

Community Emergency Response Team (CERT) Train-the-Trainer Course

G428 Participant Manual

Developed For:

**National CERT Program
Federal Emergency Management Agency
Department of Homeland Security
Washington, D.C.**

Developed By:

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Alexandria, Virginia**

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COURSE OVERVIEW

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COMMUNITY EMERGENCY RESPONSE TEAM
COURSE OVERVIEW

COURSE OVERVIEW

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

- A competent CERT instructor delivers the CERT Basic Training Course accurately, conveying the messages and intent of the CERT Program (e.g., safety, teamwork, place in overall community emergency operations plan).
- A competent instructor assures that students achieve the objectives of the CERT Basic Training Course.
- A competent CERT instructor delivers training effectively and at an appropriate level, thus enabling students to learn and correctly apply skill sets.
- A competent instructor creates a comfortable yet managed learning environment

OVERALL COURSE OBJECTIVES

Upon completing this course, the participants should be able to:

1. Demonstrate knowledge of the *CERT Basic Training Course*.
2. Demonstrate the ability to present an assigned portion of the course (teach-back).
3. Communicate the core values of the program.
4. Demonstrate classroom management techniques.
5. Demonstrate effective teaching techniques.
6. Model appropriate behavior as an instructor.

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

COMMUNITY EMERGENCY RESPONSE TEAM
COURSE OVERVIEW

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 authority to designate instructors to teach selected units.
- People who will be *CERT Basic Training Course* instructors in any capacity.

Note: Individuals who conduct 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 necessary overview of the *CERT Basic Training Course* as well as improve their instructional skills.

PREREQUISITES

The prerequisites for attending the *CERT T-T-T* course include:

- Must have a referral from a CERT sponsoring agency. The CERT sponsoring agency could be a local, regional, or State government agency.
- If the *CERT T-T-T* course is sponsored by a State CERT coordinating agency, must have approval from that agency as well.
- Must have taken the *CERT Basic Training* course.

COMMUNITY EMERGENCY RESPONSE TEAM
COURSE OVERVIEW

COURSE AGENDA

This is a 3-day course. Day 1 and Day 2 run about 8 hours (not including the lunch break). Day 3 runs about 7 hours.

	Morning	Afternoon	Evening
Day 1	<ul style="list-style-type: none"> • Introduction and Administrative Announcements • Introduction <ul style="list-style-type: none"> ○ Pre-test ○ Welcome • Your Role as Instructor • Unit 1 Review 	<ul style="list-style-type: none"> • Unit 2 Review • Maximize Learning • Unit 3 Review • Teach-Back #1 (Assignment) 	Teach-Back #1 preparation
Day 2	<ul style="list-style-type: none"> • Unit 4 Review • Unit 6 Review • Teach-Back #1 Continued (Presentations) 	<ul style="list-style-type: none"> • Teach-Back #1 Continued (Presentations) • Unit 5 Review • Manage the Classroom • Teach-Back #2 (Assignment) 	Teach-Back #2 preparation
Day 3	<ul style="list-style-type: none"> • Unit 7 Review • Unit 8 Review • Unit 9 Review • Teach-Back #2 Continued (Presentations) 	<ul style="list-style-type: none"> • Teach-Back #2 Continued (Presentations) • Preparing for the <i>CERT Basic Training</i> course • Course Summary <ul style="list-style-type: none"> ○ Post-test ○ Presentation of Certificates 	

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UNIT 1: INTRODUCTION

In this unit you will learn about:

- **The Instructors and the Participants.** Who is teaching the course and who is taking the course.
- **The *CERT Train-the-Trainer (T-T-T) Course.*** Course purpose, course learning objectives, and course agenda.
- **The History of the CERT Program.** How it started and spread and where it is currently housed.
- **The Purpose of the CERT Program.**
- **Key CERT Messages and Values.**
- **How CERTs Are Deployed.** Examples of the ways that CERTs are deployed in various communities.
- **Materials and Requirements for the *CERT Basic Training Course.***

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BECOME A CERT INSTRUCTOR

Completion of the *CERT T-T-T* can qualify participants to teach the *Basic Training* course. Note that local agencies that sponsor CERT training may have additional requirements.

