents or supervisors, or an emergency manager.

While it is important to identify such people early in the program for continuity and development, it must be understood that champions, like the leadership of a community itself, are only one part of the team. Eventually, other volunteers must be brought on board who are more qualified to deal with the "nuts and bolts" of program development, recruitment, participation, and retention.

CERT Roles

CERT Roles
- Will your team offer just preparedness training or regular activations?
- How will CERT fit into the existing Emergency Operations Plan/Incident Command System (EOP/ICS)?
- How to work with local community CERT?
  - Separate teams with coordinated activities
  - Merged leadership structure

CERT Train-the-Trainer: Campus CERT Annex   A-17

Say that, during the planning phase of your Campus CERT program, you will have to decide whether your CERT will just offer preparedness training or whether it will become an active emergency response team.

If the latter, Campus CERT leadership will have to integrate itself with the overall emergency management system and ICS if the CERT is to be effective. The key to success is developing a presence within the local

system, which may be that of the local government or the college or university itself.

Campus CERT leaders must reach out to the various emergency services agencies in their jurisdiction, meet with them, train with them, and make open channels for communication. This includes any other local CERTs that exist outside the campus community. This will take time, effort, and some creativity to do, but is needed if Campus CERT is to become a useful, participating partner.

Consideration must be given to the integration of the team into the ICS structure. Once family, home, and neighborhood have been taken care of, the further use, deployment, or mobilization of campus CERTs will depend on their organizational parameters, the extent of their training, and their value to the Incident Commander.

The sponsoring campus organization will normally specify the uses of the team. Then it becomes the Incident Commander's responsibility to use team members, as needed, in the most efficient way. All Incident Commanders have a well-documented and proven organizational chart they can use to manage the incident that they are responsible for.
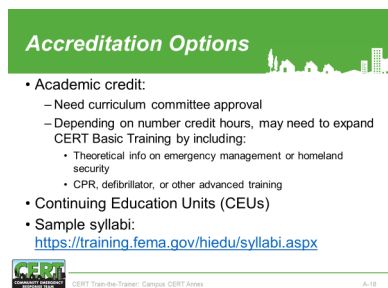
Stress to participants that all CERTs are used in many ways and are usually organized under the Operations Section of the local ICS. Campus CERTs could also be used in many ways or areas, depending on the complexity and magnitude of the incident, and the directions of the Incident Commander or Unified Incident Command. The following examples show the possible use of campus CERTs under the Incident Commander or Operations Section Chief (the same type of organization would apply if a campus CERT was assigned to the Logistics Section as the Incident Commander directs).

- Depending on the incident, the Incident Commander could use the campus CERT as a crew for traffic control, crowd management, citizen assistance, or any of the other uses for which they have been trained and equipped by the sponsoring campus organization.
- Given a multi-car accident with many injuries, a campus CERT could help at the outer perimeter, while professional responders give rescue and intensive care and help within the inner perimeter.

- Campus CERT personnel may be used to help with major sporting or campus events that need the assistance of many persons to go smoothly. One example of the use of campus CERTs would include crowd management and traffic direction around a stadium.

In the event of a major situation on campus, such as devastation from a tornado or hurricane that can last for days, the Incident Commander may choose to use the campus CERT in a branch configuration, in which the CERT is just one of several emergency assistance resources available, along with other campus, local, and regional emergency responders.

Accreditation Options

Say that during the planning phase, accreditation options will also need to be considered. Many schools wish to expand the Campus CERT curriculum for regular academic credits or continuing education credits (CEUs) that count towards professional training or adult education programs. Offering academic credit for training is one more way to institutionalize Campus CERT programs and an added incentive for students to take the course.

To offer CERT for credit, you will have to go through your institution's curriculum approval process. Have patience—these approval processes can sometimes take a year or more! To get the required number of contact hours for a regular three-credit course, the core CERT curriculum of about 20 hours may need to be expanded with CPR and AED certification, an introduction to homeland security, National Incident Management System, emergency management, or other relevant theoretical instruction to satisfy the educational standards required by the institution's academic governance or curriculum committee.

If expanding the CERT core curriculum is not possible, it may be preferable to accredit the course for only 1 or 2 credit hours instead.

Find out the rules, and start your approval process as soon as possible if you wish to take this route for your Campus CERT offerings.

Note that offering academic credit is a good option even for schools that don't allow students to participate in an active campus CERT:

- Students can be asked to buy their own manuals and backpack kits as required course materials, similar to lab fees.
- Even though these students will not be serving in a campus CERT right away, they take the skills and knowledge learned in those classes with them after graduation and may join a local CERT later in life.
- These students increase national preparedness by bringing the information from CERT training to their families, neighbors, coworkers, and communities as they move on to graduate school, begin careers, or move back home.

Programs may also want to consider a dual approach by offering CERT as an academic class for credit, and at the same time forming a Campus CERT program for preparedness and response to enhance a culture of preparedness and institutional resilience.

The FEMA EMI Higher Education Program website (https://training.fema.gov/hiedu/syllabi.aspx) gives links to sample syllabi or lesson plans from various institutions that faculty may adapt and use for teaching CERT as a course for credit at their school.

Academic Calendars

Academic Calendars

- Schools vary by:
  – Semesters (include "4-1-4")
  – Trimesters
  – Quarters
  – Summer classes
- Schedule trainings and exercises sensitively
  – Avoid school vacations
  – Avoid mid-terms and finals weeks

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Tell participants that a related concern is to make sure that CERT program offerings are tied to the institution's academic calendar.

Most schools work on a schedule of fall and spring semesters (with some also doing the variation of a 1-month January term in between the two 4-month semesters), but others do 3 trimesters or 4 quarters per academic year and also offer summer classes.

Therefore, CERT program coordinators will have to make sure that they plan any CERT training around the school's schedule and avoid school vacations, mid-terms, and final testing periods.

Note that the academic calendar also makes it possible to spread out Campus CERT training over a semester or term, or as an evening adult educational program.

Determining Costs

Stress that it is important to identify and calculate the major costs of starting a Campus CERT program before speaking with administrators.

Costs include equipment, printing, and other logistical expenses.

Campus CERT backpacks or kits and equipment can be the largest expense associated with the program and require a number of up-front decisions:

- Depending upon the resources, policies, and philosophy of the particular college or university, administrators may choose to purchase Campus CERT kits and equipment for their teams or provide basic items such as safety helmet and vest, and ask volunteers to assemble their own kits or purchase them from an approved vendor.
- What will be included in the Campus CERT backpack kit: Work gloves? Flashlight? 4- in-1 tool? First aid kit? Helmet? School logo on helmets or vests? Cost can vary widely depending on what you buy. See the CERT Basic Training Course Instructor Guide, p 1-44 for a complete list of recommended CERT kit items.
- What personal items, if any, will be allowed?

If the school buys the kits:

- Are you required to buy American-made goods? (This can be much more expensive.)
- What is the policy for reimbursement or replacement of equipment?
- Where and how will equipment be issued or stored—given to each individual, or locked up in a storage room to be issued at time of deployment by public safety or team leaders? Stored in cargo containers outside buildings for easier access in case buildings become unsafe to enter?
- What about backpacks issued to those who quit or graduate—are they required to be turned back in? How are kits recovered or replaced if not returned voluntarily?

If the school buys the kits, it may wish to store them until they are needed, in order to preserve their inventory as team members quit their active participation in Campus CERT or leave the school. This also depends on how

Campus CERT is organized or deployed. Options include:

- Issue a kit to each volunteer to keep in their residence or office.
- Store the kits in a secure location in particular buildings where Campus CERT volunteers can access them, or from which they can be given out by the campus public safety agency in either emergency or non- emergency activations.

Because emergency situations can be chaotic and equipment-intensive, it is the norm, rather than the exception, that consumable equipment will be used in volume and other equipment may be damaged or lost. If the school buys the kits, options for replacing equipment include:

- Replacement from available stock or equipment stores at local emergency service units;
- A special request to the campus administration or municipality; and
- Voluntary donations from the community, a corporate sponsor, or foundation.

Explain that, however the equipment is replaced or reimbursement is made, it would be a morale- builder for Campus CERT volunteers to feel assured that they will not have to pay for replacement items from their own pockets. If this issue is not addressed early on, CERT volunteers may feel anxious about costs and less inclined to volunteer.

In addition to equipment, other costs associated with CERT may include printing Campus CERT manuals, burning CDs, hiring contractual instructors to conduct Campus CERT training, and program administration expenses. Some of these costs may be relatively low and easily absorbed into normal operating funds as an investment by the institution. Time spent by full-time public safety officers or other staff involved with Campus CERT training or program administration may qualify as a matching investment or a "soft match" to satisfy the cost-share requirements of various Federal or State grants to help with personnel expenses.

Finding Funding

Finding Funding

- Direct funding from college or university
- In-kind support (trainers, training, and storage space)
- Fraternities, sororities, and student organizations
- Local community CERT
- Federal funding (limited eligibility)

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Tell participants that each institution must find creative, legal, and ethical ways to get additional funding for costs related to Campus CERT. Options may include:

- Seeking local, state, or federal grant funding from existing homeland security grants;
- Seeking contributions from corporate sponsors, alumni associations, foundations, major donors, or non-profit organizations; and
- Fundraising activities at popular campus events.

Campus CERT program managers can also look for savings.

Finding Funding

- Community organizations and foundations
- Alumni
- Fundraising events
- Lab fees to help pay for equipment
- Equipment-sharing with other schools

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- Getting "free" trainers from campus staff, campus faculty, or local public safety employees;
- Getting discounts on printing manuals, possibly through the campus print shop or existing contracts with external vendors;
- Having volunteers buy their own backpack kits or including only equipment that is truly required in the kits; and
- Joining with schools in the same system or geographic area to go in together to buy and then share training equipment to lower costs to each school (e.g., BullEx fire extinguisher training system, a portable collapsed structure or rescue training unit, moulage kit, first-aid dummies).

Look for external funding by getting help from the grants department in finding federal or state grants, foundation grants, or wealthy alumni to help fund the program. Campus CERT is not hugely expensive, and there is lots of potential return on the relatively low investment.

