WHAT IS CERT?

CERT, Community Emergency Response Team, grew out of the natural desire to help others during and after a disaster. The first people on most any scene after a disaster are survivors who want to help. The primary objective of Teen CERT is to keep you and your family safe before and during a disaster, and to help your family and neighbors after a disaster strikes. You do this through learning preparedness, scene assessment, search and rescue, fire safety, disaster triage and treatment, and the Incident Command System that allows you to communicate with professional responders in the most efficient way possible. As a Teen CERT volunteer, you will be prepared to help when disaster strikes until professional responders arrive. Teen CERT moves you from victim to survivor to responder.

WHY TEEN CERT?

You may have heard of CERT in your community, but not Teen CERT – Yet! You can be a part of this fast growing trend to train teens as the next generation of prepared citizens across the nation. Teens are an untapped resource in the community. You can help your family in ways that younger siblings or older adults can’t. You can supply the energy, enthusiasm, and will power to get things done. Teen CERT recognizes teens as our future and wants to challenge you to be prepared before disaster strikes.

WHO IS TEEN CERT?

Any teen who has a desire to be prepared can attend a Teen CERT training. Any group of teens can become a Teen CERT team. Your 4-H group, Scout Troop, Sunday School class or youth group can be trained. *Check with local trainers for any age restrictions in your area.

WHAT HAPPENS AFTER TEEN CERT TRAINING?

After training, teens are encouraged to participate with a local adult CERT group for additional training and opportunities to serve. Some CERT teams organize and staff first aid booths at events, others provide fire fighters with relief items such as water and snacks during a fire, some go on to participate in other Citizen Corps initiatives such as Medical Reserve Corps or Fire Corps.

WHERE DO I SIGN UP?

Contact your local Emergency Operations Center about Teen CERT trainings in your area
CONTENTS

1) DISASTER PREPAREDNESS

2) FIRE SAFETY & SUPPRESSION

3) SEARCH & RESCUE

4) MEDICAL I: TRIAGE

5) MEDICAL II: TREATMENT

6) DISASTER PSYCHOLOGY

7) TERRORISM & TEEN CERT

8) TEEN CERT ORGANIZATION
UNIT ONE
DISASTER PREPAREDNESS

Examine your home for potential hazards & make sure you have basic needs.
Create a family emergency plan.
Assemble disaster/survival kits & know the process for Teen CERT.

WHAT IS A DISASTER?

Disasters can be:
1) ____________________________ 2) ____________________________ 3) ____________________________

All disasters have things in common:
• They are ____________________________.
• They can ____________________________ the emergency systems in your city.
• They ____________________________ lives, health and the environment.
THE FAMILY PLAN

- Know your limitations! You and _________________ are your first priority in a disaster.
- Assign out-of-area relative/friend as contact so family members can reconnect.
- Determine how you will care for elder and disabled relatives or neighbors.
- Determine an escape route from _________________.
- Designate a _________________.
- Be prepared to _________________ if you and your family need to.
- Research pet-friendly shelters in your area through the American Red Cross at www.redcross.org or local Emergency Management Office.
- Make sure your parents get annual insurance check ups to ensure adequate coverage on home, vehicles or boats.
- Encourage your parents to gather important documents such as: insurance and investments, credit and bank account numbers (consider using technology to store information).
- Practice your family plan.

DID YOU KNOW?
Teen CERT Volunteers are protected under the _________________ Law.

What items do you have in your home right now?

- Canned meats, fruits and vegetables
- Canned juices
- Batteries
- High-energy foods such as peanut butter
- Any special diets such as baby food or diabetic supplies
- Bleach to purify water
- Comfort foods such as chocolate, hard candy and gum
- Insurance papers
- Identification
- Medical records
- Water

Be sure that you've got ____ days worth of water (_______ per person/per day)
Disaster Preparation/Annual Home Checklist

Secure Your Home
- Board up windows and doors
- Cover vents
- Label a window shutter with insurance agency name and policy number

Secure the Yard
- Move outdoor furniture inside
- Remove garden ornaments and store in garage or home
- Move or secure play equipment and toys