Completing the *CERT T-T-T* course does not always qualify one to become an instructor for *CERT T-T-T*, as this decision is made by the sponsor of the *T-T-T* course. 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.

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
- Is recognized and/or authorized by the State (varies from State to State)

COURSE PREVIEW

COURSE PURPOSE

The purpose of this course is to produce competent instructors for the *CERT Basic Training* course. A competent instructor:

- Delivers the *CERT Basic Training* course accurately, conveying the messages and intent of the CERT Program (e.g., safety, teamwork, place in overall community emergency operations plan)
- Ensures that participants achieve the objectives of the *CERT Basic Training* course
- Delivers training effectively and at an appropriate level, thus enabling participants to learn and correctly apply skill sets
- Creates a comfortable yet managed learning environment

COURSE PREVIEW (CONTINUED)

COURSE LEARNING OBJECTIVES

At the end of this module, you will be able to:

1. Demonstrate knowledge of the *CERT Basic Training* course
2. Demonstrate the ability to present an assigned portion of the course (teach-back)
3. Communicate the core values of the program
4. Demonstrate classroom management techniques
5. Demonstrate effective teaching techniques
6. Model appropriate behavior as an instructor

It is imperative that those 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

- 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, how it connects to the other units
 - The focus will be on the hands-on activities and how to teach them correctly.
- Much of the course will be spent sharpening your teaching skills.
- There will be information on putting on a course; however, skills, tools, and best practices for CERT Program Managers will be covered in the *CERT Program Manager* course.
- There will be two opportunities for you to show what you know in a team-teaching setting.

REFRESHER QUESTIONS

Every CERT instructor needs to know the basics about CERT.

You can record responses to the instructor's questions in the blank space below.

What was the impetus for CERT?

How did the CERT Program spread?

Where is the CERT Program currently housed?

What is the purpose of the CERT Program?

REFRESHER QUESTIONS (CONTINUED)

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

How are CERTS deployed?

CERT WALK-THROUGH

INTRODUCTION AND COURSE OVERVIEW

The Introduction and Course Overview section covers basic information about CERT:

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

It includes information about the course:

- Overview and objectives
- Target audience
- Course agenda

CERT WALK-THROUGH (CONTINUED)

***CERT BASIC TRAINING* COURSE INSTRUCTOR GUIDE**

Instructor Responsibilities

This section is fairly brief. It covers:

- Instructor qualifications
- How to prepare for the training, both content and classroom
- Instructor Guide Table of Contents
- A description of the Instructor Guide and the Participant Manual (available online for download from the National CERT Web site at <http://www.fema.gov/cert>)

Unit Introduction

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

- The Training Methods section explains how the unit should be taught.
- 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.
- 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

The course content is presented in a two-column format.

- Instructor Notes – left column
 - 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
- Information only the instructor needs to know

CERT WALK-THROUGH (CONTINUED)

- Lesson Content – right column
 - Lesson plan
 - Instructions for facilitating the exercises
- Question icon
 - 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 conducting this course.

REMINDERS

1. The *CERT Basic Training* course is to be delivered as classroom-based, instructor-led training. Lecture, discussion, demonstration, and hands-on practice must be incorporated throughout the course to help ensure that participants acquire 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 provides the minimum information required for CERT training, but instructors are able to add community-specific content, exercises, etc., 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) in order to join a team.
5. You are encouraged to add your own images to the PowerPoint slides.

CERT BASIC TRAINING COURSE PARTICIPANT MANUAL

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

UNIT SUMMARY

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

UNIT 2: YOUR ROLE AS INSTRUCTOR

In this unit you will learn about:

- **The Role of the *CERT Basic Training* Course Instructor.** What roles a *CERT Basic Training* instructor plays and what qualities can be found in an effective *CERT Basic Training* instructor.
- **The Qualities and Attributes of a Good Presenter.** What an instructor can do to be an effective instructor.

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UNIT OVERVIEW

This unit looks at what roles and qualities make an instructor effective. The unit also examines the qualities that make an instructor a good *presenter*.

The goal of every *CERT Basic Training* class is to prepare people to help in the event of a catastrophic disaster:

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

This unit looks at what an effective instructor needs to be in order to accomplish the goals of every *CERT Basic Training* class.