CERT Planning Activity

Tell participants that they will now do an activity in which they will practice speaking with administrators about starting a Campus CERT program:

- Break the class up into groups of about 4 or 5.
- Ask each group to come up with 3 questions that they would have about Campus CERT if they were an administrator deciding about allowing the start-up of a CERT program at their school.
- Each group should then swap its questions with another group and answer them in a role-playing

format, letting different individuals play the administrator for each question.

- Once the role-playing is completed, ask each group to read its most difficult question aloud to the class and ask for additional input.
- Allow about 10-15 minutes for this activity.

Start a class discussion based on these questions.

What other questions do you have about planning a Campus CERT program?

SECTION 5: MARKETING CONSIDERATIONS

Tell participants you will now talk about the marketing considerations for a Campus CERT program.

Ask the class:

Once you do the planning work to get a Campus CERT program started, what marketing activities do you need to do to get volunteers, find meaningful work for teams, and sustain the program over the long-term?

Things to Consider

Tell participants marketing is key not only to starting but also to sustaining a Campus CERT program. This is true of any CERT program, but even more crucial in a campus setting, in which constant turnover of the student body and faculty is a reality of campus life.

There are many aspects to consider when marketing a Campus CERT program:

- Framing and targeting the message depending on the group you are addressing;
- Getting communications support from campus leadership;
- Getting support from campus security and emergency management;
- Reaching out to local partners;
- Tapping into student events and organizations;
- Reaching out to off-campus neighborhoods;
- Using the media effectively;
- Collaborating with academic departments whose subject areas tie to CERT;
- Finding ways to feature your CERT's successes; and
- Planning for continual recruitment.

Say that we will now look more closely at each of these issues.

Framing Your Message

Explain that when marketing a CERT program, it is crucial to know the audience and identify "What's in it for me" for each group you speak with. For example:

Start a class discussion based on these questions.

Record responses on an easel pad or whiteboard. Suggested responses:

- Have a presence at student events;
- Work with the media; and
- Reach out to local partners in the community.

Things to Consider

- Framing your message
- Getting support from campus leadership
- Getting support from campus security
- Reaching out to local partners
- Tapping into student organizations

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Things to Consider

- Reaching out to off-campus neighborhoods
- Using the media
- Collaborating with academic departments
- Finding ways to feature your CERT's successes
- Planning for continual recruitment

CERT Train-the-Trainer: Campus CERT Annex   A-25

Framing Your Message

- Provide the "What's in it for me?" for each group you speak with
- Know your campus culture
- Discuss campus vulnerabilities and hazards
- Note CERT's tie-in with FEMA trends
- List past events that could have used CERT
- Provide possible roles for your campus CERT
- Offer success stories and hands-on materials

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- Administrators will be looking for information on program costs and risks and benefits to the institution as a whole.
- Students will be looking for information on how the program could help them in their studies and in their personal lives.

Part of framing the CERT message effectively is knowing the culture of the campus. With its educational mission, an academic culture is different from a municipal government or corporate culture.

Many universities and colleges are highly "risk- averse," and are usually very reluctant to take any chance of opening themselves up to liability, litigation, or even poor publicity.

Brand and image are huge factors for maintaining and attracting students and alumni donations. So, in trying to start a Campus CERT, you need to take that into account and do your homework about how the program will enhance the college's image and preparedness, and perhaps reduce or avoid liability. Using examples of other campuses who have successfully implemented CERT may prove useful.

Explain that there may also be unique nuances at private for-profit schools, at private non-profit or parochial schools, or at vocational or technical schools.

- Some schools may be owned or run by religious or faith-based groups (e.g., synod), and you have to make sure you do not violate or insult any theological doctrines or faith traditions in forming and using a campus CERT.
- In contrast, some schools, or the surrounding community where the school is located, may be wary of law enforcement or emergency services, and especially wary of the Federal government efforts regarding homeland security.
- There may be differences between small community colleges and major state universities, but also differences between states. An example is Texas, where they have a single, state university system with many campus sites but a single board of regents or trustees. Another example is Michigan, where they have separate, independent state universities, each with their own boards of regents or trustees.

These differences affect the political or administrative environment, and thus executive— and possibly financial—support for the CERT program.

Say that, in addition to knowing the campus culture, you must also know the specific campus vulnerabilities and hazards.

- Information about specific campus hazards should be available through the campus public safety or emergency management agency, and should be treated as sensitive.
- This information may be used to show realistic portrayals of actual campus hazards, and thus mitigate complacency about emergency preparedness.

If you cannot access this information or if it does not exist, research hazards and access existing risk, threat, and vulnerability assessments to identify past disasters or critical incidents at the institution or local area.

Campus-focused threat and vulnerability assessment tools, along with a site survey instrument are available online from the International Association of Campus Law Enforcement Administrators (IACLEA) at www.iaclea.org.

Recall that earlier in this lesson, we talked about how CERT ties into FEMA trends such as "whole community" emergency response and CVE initiatives. This can be valuable information to share with administrators, emergency management faculty, and local emergency response leaders.

> Start a class discussion based on these questions.

Ask the class:

What are some past events when CERT volunteers could have been helpful on your campus?

> Record responses on an easel pad or whiteboard. Suggested responses:
> - Flood preparation or clean-up;
> - Traffic assistance at campus concerts, sporting events, other large events;
> - Campus-wide fire or emergency drills; and/or
> - Campus service projects.

Note that keeping track of specific ways in which CERTs could have been useful to the school are excellent selling points when talking about the program with campus administrators or security forces.

If participants are not sure about how to use Campus CERT volunteers, there are good resources on the national CERT website. Other local media features on CERT programs can be found through basic online searches.

Support from Campus Leadership

Campus Leadership

- Once you have their support, the college president or provost may be willing to help promote CERT
- Can communicate to:
  – Admissions office
  – Faculty
  – Student body

CERT Train-the-Trainer: Campus CERT Annex   A-27

Support from the top is essential, and must be communicated to everyone in the administration, faculty, and student body.

The school leadership has access to campus-wide methods of communication that will be very useful to a campus CERT. These include school websites, student listservs, newsletters, newspapers, alumni magazines, social media networks, and memoranda to faculty and staff.

The Campus CERT program may find substantial support and partnership with the college or university's public affairs, community relations, or outreach offices in these activities.

Campus Security

Campus Security

- May include campus police or office of public safety
- Focus on how CERT volunteers can help:
  – Traffic and crowd management
  – Building evacuations
  – Fire drills
  – Emergency response
  – Non-emergency events

CERT Train-the-Trainer: Campus CERT Annex   A-28

As noted earlier, campus security personnel are a key Campus CERT program partner and will be interested in what skills or training the CERT will have and how the CERT can be of use to them.

Marketing to them should focus on examples of roles, functions, events, incidents, or situations for which schools might consider deploying campus CERTs, including:

- Traffic and crowd management at scheduled large events (e.g., home football games or other sports events, commencement, conferences, concerts).
- Building or campus evacuations during drills and actual emergencies, including accounting for evacuees.
- Emergency response—helping campus or local public safety respond to major incidents such as natural disasters, severe weather, fires, technological accidents or power disruptions, major crimes (e.g., perimeter control around the crime scene) and searches for missing persons; providing rehab for firefighters; helping with mass shelter or vaccination operations; or serving as runners or switchboard operators at EOCs.
- Pre-planned or non-emergency events— helping with organizing, planning, or logistics for drills and exercises, public safety conferences, and public relations activities.

Typical questions from campus or local emergency personnel include the following:

- How do we get the CERT volunteers when we need them?
- How long can they work?
- What roles and needs will they fulfill, and what responsibilities will they have?
- How do we communicate with them?
- Who is supervising them?

Remind participants that possible answers to these questions will have been developed earlier as part of the Planning Considerations.

Local Partners

Local Partners

- Discuss how Campus CERT volunteers can help:
  – Local community CERT
  – Local police and fire departments
  – Local service clubs, such as Rotary or Kiwanis
  – Can you think of others?
- Relationships lead to opportunities for CERT volunteers

CERT Train-the-Trainer: Campus CERT Annex   A-29

Stress to participants that broader community outreach is vital for the success and sustainability of Campus CERT. Outreach can lead to increased funding, recruitment, training, or activation opportunities for a campus CERT.

While the nature or composition of each community will vary, key community elements to consider for outreach and partnerships might include:

- Local community CERT program;
- Local police, fire, and emergency services;
- Local chambers of commerce;
- Civic or service clubs and fraternal organizations (e.g., Kiwanis, Lions, Rotary Clubs, American Legion or Veterans of Foreign Wars [VFW] Posts);
- Local media, such as TV, radio, and newspapers;
- Churches or faith-based organizations;
- American Red Cross chapters, Salvation Army, other non-governmental organizations, and Volunteer Organizations Active in Disasters (VOADs);
- Senior citizens groups or organizations;
- Hospitals and healthcare facilities or organizations;
- Labor organizations and trade associations;
- Community foundations or associations;
- Other local public boards, councils, or commissions;
- Land grant college extension service offices or organizations; and
- Other university-related community outreach programs.

Many of these groups, such as Kiwanis or Rotary Clubs, are often eager for guest speakers and can give valuable contacts, even though they are not on-campus organizations. Presentations to these groups by key Campus CERT representatives, attendance or participation in their meetings or programs, joint efforts in community service or public relations activities, and a wide variety of other collaborative activities will certainly enhance the visibility and viability of Campus CERT.

For example, the community police chief might also be a Rotary Club member, and once he or she learns about CERT, might be more likely to use the CERT during an emergency.

Sustainability, after all, is not just financial; it is in having the CERT resource actually become known and used in the community and garnering essential community support, resources, and cooperation.

Keep in mind as well that if there is a local community CERT program in addition to the campus CERT, marketing activities to the above groups should be coordinated so that the CERT programs appear in the community as partners rather than as competitors.

Student Organizations

Student Organizations

• Events held by student-led organizations can be a great resource, including:
  – Freshman orientation
  – Community service days
  – Chartered clubs or organizations
  – Student government
  – Special events or festivals

CERT Train-the-Trainer: Campus CERT Annex   A-30

Say that the Office of Student Life can allow a Campus CERT program to tap into existing networks of campus organizations and events.