Protect Family Documents
- Birth certificates
- Medical records
- Identification Cards/Drivers License
- Passports
- Social Security Cards
- Marriage Certificates
- Life Insurance Policies
- Divorce/custody papers
- Pet vaccination records

List of Prescription Medicines

Secure Home & Auto Paperwork
- Deeds and titles
- Insurance
- Mortgage

Money Matters
- Checking and savings account numbers
- Credit card numbers
- Investment documents
- Monthly bill phone numbers and account numbers
- Cash
- Previous year’s tax return

Important Phone Numbers


<table>
<thead>
<tr>
<th>CHECKLIST ITEM</th>
<th>CHECKUP DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FAMILY PREPARATION</strong></td>
<td></td>
</tr>
<tr>
<td>□ Review Family Disaster Plan</td>
<td>____________</td>
</tr>
<tr>
<td>□ Designate Safe Meeting Location</td>
<td>____________</td>
</tr>
<tr>
<td>□ Restock First Aid Kit</td>
<td>____________</td>
</tr>
<tr>
<td>□ Stock 3 days worth of food and water for family and pets</td>
<td>____________</td>
</tr>
<tr>
<td>□ Gather one week’s supply of medications for family and pets</td>
<td>____________</td>
</tr>
<tr>
<td>□ Have an extra charged cell phone battery</td>
<td>____________</td>
</tr>
<tr>
<td>□ Have a supply of different size batteries</td>
<td>____________</td>
</tr>
<tr>
<td>□ Have a map of the area</td>
<td>____________</td>
</tr>
<tr>
<td><strong>MAINTENANCE</strong></td>
<td></td>
</tr>
<tr>
<td><strong>YARD</strong></td>
<td></td>
</tr>
<tr>
<td>Secure AC unit and raise up around base</td>
<td>____________</td>
</tr>
<tr>
<td>Anchor shed</td>
<td>____________</td>
</tr>
<tr>
<td>Prune tree limbs</td>
<td>____________</td>
</tr>
</tbody>
</table>

**UNIT ONE WORD BANK**

“every room in my home”
one gallon
endangered
man-made

family gathering spot
unexpected
shelter in place
technological
three

overwhelmed
Good Samaritan Law
natural
your family
Assess rescuer safety, gather facts, consider possibilities.

Communicate. Decide on a plan of action.

Carry out your plan of action. Evaluate your progress.

**BASIC FIRE SAFETY**

Fire is one of the most _____________ and _____________ hazards a responder can face. Always use caution, and remember these basic guidelines when attempting to extinguish a fire:

- Identify _____________ ways to exit from a fire before you begin suppression.
- Before opening a closed door, feel the door with the back of your hand. Do not touch the handle.
- Extinguish fires from the base.
- Remember that _____________ is always the TOP PRIORITY.
- Always work with a buddy and wear appropriate safety equipment.
SHOULD I USE A FIRE EXTINGUISHER?

Can I escape quickly and safely from the area if I attempt to extinguish the fire?

Yes → Do I have the right type of extinguisher?

Yes → Is the extinguisher large enough for the fire?

Yes → Is the area free from dangers like hazardous materials and falling debris?

Yes → LEAVE IMMEDIATELY

No → No → No → No

YES → EXTINGUISH THE FIRE

FIRES AND EXTINGUISHING AGENTS

The National Fire Protection Association has identified four classes of fire...A, B, C and D based on the type of fuel that keeps the fire burning. Can you match the type of fuel with each class of fire?

<table>
<thead>
<tr>
<th>CLASS</th>
<th>CLUE</th>
<th>FUEL</th>
<th>EXTINGUISHER</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>“Ash”</td>
<td>Water, foam or dry chemical</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>“Boiling”</td>
<td>Foam, CO₂ or dry chemical</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>“Cords”</td>
<td>CO₂ or dry chemical</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>“Don’t use water!”</td>
<td>Special agents - NO WATER!</td>
<td></td>
</tr>
</tbody>
</table>
The Fire Triangle

Do you know the PASS method?
(how to operate a fire extinguisher)

PULL
AIM
SQUEEZE
SWEEP

...And be sure to aim at the _______ of the fire!

DID YOU KNOW?