At the conclusion 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

Six instructor roles are examined:

- A subject matter expert
- A trainer
- An evaluator
- A friend and coach
- A role model
- A classroom manager

THE *CERT BASIC TRAINING* INSTRUCTOR

An effective instructor has many talents and wears many hats.

ROLE #1: SUBJECT MATTER EXPERT (SME)

The instructor has to know the *CERT Basic Training* course curriculum:

- What is in each of the *CERT Basic Training* units
 - Learning objectives
 - Content
- How the units relate to each other
- How to conduct the hands-on exercises correctly

In this course, there will be a review of each of the nine units in the *CERT Basic Training* course. These review units will focus on the hands-on activities and how to conduct them effectively.

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

ROLE #2: TRAINER

Some people think that if you know the information, you can teach it. Sometimes this is true. But many people who are subject matter experts don't 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 learners. 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 it is written. It employs sound adult learning principles.

THE *CERT BASIC TRAINING* INSTRUCTOR (CONTINUED)

In this course, we will talk about:

- How to maximize learning
- The attributes of a good presenter

Both of these will help you be a better trainer.

ROLE #3: EVALUATOR

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 can not 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, that they have learned the new skill. There are both formal and informal ways to evaluate whether that progress has been made.

In this course, Unit 5 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

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 friend/coach role 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.

THE *CERT BASIC TRAINING* INSTRUCTOR (CONTINUED)

A good instructor should:

- Be enthusiastic
- Expect a good performance
- Make the training relevant
- Use positive reinforcement
- Correct with sensitivity and empathy
- Encourage and encourage

ROLE #5: ROLE MODEL

Instructors must be ambassadors for CERT. Participants look to the instructor to show and reinforce behavior and important habits, e.g., safety and appropriate use of humor.

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.
- Insist that skills are practiced multiple times.

Throughout this course, there will be reminders about values and messages that should be modeled.

THE *CERT BASIC TRAINING* INSTRUCTOR (CONTINUED)

ROLE # 6: CLASSROOM MANAGER

It is not enough to know the *CERT Basic Training* curriculum and how to teach effectively. 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 participants with a different agenda or with physical or mental limitations
- Being inclusive (not making anyone feel left out)
- Dealing with sensitive topics, e.g., touching

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

In this course, there are many opportunities to learn more about the six roles of an instructor. Other units of this course that offer additional information on each role include:

- 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
- 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

GOOD *CERT BASIC TRAINING* INSTRUCTOR QUALITIES

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
- Sense of humor

GOOD PRESENTER QUALITIES

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** he or she says but by **how** he or she says it and by how he or she looks.

To maximize learning, a trainer must first be credible. Credibility is based:

- 45% on how you appear
- 45% on how you sound
- 10% on the actual words you say

For the rest of this unit, the focus will be on the “how” of an instructor’s presentation.

GOOD PRESENTER QUALITIES (CONTINUED)

A good presenter is:

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

THE MODEL PRESENTER

EXERCISE: THE SUPER TRAINER

Purpose: This exercise allows you to share your knowledge of qualities that make an instructor a good presenter.

Instructions:

1. Break into small groups.
2. Look at the “Super Trainer” handout.
3. Fill in the blank boxes on the handout with qualities that make a good presenter.

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General Appearance:

Face:

Eyes:

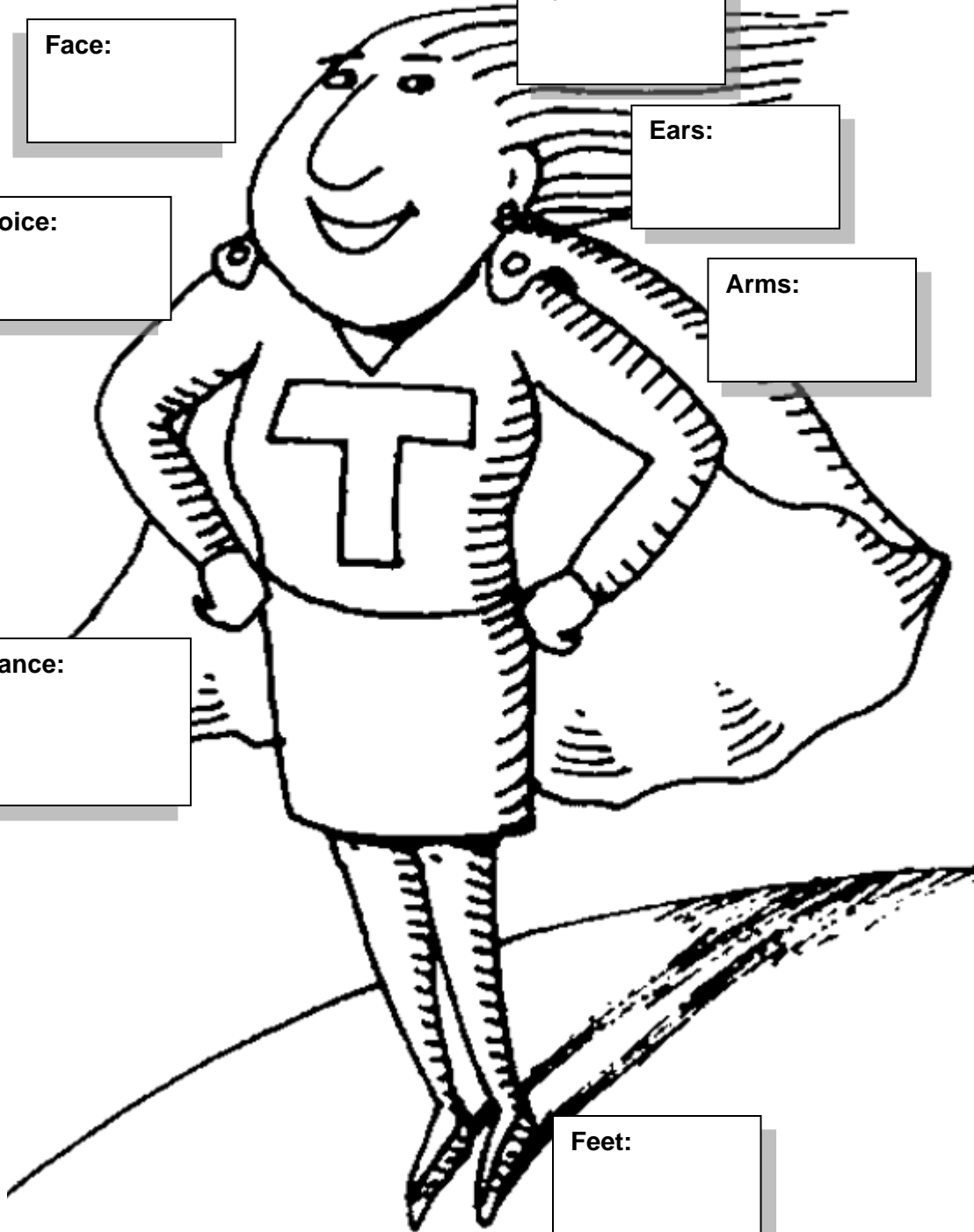
Ears:

Voice:

Arms:

Body/Stance:

Feet:



The Model
Presenter/Trainer

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THE MODEL PRESENTER (CONTINUED)

PRESENTER APPEARANCE

A presenter should:

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

The next several categories will cover the qualities that make a good presenter.

PRESENTER EYES

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

PRESENTER EARS

The presenter's ears should be:

- Listening to the participants and what is going on in the classroom
 - Sometimes it's hard to monitor everything so ask your fellow instructor to let you know if you miss something

PRESENTER FACE

The presenter's face should be:

- Animated
- Smiling a lot, with mouth and eyes

THE MODEL PRESENTER (CONTINUED)

PRESENTER VOICE

The presenter's voice should:

- Vary pace, but never be so slow that people get bored or so fast that people can't keep up
- Vary volume
- Use inflections
- Use pauses for emphasis and to add suspense
- Watch "er" and "um"

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.

PRESENTER STANCE

The presenter's stance should be:

- Open
 - Don't cross arms or slouch.
- Inviting
 - Smile and make eye contact with participants.
- Good posture
- Poised and confident

THE MODEL PRESENTER (CONTINUED)

PRESENTER ARMS

- Use gestures purposefully.
- Don't flail or point.