It is especially crucial for Campus CERT programs that will use students as volunteers to be visible at the events that form the life of the campus community.

Although it is easy to identify CERTs by their uniforms and emergency backpacks during a team activation, visibility on campus in general means, for example, participation in events such as freshman orientations, briefings at departmental meetings, and information booths at campus concerts and other events.

By the same token, campus CERTs should instruct students and other volunteers that they should not wear their uniforms when they are not representing their team in an official capacity.

Neighborhoods

Depending on the geographic location of a campus, a Campus CERT program might be the only CERT

Neighborhoods

- In conjunction with local CERT, publicize Campus CERT training to:
  - Local off-campus shopping areas
  - Neighborhood and homeowner's associations

CERT Train-the-Trainer: Campus CERT Annex   A-31

program for dozens or even hundreds of miles, or it might be one of many in an urban area.

In either situation, it is important to reach out to the off-campus neighborhoods surrounding a campus to market CERT training and services. In a rural area, you might be trying to recruit additional volunteers from the surrounding community, while in an urban one, you might be jointly publicizing the program with another CERT program.

Remember to target the local off-campus neighborhood associations or homeowners' associations in your efforts.

Be sure to coordinate with any local CERT program when reaching out to neighborhoods served by the local program.

Media

Media

- Use college TV, radio, newspaper, and any public broadcasting on campus
- Ask for link on college website
- Establish a team Facebook, Twitter, or website
- Be part of any poster exhibits
- Create and post flyers and handouts

CERT Train-the-Trainer: Campus CERT Annex   A-32

College campuses offer many ways to communicate about a CERT program.

These include campus TV and radio stations, newspapers, journals, any public broadcasting housed on campus, campus websites, and campus social media sites on Facebook or Twitter.

You can also make your own specific team Facebook or Twitter page and ask for a link to the campus website as well.

Be sure to also have a display board ready for campus poster exhibits and traditional printed flyers and handouts.

Academic Departments

Academic Departments

- Pitch CERT in related academic classes:
  - Emergency management
  - Homeland security
  - Criminal justice
- Tap into those departments for guest speakers

CERT Train-the-Trainer: Campus CERT Annex   A-33

If your campus CERT will include students, be sure to ask the faculty in relevant academic departments if they would allow you to pitch the program directly to students during classes.

Disciplines with a natural tie-in to CERT include emergency management, homeland security, criminal justice, and medicine and health services.

The relationships you build may also allow you to tap into those faculty—several of whom may be national experts in their fields—for CERT trainers or guest speakers.

Highlighting Success

Say that, as part of the efforts to keep a visible presence for CERT on campus, participants will need to remember to look for opportunities to feature the CERT's successes.

Campus media, community media, and the national CERT newsletter and CERT in Action features are always looking for new material. Providing them with information and photos of a Campus CERT activity makes the odds of getting coverage good. The publicity will in turn help efforts at recruitment and funding for the program.

Continual Recruitment

Point out that college campuses are dynamic, ever-changing communities, with built-in continual

turnover of the student body and frequent staff and faculty changes.

This feature makes ongoing marketing and continual recruitment even more important for Campus CERT programs than for regular CERT programs, particularly if students are allowed as part of CERT.

An active program is often the best recruiting tool that you can have. It is important to actually use or deploy Campus CERT volunteers in emergency drills or exercises, emergency response, and other, non-emergency activities. Otherwise, their skills and interest will fade away.

Remember that these campus-based CERT activities also help keep CERT highly visible and can create more interest in joining CERT.

It is also essential to involve Campus CERT volunteers in a regular schedule of continuing education. This type of participation will lead to building trust and respect, and is important to the integration of Campus CERT during a potential emergency response.

- Volunteers are, in all respects, becoming rarer because of almost incessant demands for their time and services. Activities that do not make use of volunteers on a regular basis will soon find they are without help, as those that have the time to volunteer wish to be regularly involved.

- The more active a group becomes, the better the cohesion and group morale.
- This is directly proportional to the importance of the task they are carrying out, and Campus CERTs can benefit from this type of validation.

Note that other CERT programs around the country have made recruitment videos and other materials that might be useful to you as you continually recruit new volunteers.

Selling the Program Activity

Selling the Program
- Working in groups of 4 or 5, you will prepare to "sell" CERT to a specific group
- What features of CERT would you highlight in your presentation?
- Be prepared to share your answers

CERT Train-the-Trainer: Campus CERT Annex   A-36

Tell participants that they will now have a chance to practice their CERT marketing skills in an activity in which they will frame their CERT "sales" message depending on the group they are speaking to.

Working in the same groups as in the earlier exercise, assign each group one of the following marketing situations:

- **Scenario 1:** You are meeting with the school chancellor to update her about the establishment of the CERT she approved earlier this year and request her help with getting a link on the school website to your CERT program.
- **Scenario 2:** You have arranged with a faculty member to speak about CERT to a group of undergraduate students currently taking Emergency Management 101.
- **Scenario 3:** You are speaking with the chief of Campus Security to look for activation opportunities for your CERT volunteers.
- **Scenario 4:** You are meeting with the head of the Local Kiwanis Club. You hope to be able to speak to the entire group about the program and to coordinate a joint CERT- Kiwanis service project.
- **Scenario 5:** You are meeting with the Office of Student Life to see if you can set up a table at various student events, including freshman orientation and an upcoming campus rock concert.
- **Scenario 6:** You would like to have your CERT's activities featured in the campus- wide newspaper, so you are meeting with the student editor-in-chief.
- **Scenario 7:** You would like to have your CERT's activities featured in the local community (off-campus) newspaper, so you are meeting with a reporter.

Depending on the size of your class, you may not need all the scenarios listed above. Choose the ones you feel are most relevant in this case.

Give participants about 5 minutes to discuss what parts of the CERT program they would highlight.

Then spend 15 minutes asking each group to share its work with the rest of the class, noting the subtle ways that the marketing message changes depending on audience.

| Check for learning! | **What are some other questions you have about how to market Campus CERT training?** |

SECTION 6: DELIVERING CERT BASIC TRAINING ON CAMPUS

Tell participants that you will now talk about how to modify normal CERT Basic Training for a Campus CERT program.

Things to Consider

Things to Consider

- Training modifications
- Training restrictions
- Getting expert help
- Accreditation options
- Training materials
- Training location
- Clarifying CERT roles
- Working with students

CERT Train-the-Trainer: Campus CERT Annex   A-37

A Campus CERT Basic Training will use the same curriculum and materials as a regular CERT training. However, there are several additions and modifications that might be needed due to the unique conditions present at the campus training site.

Things to consider include:

- Modifications to the training that will allow you to tailor the training to your campus;
- Any restrictions that the campus places on such CERT training activities as fire suppression and cribbing;
- Getting expert trainers to supplement your knowledge;
- Deciding on the course format and corresponding accreditation options;
- Getting all needed training materials and supplies;
- Getting an adequate training location;
- Clarifying CERT roles and protocols as they will work on your campus; and
- Planning on ways to make the training fun for students and faculty.

> Listen to ideas, then show the next slide.

What do you think are some ways you could tailor the CERT Basic Training for your campus?

Training Modifications

Modifications

- Tailor the training:
  - Focus on typical hazards for your area
  - Include slides of specific campus buildings or incidents in Unit 1
  - Make scenarios and simulations campus-specific
  - Discuss campus disaster protocols during Unit 2
  - Discuss any local cultural or language issues

CERT Train-the-Trainer: Campus CERT Annex   A-38

There are several ways to tailor the CERT Basic Training to make it relevant for your campus:

- Focus on hazards that actually threaten the area, whether it is earthquakes, floods, hurricanes, tornadoes, or other.
- Include slides with pictures of specific buildings, locations, or incidents for presenting Unit 1.
- Use instructors from the various skill areas (e.g., fire, first aid, hazmat) from campus public safety, or from local agencies that serve the campus.

Modifications

- Have faculty, staff, or local agencies teach:
  - Campus risk manager (liability)
  - Psychologist or counselor (disaster psychology)
  - Campus public safety (fire, first aid, hazmat)
- Consider field trips:
  - Campus of local 9-1-1 dispatch center
  - Police or fire department
  - Hospital or clinic trauma center, campus emergency room, or local Emergency Operations Center (EOC)

CERT Train-the-Trainer: Campus CERT Annex   A-39

- Tailor the disaster simulation scenarios to reflect the locations, circumstances, or issues that might actually be encountered on campus. For example, for the unit on light search and rescue/cribbing, the scenario might be set up in the library to simulate large bookshelves falling over on top of someone in an earthquake or severe storm. Or, the disaster medical ops simulation might be set up in the gym, football stadium, conference/banquet hall, cafeteria, etc. to simulate some sort of mass casualty scene where triage and first aid need to happen.

- The content for Unit 2 on CERT Organization needs to be supplemented with specific guidance and information for that particular institution. This might be a good place to hand out and explain SOPs and protocols made during the planning phase of the program.

- Because colleges and universities are unique and diverse communities with students and faculty from many countries, religions, and cultures, and many with disabilities, those issues should be touched on in the training content (e.g., be very sensitive about touching women during assessment or first aid if they are Muslim, know where to find interpreters for the families of faculty or students who may not speak English, special issues for evacuating people with disabilities). This may involve having someone from Student Life as a guest speaker, or developing a resource list or protocol for these issues.

- Have faculty or staff from the institution itself teach certain elements, such as a risk manager or attorney talking about liability in Unit 1, or having a psychologist, psychiatrist, or counselor from the school talk about disaster psychology in Unit 5.

- Field trips or tours might be arranged to visit the campus/local 9-1-1 dispatch center, police or fire department, hospital or clinic trauma center or emergency room, scenes of past disasters or special hazards, or the campus or local EOC, so that these places, agencies, and operations are more tangible and familiar to trainees.

Training Restrictions

Training Restrictions

- Check campus regulations:
  - Fire training
  - Gas valve shut-offs
  - Search-and-rescue sites
- Modify training or provide off-campus site if needed

CERT Train-the-Trainer: Campus CERT Annex   A-40

Explain to participants that they will need to check and see if the college has rules that would restrict some of the CERT training exercises on campus.