UNIT TWO WORD BANK

heat
flammable liquids
dangerous fuel
unpredictable
combustible metals
oxygen
"fire triangle"
solid nonmetallic material
your safety
two electrical equipment base
Search and Rescue uses ________________ of Teen CERT training, and involves three distinctly different actions:

1) ________________ – Assess the situation and build a safe plan of action.
2) ________________ – Locate and document the location of survivors or other items of interest.
3) ________________ – Safely remove survivors from danger.

The goal of every search and rescue operation is to maintain the safety of the rescuer while rescuing the greatest number of people in the shortest amount of time. The most effective way to accomplish this goal is to rescue the (lightly trapped / most severely wounded) survivors first.

Upon entering the building or arriving at the scene, call out in a loud voice, “______________________________.”
EVALUATING THE SCENE

When arriving at a scene, there is much more to look for than the condition of survivors. Every search and rescue operation must begin by evaluating your surroundings and any dangers that may be present for rescuers.

<table>
<thead>
<tr>
<th>IF STRUCTURAL DAMAGE IS...</th>
<th>THEN...</th>
</tr>
</thead>
<tbody>
<tr>
<td>LIGHT</td>
<td>Locate, triage and get victims to safety.</td>
</tr>
<tr>
<td>MODERATE</td>
<td>Locate, stabilize and get victims out quickly. Keep the number of rescuers inside the structure to a minimum.</td>
</tr>
<tr>
<td>HEAVY</td>
<td>Don’t go in. Report danger.</td>
</tr>
</tbody>
</table>

SEARCH METHODS

- Begin the search by calling out to victims, “If you can hear my voice, come to me.”
- Use a systematic search pattern to make sure the whole building is searched.
- Stop and listen often.
- Triangulate with other searchers – form a triangle around the sounds of victims.
- Mark search areas with an “X” and record the time, action taken, number of victims and your initials (use the sample below to practice marking search areas).
- Report results to the professionals.

Time: 7:31 AM
Action Taken: GAS OFF
Volunteer Initials: DM
Search Team ID: Live Rescuer
Number of Victims: 0
THE THREE RULES OF RESCUE

1) Rescuer ____________________________.
2) Triage in __________________________ damaged buildings.
3) Evacuate survivors from __________________________ damaged buildings (treatment can take place in lightly damaged buildings if needed).

CARRYING SAFELY

• First choice is to assist the removal of survivors that are ____________________________.
• Lifts and drags should NEVER be used with survivors in cases where ____________________________
  ____________________________ ____________________________ ____________________________ ____________________________ ____________________________ ____________________________ ____________________________ ____________________________ ____________________________ ____________________________ ____________________________ ____________________________ ____________________________ ____________________________ ____________________________ ____________________________ ____________________________ ____________________________ ____________________________ ____________________________ ____________________________ ____________________________ ____________________________ ____________________________ ____________________________ ____________________________ ____________________________ ____________________________ ____________________________ ____________________________ ____________________________ ____________________________ ____________________________ ____________________________ 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____________________________ ____________________________ ____________________________ ____________________________ ____________________________ ____________________________ ____________________________ ____________________________ ____________________________ ____________________________
UNIT FOUR
MEDICAL 1: TRIAGE

Size up the scene.

Assist medical team by using accurate triage in the field.

Treat most gravely injured first with simple triage and rapid treatment (START).

DEATH FROM TRAUMA

Trauma is a body wound or shock produced by sudden physical or psychological injury, as from violence or accident. There are three phases of death that occur from trauma. They are:

- Phase 1: Death within minutes as a result of overwhelming and irreversible damage to _____________.
- Phase 2: Death within several hours as a result of _________________.
- Phase 3: Death in several days or weeks as a result of _________________.

or complications of injury.

Research has indicated that more than __________ of disaster survivors in the second and third phases of death from trauma could be saved by providing simple medical care.
HOW TO TAG VICTIMS

<table>
<thead>
<tr>
<th>MINOR</th>
<th>GREEN</th>
<th>Injuries do not threaten the victim’s life</th>
</tr>
</thead>
<tbody>
<tr>
<td>DELAYED</td>
<td>YELLOW</td>
<td>Injuries are serious, but may be safely delayed</td>
</tr>
<tr>
<td>IMMEDIATE</td>
<td>RED</td>
<td>Life-threatening</td>
</tr>
<tr>
<td>DECEASED</td>
<td>BLACK</td>
<td>Dead</td>
</tr>
</tbody>
</table>

WHAT IS THE A.B.S.?