PRESENTER FEET

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

PRESENTER ATTITUDE

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

- Positive
- Accepting
- Enthusiastic
- Encouraging

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

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. But it must be a style with the qualities required of a good presenter.

UNIT SUMMARY

As an instructor, you need to be a:

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

UNIT 3: CERT BASIC TRAINING

UNIT 1 REVIEW

In this unit you will review the following information about *CERT Basic Training* Unit 1:

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

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T-T-T UNIT OVERVIEW

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.

UNIT 1 PURPOSE

The purpose of *CERT Basic Training* Unit 1 is:

- To introduce and sell the CERT Program
- To get people hooked
- To provide information on how to prepare home and workplace for emergencies/disasters

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 members or, at the very least, to promote the CERT concept with friends and family and in their neighborhoods and workplaces.

UNIT 1 LEARNING OBJECTIVES

The learning objectives for *CERT Basic Training* Unit 1 are:

1. To describe the types of hazards that are most likely to affect their homes and community
2. To describe the functions of CERTs and their role in the immediate response to a disaster
3. To identify steps to prepare for a disaster

UNIT 1 KEY TOPICS

In this unit, the instructor needs to do the following:

- Give a brief overview of the course and the material that will be covered
- Provide information about CERT
 - History, especially of the successful deployments of CERTs
 - Role of CERT in disasters and non-disasters
 - How CERTs fit into the emergency operations plan
- Emphasize the need for personal and family preparedness
 - Disaster kits
 - Evacuation plans

- Start modeling:
 - Personal protective equipment (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.
 - “What if” scenarios: what would you do if the ground started shaking, if the fire alarm went off, etc.?

TRAINING VIDEOS FOR UNIT 1

The 19-minute video *CERT in Action* is recommended for Unit 6 to show neighborhood CERT activation, Incident Command System (ICS), and operations. However, if time permits, instructors may choose to show all or part of the video during Unit 1 to help illustrate the concept of CERT. The video could be shown again during Unit 6, when participants will have a more knowledgeable perspective on CERT operations.

HANDS-ON ACTIVITIES IN UNIT 1

Building a Tower (*Basic Training* IG p. 1-5)

Purpose

Team building

Latitude to Adapt

- Give each group 5 minutes to discuss how they will build the tower and then don't allow them to talk until it is completed.
- Develop a different team-building activity.

How to Do the Activity Correctly

- Refer to the groups as "teams."
- Ensure that the groups do not begin the tower construction during the first 5 minutes. They may only discuss and plan during that period.
- During the debriefing, emphasize that the exercise was not just an "ice-breaker." The exercise also demonstrates how unfamiliar people can work on an unfamiliar problem under unfamiliar conditions and in a time-compressed environment to reach a common goal. These are the conditions under which CERTs will need to work to reach desired outcomes.

HANDS-ON ACTIVITIES IN UNIT 1 (CONTINUED)

Evacuate (*Basic Training* IG p. 1-42)

Purpose

To get people thinking about preparing for a disaster

Latitude to Adapt

Conduct the activity as it is written.

How to Do the Activity Correctly

- When a volunteer reports on his or her list and mentions 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.
- If a participant mentions an item that is incorrect (e.g., open all windows before the tornado hits), immediately provide correct information to the group.

TIPS FOR TEACHING UNIT 1

- Localize the content, as this feeds into the goal of selling the course.
 - Talk about locally specific potential disasters/hazards and keep talk about other disasters to a minimum.
- Limit the number of “war stories” told in Unit 1.
- Explain who is providing the PPE and kits for CERT members, and provide suggestions on where to find materials if CERT members will assemble their own kits.
- Be prepared to answer a lot of questions in this unit. Know the organization of the *CERT Basic Training* course.
- The most effective instructor for the first class is dynamic and engaging in order to keep participants coming back.

HOW UNIT 1 CONNECTS TO OTHER *CERT BASIC TRAINING* UNITS

- The emphasis on preparedness in this unit lays the groundwork for all CERT activities to be covered in later units. A CERT member's responsibility is to prepare their household. If the household is prepared for an emergency, a member 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 provided information on *CERT Basic Training* Unit 1.