- Fire suppression exercise: Objections or restrictions may involve environmental concerns over smoke, open flames, possible fuel spillage, or discharging chemical extinguishers. If the exercise is a problem, you can arrange to go off-campus (some fire departments have facilities where you can do the fire exercise) or give alternative fire training using fire extinguisher simulators.

- Gas valve shut-off exercise: In some jurisdictions, the utility companies (or possibly local public safety policies) prohibit, or strongly recommend against, having anyone shut off electric or gas utilities under any circumstances except their own trained employees. Some schools may adopt a restrictive policy for safety and liability reasons as a result, or because they may have unique utility shut-off systems that need different expertise and tools than those for small business and individual residences that are typically addressed in CERT training.

- Search-and-rescue disaster simulation sites: Because of concerns for staff and student safety, you should have a qualified person, perhaps a local firefighter, determine if the site is safe. For example, some sites may have harmful insects, venomous snakes, or old boards with protruding nails or sharp scrap metal pieces. It is also important to consider weather and temperature conditions if the simulation will be conducted outdoors.

- Location of simulations: Some schools want to avoid alarming the campus community unnecessarily and ask that any disaster simulations take place away from easily seen common areas, since passersby may not understand it is only a simulation.

Get Expert Help

As noted above, you will want to draw upon the expert help available to you on campus and in the community at large when setting up your CERT Basic Training classes.

- Consult with the fire department to make sure that the fire suppression exercise is performed safely and that all cribbing, search-and-rescue, and disaster simulation structures are safe enough for training participants.
- Try to get trainers and guest speakers for several of the basic training units from campus faculty and campus and community emergency response staff.
- Make sure that guest instructors satisfy the training objectives of their assigned units, and do not include too much technical jargon or information not relevant to the basic level intended for CERT training. Also make sure they are familiar with campus policies and restrictions of the CERT.

Accreditation Options

Remind participants that the earlier part of this module on planning considerations included the possibility of offering Campus CERT Basic Training for academic credit.

If academic credit is requested and the school's curriculum committee approved it, note that the training logistics will then be different than they are for a regular CERT Basic Training class.

The class will likely be extended with additional content, for example:

- CERT supplemental modules;
- CPR and defibrillator training;
- Severe weather-spotting training;
- Additional damage assessment training; and
- Other theoretical and conceptual information on emergency management and homeland security.

In addition, delivery will extend over an academic term.

Show participants the pre- and post-training tests included on p. 7 and p. 13 of the Appendix in this Instructor Guide and on p. 7 and p. 13 of the Participant Manual Appendix. These tests can be used for Campus

CERT Basic Training and might be especially useful in situations where CERT is being offered for academic credit.

Materials

Materials
- CERT Basic Training:
  - Participant Manuals
  - Instructor Guides
  - Slide sets
  - Standard props:
    - Moulage kit
    - Mannequins
    - Burn pan, extinguishers
    - Blankets, bandages, and splints
    - Cribbing supplies

CERT Train-the-Trainer: Campus CERT Annex   A-43

Remind participants that the curriculum and materials used for Campus CERT Basic Training are the same used for regular CERT Basic Training.

Trainers will therefore need Participant Manuals, Instructor Guides, slide sets, and all the standard props needed for regular CERT Basic Training.

- Some venues have a mobile collapsed structure unit with cribbing supplies hauled by trailer that can easily be set up for the simulations.
- Another good prop is an actual gas valve to demonstrate proper shut-off techniques, or a chart or handout that illustrates that process.
- Unusual props, such as mannequins and moulage kits, may be available to borrow from the local Red Cross, fire department, or other schools from within your university or community college system.

Listen to ideas, then show the next slide.

Materials
- Campus-specific information
  - Campus hazard analysis and protocols
  - Campus-specific maps
  - Slides showing prior disasters at your campus
  - Campus-specific photos, scenarios, examples
  - Any medical waivers required
- Supplemental materials:
  - Ice-breaker props
  - Water or snacks

CERT Train-the-Trainer: Campus CERT Annex   A-44

What other materials do you think might be useful for a Campus CERT Basic Training?

In addition to the standard CERT Basic Training materials, it would also be useful to have a number of campus-specific materials and supplemental materials:

- Check with the campus public safety, police, or emergency management office before conducting CERT training to see if they can review the results of any recent or fairly up-to-date hazard analysis or threat, risk, and vulnerability analysis for the institution. This should not be problematic if the instructor works for one of those units, but the administration may be reluctant to share that with some other faculty or staff member. The idea is not to copy and hand out the results or provide detailed data to trainees, but to help focus and guide the instruction of several units, including the specific hazards for that school (Disaster Preparedness Unit), and perhaps others (e.g., Fire Safety, Light Search and Rescue).
- You should also provide copies of a campus map, which can be used not only to refer to locations

with specific hazards or vulnerabilities, but can be used for reference in terms of Campus CERT organization (e.g., they may organize or be deployed by zone or by building), and for evacuation, assembly, or staging areas.

- As noted earlier, it would also be helpful to augment the standard CERT PowerPoint slides with slides that show pictures of specific incidents, buildings, or locations from the campus or local area that would be recognizable to the trainees and make the training more relevant and tangible.
- Some institutions may prefer to have a waiver or "hold harmless" form developed so trainees can sign off because of the potential for injury or illness during the training or other CERT activities.
- You may have small props or techniques beyond things called for in the CERT Basic Training Instructor Guide to promote teambuilding such as ice-breaker games for trainees.

Location

Location
- Same concerns for regular CERT:
  – Accessible, safe, well-lit location
  – Adequate tables, chairs, or desks and signage
  – Projector, screen, computer, whiteboards, and flipcharts
  – Adequate restrooms and water supplies
  – Safe, accessible, nearby sites for simulations
- Special concern for Campus CERT
  – Some schools prefer disaster simulations away from common areas to avoid alarming others

CERT Train-the-Trainer: Campus CERT Annex   A-45

Explain that for a training location, a number of logistical, facility, and safety issues should be considered, just as they should be for any CERT Basic Training class.

Although a few of the items below may seem obvious, it is sometimes hard to secure adequate space, even after providing your needs and specs in advance. It is therefore always a good idea to check any proposed training space for the following:

- Suitable classroom space with good lighting and tables and chairs or desks for the lecture portions, sufficient floor space for hands-on practice (e.g., opening an airway, patient carries) and signage to point people to the right room.
- AV equipment available (e.g., LCD projector, screen, computer, whiteboards, or flipcharts) and a place to plug in and project in the classroom.
- Accessibility that meets Americans with Disabilities Act standards, and a safe, well-lighted location that trainees don't need to fear when coming to class—especially if the training is in the evening when it is dark.
- Adequate restrooms close by.

If the class is scheduled or arranged such that trainees will need to move from the classroom to a different spot

for the hands-on practice such as using a fire extinguisher, then it should be close by so trainees do not have to walk long distances, or drive, and lose precious training time.

There are also a couple of additional issues specific to doing the disaster simulation in Unit 9 in a campus setting that need to be considered as well:

- The simulation areas should also be accessible, safe, and lend themselves to the particular skill to be simulated. Many of the exercises are set up outside, and you might have trainees volunteer to play survivors for first aid or light search and rescue. As noted earlier, the instructor needs to make sure this will not take place where there are harmful insects, venomous snakes, old boards with protruding nails or sharp scrap metal pieces, etc. It's also important not to be out in the hot sun for long periods without water and shade, or in freezing cold conditions without proper clothing, or outside in general when high winds or lightning are present.
- The space needs to be large and diverse so that multiple scenes and simulations can take place in the same general area, with trainees easily moving from one to another.
- For the fire safety simulations, if a regular burn-pan with fuel oil or propane gas and extinguishers are used, it must be a safe area for fire, and not violate fire codes or environmental laws for smoke and the discharge from extinguishers. Many schools will not allow an open fire anywhere on campus, and some areas have state or local ordinances that restrict this type of activity.
- As noted earlier, some schools may prefer not to have trainees simulating a disaster in a common or public area where passersby may become afraid that it is a real emergency. Some schools may require you to do the simulations in out-of-the-way, remote, or quiet areas.

Clarifying CERT Roles

Clarify CERT Roles

- Familiarize trainees how best to work with:
  - Campus emergency services
  - Local community fire and police departments
- Discuss how your CERT volunteers will be used at your campus

CERT Train-the-Trainer: Campus CERT Annex   A-46

Tell participants that as they tailor the CERT Basic Training for their campus, they need to be sure to communicate the decisions made during the planning phase of the program about CERT volunteer roles and expectations.

Make sure that CERT trainees know their expected role during an emergency and how to appropriately work with campus emergency services and local community fire and police departments.

In addition, if you have determined that your CERT volunteers will become an active team after training, prepare the trainees for the types of emergency and non-emergency activations they might be asked to participate in.

Training Students

Training Students

- Include as much hands-on info as possible
- Set ground rules on electronic devices
- Incorporate social media and technology into training and program:
  - Have students complete IS-100 or IS-700 online
  - Use podcasts, videos, etc.
  - Ask students for other ideas
- Provide snacks if not during a regular class

CERT Train-the-Trainer: Campus CERT Annex   A-47

Say that while some Campus CERT programs will not include students among the trainees, others will. If your program will include students, keep the following points in mind:

- Many students (but not all) may be engaging in these topics for the first time, and engaging in hands-on or active training may be particularly helpful. Leave plenty of time for the demonstrations and hands-on practice included in the CERT Basic Training Instructor Guide.
- Establish ground rules for use of personal electronic devices such as cell phones or iPods. Because many schools have reverse 9-1-1 or other alert systems that require use of cell phones, texting, or Twitter, you may not be allowed to completely restrict them from having cell phones on.
- Following up on that theme, students are very into technology today, including social media. Social media and campus alert systems are often crucial tools for communicating with a large campus audience during an emergency. There may be a way to incorporate Facebook, Twitter, texting, etc. into the Campus CERT program by using those media for activations and communications, having a Campus CERT Facebook page, and using technology in the training itself (e.g., use podcasts

and web-based training such as IS-100 or IS-700 online through FEMA- EMI). You can even ask for student assistance with these tasks.