ABS
AIRWAY
BLEEDING
SHOCK

These are the three killers! Think of the three killers as the body’s Antilock Brake System. If one component of the ABS fails, they all fail, resulting in a crash.

AIRWAY

HEAD-TILT/CHIN-LIFT METHOD FOR OPENING AN AIRWAY

1. At an arm’s distance, shake the victim by touching the shoulder and shout out, “Can you hear me?”
2. If the victim does NOT respond, place the palm of one hand on the victim’s forehead.
3. Place two fingers of your other hand under the CHIN and TILT the jaw upward while tilting the head back slightly.
4. Place your EAR over the victim’s mouth, looking toward the victim’s feet and place a hand on the victim’s abdomen.
5. LOOK for CHEST RISE
6. LISTEN for AIR EXCHANGE
7. FEEL for ABDOMINAL MOVEMENT
There are three main ways to control or stop bleeding, based on the nature and type of the injury being treated. These are detailed below:

<table>
<thead>
<tr>
<th>TYPE</th>
<th>SYMPTOM</th>
<th>TREATMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arterial</td>
<td>Direct pressure on site and firm pressure on pressure point.</td>
<td></td>
</tr>
<tr>
<td>Venous</td>
<td>Direct pressure and elevation.</td>
<td></td>
</tr>
<tr>
<td>Capillary</td>
<td>Direct pressure and elevation.</td>
<td></td>
</tr>
</tbody>
</table>

**PROCEDURES FOR CONTROLLING BLEEDING**

<table>
<thead>
<tr>
<th>DIRECT PRESSURE</th>
<th>Place direct pressure over the wound by putting a clean dressing over the wound and pressing firmly.</th>
<th>Maintain pressure on the dressing over the wound by wrapping the wound firmly with a pressure bandage. A pressure bandage should be tied with a bow.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELEVATION</td>
<td>Elevate the wound above the level of the heart.</td>
<td></td>
</tr>
<tr>
<td>PRESSURE POINTS</td>
<td>Put pressure on the nearest pressure point:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Brachial point for bleeding in the arm</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Femoral point for bleeding in the leg</td>
<td></td>
</tr>
</tbody>
</table>
**SHOCK**

Shock is a disorder resulting from ineffective circulation of blood.

**SIGNS OF SHOCK**
- Rapid and shallow breathing. Greater than 30 per minute.
- Capillary refill of greater than 2 seconds. Assess with the “Blanch Test.”
- Absent radial pulse.
- Failure to follow simple commands, such as, “Squeeze my hand.”
- Changes in skin color.

**PROCEDURES FOR CONTROLLING SHOCK**

<table>
<thead>
<tr>
<th></th>
<th>Lay the victim on back</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Elevate feet 6 to 10 inches above heart</td>
</tr>
<tr>
<td></td>
<td>Maintain open airway</td>
</tr>
<tr>
<td>2</td>
<td>Control obvious bleeding</td>
</tr>
<tr>
<td>3</td>
<td>Maintain body temperature</td>
</tr>
<tr>
<td>4</td>
<td>Avoid rough or excessive handling unless the rescuer and victim are in immediate danger</td>
</tr>
</tbody>
</table>

**UNIT FOUR WORD BANK**

40%
- immediate
- minor
- direct pressure
- excessive bleeding
- flowing
- 5-7 minutes

spurt	
elevation
vital organs
dead
pressure points
oozing

resources
- shock
- infection
delayed
bleeding
airway
trauma
YOUR MEDICAL TREATMENT AREA SHOULD BE:
- In a safe area, free of hazards and debris
- Close to, but upwind and uphill from the location of the disaster
- Accessible by vehicles
- Expandable

Also, keep in mind that _________________ should be separated from your treatment area.

Place survivors in a _________________ layout to allow for easier access and treatment.