- Students may have additional ideas for how to tie these technologies into their roles on a campus CERT. Be sure to check with students to see if they have any ideas.
- Provide snacks if the training is outside of a regular classroom setting (i.e., CERT as a class for academic credit), as most students, with their active metabolisms, will appreciate the food.

Training Faculty and Staff

Training Faculty/Staff

- Remember these are very smart people who teach others for a living
- Try to keep training interactive and engaging
- Pull in expert speakers whenever appropriate

CERT Train-the-Trainer: Campus CERT Annex   A-48

A Campus CERT training might be attended by faculty, staff, and others in the community in addition to students.

As a result, the attendees are likely to be very well educated, so you should make sure that the pacing and content of the material presented keeps pace with the audience. Be sure to build in extra time for questions and discussion, and keep the training as interactive and engaging as possible.

Also remember that you should not be responsible for giving all the technical content—get credible, articulate subject matter experts to help you whenever appropriate. Luckily, a campus is the perfect place to find experts in many fields relevant to CERT.

Campus CERT Training Activity

Campus CERT Training

- You will be divided into 8 groups
- Each group will complete questions related to a CERT Basic Training unit
- Each group will report its answers to the rest of the chess

CERT Train-the-Trainer: Campus CERT Annex   A-49

Tell participants that they will now have a chance to discuss ways in which they would modify CERT Basic Training for a campus audience.

- Divide the class into 8 groups, one for each CERT Basic Training unit.
- Assign each group a unit.
- Ask each group to answer the questions for that unit in the "Tool Box" questionnaire on the following pages and on p. 33 of the Participant Manual. The answers can be a combination of the experiences of all the members of the group.

Give the groups about 10 minutes to answer the questions, and then expect another 15 minutes for all the groups to report their findings to the rest of the class.

Campus CERT Tool Box: Approaches to Basic Training

Unit 1: Disaster Preparedness

1. When training your Campus Community Emergency Response Team (CERT), what are some of the things you will consider when preparing them for a possible disaster in your area?

   _____
   _____
   _____

2. Home preparedness is important to the Campus CERT participant, but is often overlooked. What are some ways you as the instructor will stress the importance of home preparedness to the CERT participants? What about students living on campus?

   _____
   _____
   _____

3. Which of the CERT Hazard Annexes are you most likely to use in your area?

   _____
   _____
   _____

4. Your local or campus Emergency Operations Center (EOC) will be a wealth of knowledge for you as you prepare to teach CERT on campus. Where is it located, and what information will you request from them?

   _____
   _____
   _____

5. There are several "non-disaster" roles that a Campus CERT could be involved with on your campus. Identify those that come to mind.

   _____
   _____
   _____

6. What other issues exist on your campus in terms of disaster preparedness?

   _____
   _____
   _____

Unit 2: CERT Operations

1. Think of possible issues or situations you could expect that would help show the need for a Campus CERT program on your campus.

_____

_____

_____

2. Of the situations listed above, how could an organized campus CERT best be used during an emergency?

_____

_____

_____

3. List the ways in which a campus CERT could be organized on your campus.

_____

_____

_____

4. Explain how you and your agency would address safety procedures with the campus CERT.

_____

_____

_____

5. What steps could you take to connect the campus CERT with the Incident Command System (ICS) and the EOC?

_____

_____

_____

Unit 3: Disaster Medical – Part 1

1. What areas, events, or activities on your campus present the greatest danger to large numbers of people? What are the largest capacities of your student housing? Classrooms? Stadiums or sports arenas? Other campus buildings?

_____

_____

_____

2. How many campus public safety personnel are on duty at a tie? How is extra help obtained? What is the likely response time of law enforcement, fire, and emergency medical services?

_____

_____

_____

3. What is the expected size of the campus CERT on your campus?

_____

_____

_____

4. Will there be any medically trained personnel (e.g. paramedics or EMTs) on the campus CERT?

_____

_____

_____

5. What medical resources (supplies) are present on your campus? Is a mass casualty incident trailer available, or do you have a hospital, health clinic, medical school, or nursing school?

_____

_____

_____

6. Of the resources listed above, how could an organized campus CERT access and use these medical resources during an "emergency event?"

_____

_____

_____

7. In what way could medical or first aid supplies be stored and ready for use?

_____

_____

_____

Unit 4: Disaster Medical – Part 2

1. How can you use Campus CERT volunteers with physical limitations or disabilities in patient assessment situations?

_____

_____

2. What are the primary considerations in a situation needing assessment?

_____

_____

3. What steps could you take to connect the campus CERT with the ICS and the EOC for disaster medical operations?

_____

_____

_____

4. Do the campus medical facilities have a plan in place for major disasters? Could their staff become part of the campus CERT, or could the campus CERT give surge capacity when needed at the campus medical facilities?

_____

_____

_____

5. What types of disaster medical exercises or drills would help the campus CERT in your venue?

_____

_____

_____

Unit 5: Disaster Psychology

6. Are there any organizations, groups, or professionals that can be called upon in your venue, including faculty, counselors, or other clinical staff from your institution, to help the campus CERT with rehabilitation, psychological first aid, and emotional debriefing during an emergency event?

_____

_____

_____

7. In what ways can you help Campus CERT volunteers reduce stress?

_____

_____

_____

8. Are there any local resources that can give extra training to Campus CERT volunteers on the topics of traumatic crisis, trauma stress, and managing on-scene deaths?

_____

_____

_____

9. List other possible supporting or detracting issues that you can think of around stress management?

_____

_____

_____

Unit 6: Fire Suppression

1. What types of fire hazards exist in your campus housing, if any? Other buildings on campus?

_____

_____

_____

2. What types of fire extinguishers and extinguishing systems are present on campus?

_____

_____

_____

3. Of the extinguishers listed above, could an organized campus CERT access and use these resources during an emergency event?

_____

_____

_____

4. In what ways could a campus CERT be used on your campus in a fire situation? Are there any legal or policy restrictions on using a campus CERT for response to small fires at your school or in your state?

_____

_____

_____

5. What type of hazardous materials or special consideration areas exist on campus?

_____

_____

_____

6. How might a campus CERT relate to campus public safety and area emergency responders in a hazardous materials incident, keeping in mind CERT limitations in this area?

_____

_____

_____

7. What other issues exist on your campus in terms of fire safety?

_____

_____

_____

Unit 7: Light Search and Rescue

1. How can you learn the policies of your jurisdiction around shutting off utilities?

_____

_____

2. Teamwork is critical to rescue operations. How will you build teamwork among your trainees?

3. Safety is a critical component of Campus CERT operations. You will be teaching Campus CERT volunteers to search in potentially dangerous conditions. How will you train them to recognize the dangers they may run into?

4. How can you prepare Campus CERT volunteers for the trauma and suffering they will see during rescue operations?

5. One part of rescuer safety is to know your limitations. How will you explain to Campus CERT volunteers that an honest analysis of their capabilities is necessary?

6. In your venue, who could you call upon to make sure that any light search and rescue training activity you do is safe for participants?

7. Are there structures in your area you could use to explain the different types of collapse danger?

Unit 8: Terrorism

1. Has a threat, risk, and vulnerability study been done to assess the possible terrorist threat on campus? What is the threat (real or perceived)?

2. Looking at the goals of terrorists, how can the campus CERT prepare to reduce the impact of potential terrorism both pre- and post-event?

3. Are there any persons on campus who have special training, equipment, expertise, or capabilities that can be used regarding chemical, biological, radiological, nuclear, or explosive hazards?

_____

_____

_____

4. How can the campus CERT form a relationship with local law enforcement, including 9-1-1 dispatch centers or local intelligence fusion centers, to help the flow of information so that even the most trivial information is appropriately communicated?

_____

_____

_____

5. What are some of the other issues that need to be addressed related to terrorism preparedness on your campus?

_____

_____

_____

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UNIT SUMMARY

Ask participants to recall the main points of this module. You talked about ways to plan, market, and deliver CERT training in a campus setting.

Check to make sure that all learning objectives were covered.

Go over the list of learning objectives and participants' expectations for this CERT T-T-T module.

Read each expectation and ask:

Was this expectation met?

If the expectation was not met, give a way for the expectation to be met (e.g., another course, someone to talk to, something to read).

What questions about Campus CERT do you still have?

Graduation

Thank participants for attending this module. Congratulate them for completing the training and wish them luck as they set up their CERT programs at their colleges or universities.

Pass out any graduation certificates and have participants fill in any evaluation forms before dismissing the class.

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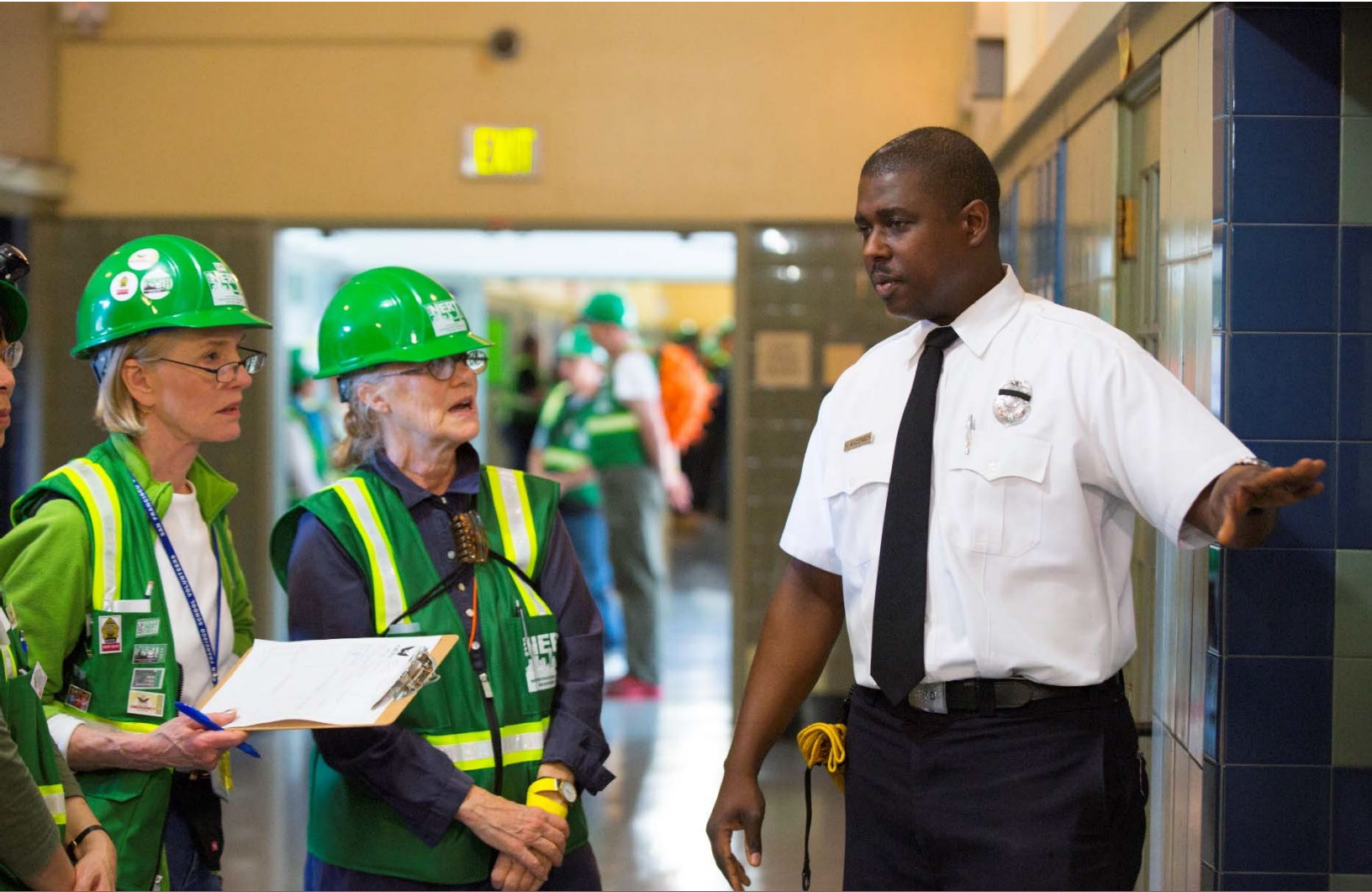
CERT Train-the-Trainer: Annex for Campus CERT Additional Materials

☐ Campus Emergencies and Disasters

☐ Campus CERT Participant Pre-Test

☐ Campus CERT Participant Post-Test

☐ Campus CERT Participant Pre- & Post-Test Answer Sheet

FEMA

CERT
COMMUNITY EMERGENCY
RESPONSE TEAM

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CAMPUS EMERGENCIES AND DISASTERS

Natural/Fire Disasters

(September 2003) Georgetown University

Hurricane Isabel forced Georgetown University to cancel classes for 2 days. The storm left thousands in the Washington, D.C. area without power, effecting street lights and traffic signs. Facility workers and campus emergency volunteers worked through the weekend to keep resources available for students. *Bell, C. (September 23, 2003). D.C., Georgetown cope with Isabel's aftermath. The Hoya.*

(January 2005) Ball State University

An ice storm that struck East-Central Indiana left thousands without power. Nearly $300,000 was spent to clear fallen trees on the university campus following the ice storm. *Smalls, Y. (January 18, 2005). Ball State U. works on storm cleanup. Daily News.*

(September 2005) Various Public and Private Colleges throughout Mississippi and Louisiana

Hurricane Katrina devastated educational institutions in both Mississippi and Louisiana. The storm forced colleges and universities throughout the region to close, displacing thousands of students. In Mississippi, the hurricane caused an estimated $700 million in damage. *(September 23, 2005). Katrina's Toll on Mississippi Colleges Will Approach $700-Million. The Chronicle of Higher Education.*

(November 2005) Florida Atlantic University

Hurricane Wilma devastated Florida Atlantic University. The storm created approximately $7.5 million dollars in damage. Generators were required to provide electricity to the campus, as additional police officers ensured campus was safe for night classes and events. No major injuries were reported. *Peltz, J. (November 10, 2005). FAU storm damages up to $7.5 million; other colleges take hard hits. Knight Ridder Tribune Business news. Washington.*

(April 2006) University of Iowa

Five tornadoes touched down in the area surrounding the University of Iowa campus. Over 100 students lost their homes, as the city and campus saw nearly $12 million in damage. In total, 212 buildings in the 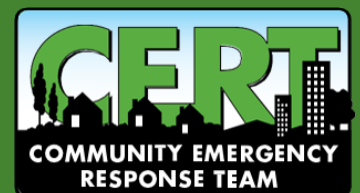Iowa City area were damaged. No serious injuries were reported following the tornadoes, although several dozen patients were seen for minor injuries at area hospitals. *Jordan, E. & Patch, J. (April 15, 2006). Iowa tornado damage tops $12 million. The Des Moines Register.*

(June 2008) University of Iowa

The University of Iowa, Iowa City, sustained more than $231 million in damages to campus structures and facilities from massive flooding along the Iowa River during the June 2008 floods that affected Iowa and other States along several river systems. *Baldwin. J. (2008). Worst natural disaster in state history. www.Iowa.com.*

(June 2008) Kansas State University

A powerful tornado ripped through Kansas State University, causing more than $20 million in damages to university facilities, although the campus nuclear research reactor was not damaged. *Moser, K. (June 12, 2008). Tornado damages buildings at Kansas State U. Chronicle of Higher Education.*

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(November 2008) Westmont College

Wildfires destroyed 15 faculty houses, a dormitory complex, and the physics and psychology buildings of Westmont College in California. No injuries were reported, but over 300 students had to spend the night in the college gymnasium when the wildfires ignited the dorm where the students slept. Biemiller, L. (November 16, 2008). *After Wildfire, Westmont College Fences Off Ruined Buildings, Assesses Damage. The Chronicle of Higher Education.*

(August 2011) Germanna Community College

Germanna Community College's Fredericksburg Campus sustained heavy damage to its largest classroom building during the 5.8-magnitude earthquake that struck the mid-Atlantic region on August 23. Although no one was injured, damage from the quake forced the college to suspend classes for several days and to look for alternate classroom space for the fall semester. Telvock, D. (August 26, 2011). *Germanna Needs Classroom Space After Earthquake Damage. Fredericksburg Patch.*

(August 2011) Colleges Throughout New England and the Mid-Atlantic

Hurricane Irene left many colleges in New England and the Mid-Atlantic scrambling to make contingency plans for newly arrived students and to deal with flooding, power loss, damaged roads, and downed trees. Some schools, such as William and Mary, evacuated their students in preparation for the storm but ultimately sustained minor damage, while others, such as Southern Vermont College, had to delay the start of fall classes because of heavily flooded or damaged roads. Other colleges faced flooding, power outages, and lost telephone and internet service as a result of the storm. *Eaton, C. (August 29, 2011). Flooding and Power Loss Plague Some New England Campuses in Wake of Storm. The Chronicle of Higher Education.*

Riots

(July 2000) Pennsylvania State University

A crowd of 2,500 people started a riot on the area surrounding Penn State's campus. The crowd broke windows and threw beer bottles and plastic cups from the balconies of nearby buildings. In addition, the crowd punctured three tires on a police car. The police responded with pepper spray and arrested 15 individuals for their participation in the riot. *Bradley, F. & Cichon, F. (July 17, 2000). Police put quick end to riot rear Penn State U. Daily Collegian.*

(November 2000) Ohio State University

A riot broke out at Ohio State University following a football game loss. Those involved started 129 fires and turned over at least five cars. One student was stabbed during the riot. Police made 29 arrests, suppressing the crowd with tear gas and rubber bullets. *Enders, D. (November 29, 2000). Ohio State U. students riot after football loss. Michigan Daily.*

(April 2002) University of Maryland

Approximately 400 individuals started a riot after the school's basketball team lost a Final Four game. Members of the crowd destroyed two police cruisers and pelted police with glass. During the riot, several phone booths and garbage cans were knocked over and street signs were pulled down. The rioters also looted several stores surrounding the campus. Police fired pepper spray to control the crowd. *Keller, C. (April 1, 2002). Police fire pellets after U. Maryland fans loot store cruisers. The Diamondback.*

(April 2003) University of Minnesota

After the University of Minnesota hockey team won the men's national championship, riots broke out on the school's campus. A crowd of 1,000 people started the riot. They set more than 60 fires and threw rocks and bottles at police officers. Twelve people were arrested following the event. *Daglas, C. (April 14, 2003). Minnesota riots after hockey win. Badger Herald.*

(May 2003) University of Massachusetts – Amherst

After police broke up a party of 1,000 – 1,500 people, members of the crowd started a riot. Students threw glass bottles, rocks, and lawn chairs at officers, injuring 15. Several police cruisers were damaged during the incident. In addition, the crowd started fires – burning a bus stop to the ground – and turned over one car. The Amherst Fire Department made 27 ambulance and fire runs during the incident. *Singer, M. (May 5, 2003). Riots at U. Massachusetts results in fires, violence. Massachusetts Daily Collegian.*

(October 2003) University of Massachusetts – Amherst

A riot started on the University of Massachusetts campus after a Boston Red Sox loss. Between 150 and 200 students participated in the riot. They threw beer cans, debris, and firecrackers out of windows. One group of students set a large fire on the Northeast quad. Police responded with pepper spray, arresting 15 people involved in the riot. *Lamonth, D. & Salniker, F. (October 20, 2003). 15 arrested a U. Massachusetts following Red Sox loss. Massachusetts Daily Collegian.*

(February 2004) Northeastern University

Northeastern students rioted after the New England Patriots won the Super Bowl. Students lit fireworks off rooftops and overturned six cars, damaging other vehicles in the process. A hit-and-run accident that occurred during the riot resulted in one casualty and three injuries. At least three students were arrested following the riot. *Vosk, S. (February 5, 2004). Students arrested after riots erupt near Northeastern U. Northeastern News.*

(April 2004) Iowa State University

After city police broke up an off-campus party during the school's Veishea celebration, students began to riot. Approximately 400 students were involved in the riots, damaging lamp posts, parking meters, and storefront windows. One hundred police officers responded to the riot, later arresting 32 individuals. *Bui, P.K. (April 19, 2004). "Most Violent" Iowa State U. Riot ends in 32 arrests. Iowa State Daily.*