When injured survivors are treated in close quarters, it is even more crucial that you establish and use _________________ to avoid cross-contamination between survivors or between survivors and rescuers.
MAINTAINING PUBLIC HEALTH

PRIMARY PUBLIC HEALTH MEASURES:
• Maintain proper hygiene
• Maintain proper sanitation
• Purify water (if necessary)
  1 quart – add ______________ of bleach
  1 gallon – add ______________ of bleach
  5 gallons – add ______________ of bleach
  After adding bleach, shake water and wait 30 minutes before drinking.

PANDEMIC HEALTH EVENTS

In an average year, in the United States, 5-20% of the population get the seasonal flu, more than 200,000 people are hospitalized, and 36,000 people die from ______________________________. Older people, young children, and people with certain health conditions such as ______________________________, or ______________________________ are at high risk for serious flu complications. The main way influenza viruses are spread is through ____________________, or coughs and sneezes. Respiratory droplets can easily travel ____________________, and at speeds up to ________.

Flu germs can survive on surfaces outside the body as long as ____________________. Consider a person contagious from one day before symptoms develop, to five days after symptoms present. Take precautions during every ______________________________.

In a pandemic situation, do not transport all survivors to area hospitals. Survivors experiencing life threatening complications should be considered ___________________. Report status of additional survivors to local agency for instructions on treatment and transport when available.
COMMON SYMPTOMS

- Fever, usually high
- Headache
- Fatigue
- Dry cough
- Sore throat
- Runny or stuffy nose
- Muscle aches
- Stomach symptoms – nausea, vomiting, diarrhea

PREVENTION

- Avoid close contact with people who are sick
- Don’t drink after others or share food
- Stay home when you are sick
- Cover your mouth and nose when you sneeze or cough
- Keep your hands clean
- Avoid touching your eyes, nose, or mouth

CARING FOR PANDEMIC SURVIVORS

Similar to other disasters, Pandemic Influenza can be life threatening, and may overwhelm traditional resources.

- The first priority is to keep yourself and your team members well.
- Isolate influenza patients from other patients and caregivers as much as possible.
- If a Teen CERT member is ill, do not let them care for others.
- Teen CERT members with high risk of complications should avoid caring for influenza patients.
- Use disposable items when touching, serving, or coming in contact with influenza patients.
- Wear a mask when in direct contact with influenza patients.
- Avoid being face to face with possible influenza patients.
- Wash your hands often, use alcohol based hand sanitizers if soap and water is not available.
- Monitor your team members constantly for influenza symptoms.
**“START” TRIAGE FOR PANDEMIC SURVIVORS**

Influenza survivors with no obvious complications should be labeled _______________. Monitor high risk patients for any sign of complications. At the first sign of flu related complications, repeat assessment and consider changing status to _________________________.

Emergency warning signs of severe complications:

<table>
<thead>
<tr>
<th>Adults</th>
<th>Children</th>
</tr>
</thead>
<tbody>
<tr>
<td>Difficulty breathing or shortness of breath</td>
<td>Rapid breathing or difficulty breathing</td>
</tr>
<tr>
<td>Pain or pressure in chest or abdomen</td>
<td>Severe or persistent vomiting</td>
</tr>
<tr>
<td>Change in mental status</td>
<td>Not awaking when arroused</td>
</tr>
<tr>
<td>Sudden dizziness</td>
<td>No communication efforts</td>
</tr>
<tr>
<td>Severe or persistent vomiting</td>
<td>Severe irritability</td>
</tr>
</tbody>
</table>

**DOCUMENTING VICTIMS**

**WHAT IS USED TO PROPERLY IDENTIFY AND DOCUMENT VICTIMS?**

- Identification
- Injuries
- Clothing
- Treatment
- Status
- Transfer location
THE “HEAD TO TOE” ASSESSMENT

WHAT IS THE HEAD TO TOE ASSESSMENT?
The head to toe assessment is a great opportunity to gather information. You are looking for bruising, swelling, pain or disfigurement. Pay close attention as you look, listen and feel from head to toe.

DID YOU KNOW?
As you are working, watch the victim’s face for signs of discomfort and check your hands often for blood.