(August 2004) Colorado State University

When police attempted to disperse a crowd of 1,500 people from a party near Colorado State University, it sparked a riot the following night. Approximately 600 to 800 people gathered and began throwing rocks, bottles, and Molotov cocktails. Rioters overturned several cars. Campus police responded to the riots and arrested five individuals. *Wiggins, E. (August 24, 2004). U. Colorado-area cops baffled by Colorado State U. riots. Colorado Daily.*

(April 2005) Michigan State University

A crowd of 2,000 students rioted in downtown East Lansing after the MSU's men's basketball team lost in the Final Four. Pepper spray was used to disperse the crowd, along with 42 arrests. Damage from the riot was estimated at $8,275, and staffing for the eight police agencies involved in suppressing the crowd added up to $190,389. *Hassett, K. (May 4, 2005). Pepper-spray use in East Lansing riot reviewed. Lansing State Journal.*

(February 2008) Evergreen State College

A police officer's car was overturned and looted by bands of rock-throwing students after a disturbance at a Dead Prez concert at Evergreen State College in Olympia, Washington. The officer was trying to arrest a student believed to have been fighting with other concertgoers. The crowd of 200 students had to be dispersed with pepper spray. *KOMO Staff and News Services. (February 15, 2008). Riot at Evergreen State damages deputy's car. www.KOMOnews.com.*

(February 2010) University of California—Berkeley

Student protests over rising tuition rates led to rioting and clashes with police. Rioters set trash cans on fire, threw glass bottles, and shattered windows, which led to the arrest of several students. The disturbances ultimately required the intervention of seven law enforcement agencies. *Anderson, E. and Panzar, J. (February 26, 2010). Rioters Clash with Police in Streets South of UC Berkeley. The Daily Californian.*

(March 2010) University of Maryland at College Park

Police in riot gear tried to disperse a crowd of almost 1,500 students that took down a traffic sign and rocked a bus after the Maryland men's basketball team had a surprise playoff victory over Duke. There were similar problems in 2005 when the Maryland team beat Duke in a regular season win. Over two dozen people were arrested, and some students were beaten. *Mastis, L. (March 4, 2010). Chaotic Celebration in College Park After Victory Over Duke. 9 News Now at WUSA.com.*

Terrorism and Other Violent Mass Attacks

(February 2000) University of Minnesota, St. Paul

The Earth Liberation Front targeted a University of Minnesota campus greenhouse. The incident caused $1,000 in damage and set research back more than 3 months. The group overturned 88 oat plants, glued locks shut, and spray-painted greenhouse walls. *Rust, M. & Virtucio, V.P. (February 14, 2000). Activists damage U. Minnesota St. Paul campus seed lab. Minnesota Daily.*

(May 21, 2001) University of Washington

The Earth Liberation Front conducted two separate attacks on this date, setting fire to a research lab at the University of Washington and to a tree nursery in Oregon. The attack at the University of Washington destroyed the Center for Urban Horticulture building. No injuries were reported. *Incident Profile: Earth Liberation Front. MIPT Terrorism Knowledge Base. http://www.tkb.org/*

(January 26, 2002) University of Minnesota, St. Paul

The Earth Liberation Front set fire to machinery at the Microbial and Plant Genomic Research Center at the University of Minnesota, St. Paul campus. No injuries were reported. *Incident Profile: Earth Liberation Front. MIPT Terrorism Knowledge Base. http://www.tkb.org/*

(July 8, 2004) Brigham Young University

The Animal Liberation Front and the Earth Liberation Front conducted an attack at Brigham Young University. The incident, which destroyed two sheds belonging to the animal science building, caused over $30,000 in damage. No injuries were reported. *Incident Profile: Earth Liberation Front. MIPT Terrorism Knowledge Base. http://www.tkb.org/*

(April 2007) Virginia Polytechnic Institute

Disturbed student Cho Seung-Hui killed 27 students, five faculty members, and himself in one of the deadliest and most shocking incidences of mass violence in U.S. history. Classes were cancelled for a week to allow students to grieve, and the hall where Seung-Hui conducted the bulk of the attacks was closed for the rest of the semester. *Hauser, C. (April 17, 2007). Virginia Gunman Identified as a Student. New York Times.*

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CAMPUS CERT PARTICIPANT PRE-TEST

Directions: To properly evaluate the effectiveness of the Campus Community Emergency Response Team (CERT) training you are about to receive, it is important for us to measure how much you know prior to training. Please answer each question to the best of your ability and don't be alarmed if you don't know some (or any) of the correct answers. We promise you will do much better after you have had the Campus CERT training!

Please circle an answer to each question below.

1. A family disaster supply kit should contain:
    a. One gallon of water per day, per person.
    b. One quart of water per day, per person.
    c. Two gallons of water per day, per person.
    d. None of the above.
2. Regarding disaster situations, which of the following is not true?
    a. Disasters may be manmade (e.g. bombings).
    b. Disasters may be natural (e.g. hurricanes).
    c. Disasters cannot be foreseen.
    d. Disasters may overwhelm emergency response personnel workers' capabilities.
3. Following a disaster, which of the following activities might CERT volunteers be involved with?
    a. Suppressing a small fire.
    b. Coordinating the response to a mass casualty incident.
    c. Locating and turning off utilities if safe to do so.
    d. All of the above.
4. A family emergency plan should include:
    a. A meeting place outside the neighborhood in case the family can't return home.
    b. Smoke alarms on every floor of the house.
    c. A plan that provides for escape from every room of the home.
    d. All of the above.
5. CERT size-up is a continual nine-step process that enables team members to make decisions and respond appropriately. The first step in size-up is:
    a. Establish priorities.
    b. Gather facts.
    c. Assess damage.
    d. Develop an action plan.
6. Regarding fire suppression (i.e. putting out a fire) which of the following is correct?
    a. For safety, you should always have two ways to exit the fire area.
    b. To check for fires behind closed doors, feel the door for heat with your hand, working from the top to the bottom of the door.
    c. Extinguish fires starting at the top of the flame and work your way to the base of the fire.
    d. None of the above are correct.

7. CERTs should only attempt to suppress fires that are smaller than the size of a:
   a. Wood shed.
   b. Couch or sofa.
   c. Waste paper can.
   d. Notebook.

8. When fire is suspected, CERT volunteers should:
   a. Test door handles, checking for signs of heat.
   b. Have an extinguisher ready before opening a door that feels hot.
   c. Feel closed doors for heat with the back of the hand, working from the bottom up.
   d. Cover nose and mouth with a wet cloth before entering the room.

9. The three life-threatening conditions that must receive top priority are obstructed airway, excessive bleeding, and _____:
   a. Concussion.
   b. Stroke.
   c. Heart attack.
   d. Shock.

10. If a survivor appears to be unconscious, the first thing a CERT volunteer should do is:
    a. Elevate the survivor's feet above heart level.
    b. At arm's length, shake the survivor and shout, "Can you hear me?"
    c. Check for a pulse.
    d. Roll the survivor on his or her side.

11. CERT volunteers can control most bleeding by putting direct pressure on the wound and:
    a. Elevating the wound.
    b. Covering the wound with ice.
    c. Cauterizing (burning) the wound.
    d. All of the above.

12. Water can be purified by boiling for 1 minute or by adding bleach. The bleach to water ratio is:
    a. 6 drops of bleach per gallon of water.
    b. 8 drops of bleach per gallon of water.
    c. 10 drops of bleach per gallon of water.
    d. 16 drops of bleach per gallon of water.

13. CERT volunteers should wear fresh, non-latex gloves for each patient they treat. When a sufficient supply of gloves is not available, CERTs should:
    a. Change gloves only if they come into contact with body fluids.
    b. Sterilize gloves between survivors using 1-part bleach to 10 parts water.
    c. Wash hands with antibacterial soap for at least 15 seconds after treating each patient.
    d. Pour hydrogen peroxide over hands after treating each patient.

14. At the medical treatment site, patients should be positioned:
    a. At least 10 feet apart.
    b. In a semi-circle.
    c. In a head-to-toe configuration.
    d. In two rows, in a head-to-toe configuration.
15. Emergency treatment for a third-degree burn includes:
    a. Packing the wound in ice.
    b. Covering the wound with an antiseptic ointment.
    c. Removing adhered pieces of clothing from the wound with tweezers.
    d. Covering the wound loosely with a sterile dressing.
16. The first goal of search and rescue is to maintain the safety of the rescuers. The second goal is to:
    a. Rescue the greatest number of people in the shortest amount of time.
    b. Rescue the most severely injured survivors first.
    c. Rescue those who are trapped deepest first.
    d. Rescue children and the elderly first.
17. "Cribbing" refers to a technique used to:
    a. Keep disaster survivors in a single location so that they can receive medical treatment.
    b. Decrease the amount of time it takes to locate trapped survivors.
    c. Stabilize a heavy object that must be raised to extract a trapped survivor.
    d. None of the above.
18. Regarding search and rescue, which of the following is incorrect?
    a. When damage to a building is heavy (e.g., structural instability) CERT volunteers should secure the building perimeter and warn others to stay out.
    b. When damage to a building is light, the CERT mission is to locate, triage, and prioritize the removal of survivors.
    c. CERT volunteers must never enter a building that is moderately or heavily damaged.
    d. When entering a building to search for survivors, CERTs should make a single, diagonal slash mark near the door. When exiting the building, CERTs should make an opposite slash mark (creating an X) to signal others that the search has been completed.
19. In terms of search and rescue, a "void" refers to:
    a. An area where survivors may be trapped.
    b. A loss of communication with a trapped survivor.
    c. A loss of communication between rescuers.
    d. An order to stop searching because conditions have become too dangerous.
20. In a disaster situation, the CERT leader (also known as the Incident Commander) is:
    a. The most experienced.
    b. The oldest.
    c. The person previously elected.
    d. The first to arrive at the pre-designated staging area.