ACTIVITY: HEAD TO TOE
List the correct order of a Head to Toe Assessment:

Abdomen
Pelvis
Legs
Arms
Head
Chest
Neck
Back
Shoulders
**ACTIVITY: MEDICAL TREATMENT MATCHING**

<table>
<thead>
<tr>
<th>INJURY</th>
<th>TREATMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cool the affected area and cover with a sterile cloth. Elevate above heart if possible.</td>
<td></td>
</tr>
<tr>
<td>Control bleeding, irrigate with purified water if needed and prevent secondary infection by covering with dressing.</td>
<td></td>
</tr>
<tr>
<td>Control bleeding and treat for shock. Place amputated limb wrapped in cloth and placed in plastic bag in cool area. Keep severed body part with survivor.</td>
<td></td>
</tr>
<tr>
<td>Immobilize affected body part, control bleeding, and do not attempt to remove object unless it is obstructing the airway. Wrap bulky dressing around object to keep it from moving.</td>
<td></td>
</tr>
<tr>
<td>Immobilize the injury and the joints above and below the injury, then elevate.</td>
<td></td>
</tr>
<tr>
<td>Presents similar to a fracture. Treat as a fracture.</td>
<td></td>
</tr>
<tr>
<td>Immobilize and stabilize. Elevate.</td>
<td></td>
</tr>
<tr>
<td>Pinch the nasal passages together, apply pressure to the lip just under the nose, have survivor sit with head forward to avoid swallowing blood.</td>
<td></td>
</tr>
<tr>
<td>Remove wet clothing, protect survivor from the elements, provide warm, sweet drinks, and if conscious, place in a warm bath. Do not offer alcohol or massage area.</td>
<td></td>
</tr>
</tbody>
</table>

* - **IMPORTANT NOTE ON FRACTURES**: There are two distinct types of fractures: open and closed. Open fractures occur when the bone breaks through the skin, leaving it exposed and susceptible to infection. In the case of an open fracture, do not put bone back in place. Cover the injury with a moist dressing to keep bone from drying out. Splinting material can be a creative use of __________________________ __________________________.
HEAD, NECK OR SPINAL INJURY ALERT!

Until you rule it out – treat any unconscious victims as if they have a neck or spinal injury. Signs to look for:

- Change in consciousness
- Inability to move one or more body parts
- Severe pain or pressure in the head, neck or back
- Tingling or numbness in extremities
- Difficulty breathing or seeing
- Heavy bleeding, bruising or deformity of the head or spine
- Blood or fluid in the nose or ears
- Bruising behind the ear
- “Raccoon” eyes
- Uneven pupils
- Seizures
- Nausea or vomiting
- Victim found under collapsed building or heavy debris

UNIT FIVE WORD BANK

head to toe
wind
four drops
diabetes
treatment site
hazard
delayed
respiratory droplets
proper hygiene & sanitation
16 drops
face
one teaspoon
morgue
easy access
immediate
12 feet
flu-related complications
two days
heat disease
asthma
100 mph
flu season
burns
anything you have on-hand
dislocations
sprains and strains
amputation
wounds
impaled object
hypothermia
fractures
nosebleeds
possible closed-head, neck or spinal injury
Monitor the victims, yourself and the team for signs of stress.

Communicate as much as possible with your team.

Be prepared to assist survivors.

UNDERSTANDING STRESS & TRAUMA

PSYCHOLOGICAL SYMPTOMS OF DISASTER RELATED STRESS
• Irritability
• Self blame
• Memory problems or concentration issues

PHYSIOLOGICAL SYMPTOMS OF DISASTER RELATED STRESS
• Fatigue or low energy
• Stomach pain
• Headaches
• Chest pain

Name three stress-reducers: __________________, __________________, __________________
THE EMOTIONAL PHASES OF A CRISIS

Little or no emotion, calm.
Survivors assess damages and try to locate other survivors.
Survivors are willing to take direction from rescuers without protest.
Survivors pull together, sometimes against the rescuers.

SURVIVOR’S TRAUMA

• Assess survivors for injury and _________________ - treat immediate medical needs first.
• Get uninjured people involved by giving them _________________ to accomplish.
• Help survivors connect to their natural _________________ - family, friends and church.