21. CERT personnel should always be assigned to work in teams of at least.
    a. Two
    b. Three
    c. Four
    d. Five
22. Regarding the Incident Command System (ICS), which of the following is incorrect?
    a. The ICS is used by fire and police personnel to manage emergency operations.
    b. CERTs are not part of the ICS.
    c. CERTs take direction from police and fire personnel once they arrive on the scene.
    d. All of the above are correct.
23. Regarding Critical Incident Stress Debriefing (CISD), which of the following is incorrect?
    a. CISD is used to help rescuers cope with the psychological trauma they may experience following a disaster situation.
    b. CISD is mandatory for all Campus CERTs involved in disaster operations.
    c. CISD discussions are confidential.
    d. During CISD participants are encouraged to share their thoughts and feelings about the disaster.
24. During a disaster, rescuers and survivors may experience disaster-related stress. CERTs should not:
    a. Ask uninjured people to get involved in helping others.
    b. Take breaks away from the incident area.
    c. Help survivors connect with family and/or friends.
    d. Tell survivors, "You're strong, you'll get through this."
25. Research shows that survivors go through four distinct emotional phases following a disaster. During the impact phase, survivors:
    a. Generally do not panic or show emotion.
    b. May direct their anger toward rescuers.
    c. Usually take direction from rescuers willingly.
    d. Usually panic and show extreme emotion.
26. Shelter-in-place procedures include:
    a. Shutting off the ventilation system.
    b. Placing plastic sheeting around all doors and windows.
    c. Sealing all areas where air can come through (e.g., under doors).
    d. All of the above.
27. If CERT volunteers suspect a terrorist incident, they should:
    a. Move away from the area immediately.
    b. Stay in the area and use a cell phone (if available) to notify authorities.
    c. Stay at the scene and prevent others from entering the area.
    d. All of the above.

28. CERT volunteers can limit their exposure to the harmful effects of terrorist weapons by:
    a. Evacuating at least 500-1,000 feet away, uphill and upwind.
    b. Evacuating at least 500-1,000 feet away, downhill and downwind.
    c. Evacuating at least 1,000-1,500 feet away, uphill and upwind.
    d. Evacuating at least 1,000-1,500 feet away, downhill and downwind.
29. Basic decontamination procedures include:
    a. Leaving the contaminated area.
    b. Removing everything (e.g., clothing, jewelry).
    c. Showering with cool water.
    d. All of the above.

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CAMPUS CERT PARTICIPANT POST-TEST

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    a. Generally do not panic or show emotion.
    b. May direct their anger toward rescuers.
    c. Usually take direction from rescuers willingly.
    d. Usually panic and show extreme emotion.
26. Shelter-in-place procedures include:
    a. Shutting off the ventilation system.
    b. Placing plastic sheeting around all doors and windows.
    c. Sealing all areas where air can come through (e.g., under doors).
    d. All of the above.
27. If CERT volunteers suspect a terrorist incident, they should:
    a. Move away from the area immediately.
    b. Stay in the area and use a cell phone (if available) to notify authorities.
    c. Stay at the scene and prevent others from entering the area.
    d. All of the above.
28. CERT volunteers can limit their exposure to the harmful effects of terrorist weapons by:
    a. Evacuating at least 500-1,000 feet away, uphill and upwind.
    b. Evacuating at least 500-1,000 feet away, downhill and downwind.
    c. Evacuating at least 1,000-1,500 feet away, uphill and upwind.
    d. Evacuating at least 1,000-1,500 feet away, downhill and downwind.

29. Basic decontamination procedures include:
    a. Leaving the contaminated area.
    b. Removing everything (e.g., clothing, jewelry).
    c. Showering with cool water.
    d. All of the above.

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CAMPUS CERT PARTICPANT POST- & PRE-TEST ANSWER KEY

Directions: Answers are bolded below.

Please circle an answer to each question below.

1. A family disaster supply kit should contain:
   a. **One gallon of water per day, per person.**
   b. One quart of water per day, per person.
   c. Two gallons of water per day, per person.
   d. None of the above.
2. Regarding disaster situations, which of the following is not true?
   a. Disasters may be manmade (e.g. bombings).
   b. Disasters may be natural (e.g. hurricanes).
   c. **Disasters cannot be foreseen.**
   d. Disasters may overwhelm emergency response personnel workers' capabilities.
3. Following a disaster, which of the following activities might Community Emergency Response Team (CERT) volunteers be involved with?
   a. Suppressing a small fire.
   b. Coordinating the response to a mass casualty incident.
   c. Locating and turning off utilities if safe to do so.
   d. **All of the above.**
4. A family emergency plan should include:
   a. A meeting place outside the neighborhood in case the family can't return home.
   b. Smoke alarms on every floor of the house.
   c. A plan that provides for escape from every room of the home.
   d. **All of the above.**
5. CERT size-up is a continual nine-step process that enables team members to make decisions and respond appropriately. The first step in size-up is:
   a. Establish priorities.
   b. **Gather facts.**
   c. Assess damage.
   d. Develop an action plan.
6. Regarding fire suppression (i.e. putting out a fire) which of the following is correct?
   a. **For safety, you should always have two ways to exit the fire area.**
   b. To check for fires behind closed doors, feel the door for heat with your hand, working from the top to the bottom of the door.
   c. Extinguish fires starting at the top of the flame and work your way to the base of the fire.
   d. None of the above are correct.

7. CERTs should only attempt to suppress fires that are smaller than the size of a:
    a. Wood shed.
    b. Couch or sofa.
    c. Waste paper can.
    d. Notebook.
8. When fire is suspected, CERT volunteers should:
    a. Test door handles, checking for signs of heat.
    b. Have an extinguisher ready before opening a door that feels hot.
    c. Feel closed doors for heat with the back of the hand, working from the bottom up.
    d. Cover nose and mouth with a wet cloth before entering the room.
9. The three life-threatening conditions that must receive top priority are obstructed airway, excessive bleeding, and _____:
    a. Concussion.
    b. Stroke.
    c. Heart attack.
    d. Shock.
10. If a survivor appears to be unconscious, the first thing a CERT volunteer should do is:
    a. Elevate the survivor's feet above heart level.
    b. At arm's length, shake the survivor and shout, "Can you hear me?"
    c. Check for a pulse.
    d. Roll the survivor on his or her side.
11. CERT volunteers can control most bleeding by putting direct pressure on the wound and:
    a. Elevating the wound.
    b. Covering the wound with ice.
    c. Cauterizing (burning) the wound.
    d. All of the above.
12. Water can be purified by boiling for 1 minute or by adding bleach. The bleach to water ratio is:
    a. 6 drops of bleach per gallon of water.
    b. 8 drops of bleach per gallon of water.
    c. 10 drops of bleach per gallon of water.
    d. 16 drops of bleach per gallon of water.
13. CERT volunteers should wear fresh, non-latex gloves for each patient they treat. When a sufficient supply of gloves is not available, CERTs should:
    a. Change gloves only if they come into contact with body fluids.
    b. Sterilize gloves between survivors using 1-part bleach to 10 parts water.
    c. Wash hands with antibacterial soap for at least 15 seconds after treating each patient.
    d. Pour hydrogen peroxide over hands after treating each patient.

14. At the medical treatment site, patients should be positioned:
    a. At least 10 feet apart.
    b. In a semi-circle.
    c. In a head-to-toe configuration.
    d. In two rows, in a head-to-toe configuration.
15. Emergency treatment for a third-degree burn includes:
    a. Packing the wound in ice.
    b. Covering the wound with an antiseptic ointment.
    c. Removing adhered pieces of clothing from the wound with tweezers.
    d. Covering the wound loosely with a sterile dressing.
16. The first goal of search and rescue is to maintain the safety of the rescuers. The second goal is to:
    a. Rescue the greatest number of people in the shortest amount of time.
    b. Rescue the most severely injured survivors first.
    c. Rescue those who are trapped deepest first.
    d. Rescue children and the elderly first.
17. "Cribbing" refers to a technique used to:
    a. Keep disaster survivors in a single location so that they can receive medical treatment.
    b. Decrease the amount of time it takes to locate trapped survivors.
    c. Stabilize a heavy object that must be raised in order to extract a trapped survivor.
    d. None of the above.
18. Regarding search and rescue, which of the following is <u>incorrect</u>?
    a. When damage to a building is heavy (e.g., structural instability) CERT volunteers should secure the building perimeter and warn others to stay out.
    b. When damage to a building is light, the CERT mission is to locate, triage, and prioritize the removal of survivors.
    c. CERT volunteers must never enter a building that is <u>moderately</u> or <u>heavily</u> damaged.
    d. When entering a building to search for survivors, CERTs should make a single, diagonal slash mark near the door. When exiting the building, CERTs should make an opposite slash mark (creating an X) to signal others that the search has been completed.
19. In terms of search and rescue, a "void" refers to:
    a. An area where survivors may be trapped.
    b. A loss of communication with a trapped survivor.
    c. A loss of communication between rescuers.
    d. An order to stop searching because conditions have become too dangerous.
20. In a disaster situation, the CERT leader (also known as the Incident Commander) is:
    a. The most experienced.
    b. The oldest.
    c. The person previously elected.
    d. The first to arrive at the pre-designated staging area.

21. CERT personnel should always be assigned to work in teams of at least.
    a. Two
    b. Three
    c. Four
    d. Five
22. Regarding the Incident Command System (ICS), which of the following is <u>incorrect</u>?
    a. The ICS is used by fire and police personnel to manage emergency operations.
    b. CERTs are <u>not</u> part of the ICS.
    c. CERTs take direction from police and fire personnel once they arrive on the scene.
    d. All of the above are correct.
23. Regarding Critical Incident Stress Debriefing (CISD), which of the following is <u>incorrect</u>?
    a. CISD is used to help rescuers cope with the psychological trauma they may experience following a disaster situation.
    b. CISD is mandatory for all Campus CERTs involved in disaster operations.
    c. CISD discussions are confidential.
    d. During CISD participants are encouraged to share their thoughts and feelings about the disaster.
24. During a disaster, rescuers and survivors may experience disaster-related stress. CERTs should <u>not</u>:
    a. Ask uninjured people to get involved in helping others.
    b. Take breaks away from the incident area.
    c. Help survivors connect with family and/or friends.
    d. Tell survivors, "You're strong, you'll get through this."
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