VICARIOUS TRAUMA

Vicarious trauma is a rescuer adopting the feeling and stress of the victims. Vicarious trauma is an occupational hazard for _________________. Don’t over-identify with survivors. Express empathy without _________________ and stress. Be alert to signs of disaster trauma in yourself and your team members as you do the same for survivors.

KNOW YOUR LIMITATIONS

When additional help is needed to cope, Critical Incident Stress Debriefing (CISD) is available to all rescue personnel after a disaster. Participation is strictly voluntary and confidential. For more information, contact your local Red Cross, Emergency Management Agency, or local mental health agency.

UNIT SIX WORD BANK

rescuers
inventory phase
rest
support system
vicarious

a few deep breaths
impact phase
eating well
your team
tasks

adopting their feelings
you
shock
rescue phase
recovery phase

DID YOU KNOW?

Rescuers should avoid saying the following because they may not convey understanding of the victim’s feelings: “I understand”, “Don’t feel bad”, “You’re strong”, “Don’t cry”, “It was God’s will”, “It could always be worse.”
Understanding Terrorism

Terrorism is the unlawful use of force or violence to intimidate others for political or social objectives. Generally, the goals of terrorism are to inflict mass casualties, loss of critical resources, disruption of vital services, disruption of the economy and individual/mass panic. In any terrorist incident, you should:

- Have a plan - for all disasters, natural and man-made
- Limit your exposure - to an incident
- Shelter in place - if you are in a safe place or if it’s unsafe to leave
- Decontaminate - if needed
You can remember the primary tools of terrorism with the acronym CBRNE, which stands for

**Chemical** and **Nuclear**

**Blister Agents** – cause blisters, burns or tissue damage, usually liquid or vapor on exposed skin, inhalation or ingestion
**Blood Agents** – absorbed into bloodstream through liquid or vapor on exposed skin, inhalation or ingestion and deprive cells of oxygen, survivors may appear bluish around the mouth, nose and cheeks.
**Choking Agents** – attack the lungs through inhalation
**Nerve Agents** – affect the central nervous system, act quickly and are usually lethal
**Riot Control Agents** – cause respiratory distress and tearing. Designed to incapacitate rather than kill.

**Biological**

- Inhalation, Ingestion, Absorption
- Delicate, easily destroyed by heat, light, and environmental factors

**Radiological**

- Nuclear threat seen as low risk
- Radiological materials readily available, seen as higher threat

**Terrorist Incidents**

- Usually seen as the “weapon of choice” for terrorists, used in over 80% of attacks
- Incendiary Devices
- Initiate combustion and start a fire
- Easy to make
- All need: igniter or fuse, container or body, incendiary material or fiber

**Devices**

**Chemical**

- Biological
- Goals

**Nuclear**

- Radiological
- Terrorist incidents

**Explosive**

- Crime scenes
- Terrorism

**UNIT SEVEN WORD BANK**

- Chemical
- Biological
- Goals
- Nuclear
- Radiological
- Terrorist incidents
- Explosive
- Crime scenes
- Terrorism
Assess the needs and number of volunteers available.

Alert Teen CERT members of their assigned tasks.

Take care of your specific duties before helping in other areas.

**THE INCIDENT COMMAND SYSTEM (ICS)**

Teen CERT is part of the ICS system in a disaster, under the direction of the _______________ Section Chief. Teen CERTs are considered a community _______________ that can be utilized as needed. ICS is not limited to disasters, in fact the system is used in many everyday situations.

**WHAT IS THE BASIC INCIDENT COMMAND SYSTEM (ICS)?**
The ICS is the system used by fire and law enforcement agencies to manage emergency operations.
INCIDENT COMMAND SYSTEM STRUCTURE

Is appointed to direct team activities and is usually the first person to the scene
____________________ Section Chief
Develops a plan to achieve the scene objectives
____________________ Section Chief
Responsible for communications, supplies and facilities
____________________ Section Chief
Manages the planning process
____________________ Section Chief
Responsible for the financial aspect of the rescue

At the time that professional responders arrive, volunteer command is relinquished to professionals. If needed and requested, teen volunteers would fit in the Operations Section.

DID YOU KNOW?

UNIT EIGHT WORD BANK

- resource incident commander
- operations planning finance/administration
- logistics operations