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UNIT 4: CERT BASIC TRAINING

UNIT 2 REVIEW

In this unit you will review the following information about *CERT Basic Training* Unit 2:

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

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T-T-T UNIT OVERVIEW

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.

UNIT 2 PURPOSE

The purpose of *CERT Basic Training* Unit 2 is to:

- Teach about fire hazards and personal fire safety
- Introduce the concept of sizeup
- Reinforce the concept of teamwork

UNIT 2 LEARNING OBJECTIVES

The learning objectives for Unit 2 are:

1. To explain the role of CERTs in fire safety
2. To identify and reduce potential fire and utility risks in the home and workplace
3. To know the nine steps of the CERT sizeup process
4. To conduct a basic sizeup for a fire emergency
5. To operate a portable fire extinguisher correctly
6. To understand minimum safety precautions, including safety equipment, utility control, buddy system, and backup teams
7. To identify the locations of hazardous materials in the community and home and reduce the risk from hazardous materials in the home

This unit is full of important information – information upon which the rest of the *Basic Training* is founded (buddy system, sizeup, limitations of CERTs, etc.).

UNIT 2 KEY TOPICS

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 and fire hazards
 - In the home and workplace
 - Hazardous materials
- Teach people what they can do to reduce the hazards in the home and workplace
- Teach people what fires and hazardous materials they can and can't respond to and how to do it safely

- Highlight the:
 - Role of CERT members
 - Importance of the buddy system
 - Importance of personal protective equipment (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.
 - “What if” scenarios: What would you do if the ground started shaking, if the fire alarm went off, etc.?

TRAINING VIDEOS FOR UNIT 2

If time permits, the 18-minute video *Fire Safety: The CERT Member’s Role* is recommended for this unit. The video provides information on how to size up the fire and select the right extinguisher, as well as how to use extinguishers correctly.

The video is available for download at the National CERT Web site
<http://www.fema.gov/cert>.

HANDS-ON ACTIVITIES IN UNIT 2

Suppressing Small Fires (*Basic Training* IG p. 2-52)

Purpose

To provide hands-on practice in two key areas of fire suppression:

1. Using a portable fire extinguisher to suppress a small fire (as identified by the 5-second standard). If a CERT member cannot suppress the fire within 5 seconds after beginning to apply the product, he or she should back away.
2. 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 don’t use the full burn pan setup, walk participants through the steps to extinguish a fire.

How to Do the Activity Correctly

1. Ensure that all of the participants are dressed properly and wear safety equipment.
2. Be sure to work with fire department for assistance 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. Instructor 2 will observe and serve as the exercise Safety Officer.
6. Follow the exercise instructions completely.
7. Be prepared for the questions that typically arise after this exercise. For example, one question that might arise is “What happens when the fire is extinguished after 5 seconds?” The response would be “Back out with your buddy.” Another question that might arise is “What happens if my extinguisher runs out?” The response is “Your buddy has an extinguisher.”

TIPS FOR TEACHING UNIT 2

- Be prepared to answer the “what if” questions.
- Emphasize the role of CERT members. 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 members to know procedures for each.

TIPS FOR TEACHING UNIT 2 (CONTINUED)

- Make sure that you have all types of fire extinguishers.
 - 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.

If CO₂ extinguishers are used for demonstration in the classroom, be sure to open the classroom doors for ventilation.

- 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, handling the extinguisher, etc.
- Emphasize how quickly fire spreads. Most people don't realize how quickly a fire that is initially manageable can become unmanageable.

Encourage people to think creatively about possible fire suppression resources.

- Emphasize how everyday products can be hazardous, e.g., dairy creamer. Suggestion: Open up 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).
- Don't get too in depth with material about placards. Emphasize that they are a "stop sign."
- This unit requires a number of 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 acquire a basic understanding of how these devices work.

Consider taking the cotton ball exercise outside. Note: This exercise is found on page 2-12 of the Instructor Guide.

HOW UNIT 2 CONNECTS TO OTHER *CERT BASIC TRAINING* UNITS

This unit introduces the concept of sizeup. That concept is used throughout the course. You want your participants to have sizeup “on the brain” at the end of this unit.

This unit reinforces the concepts of:

- Teamwork
- The buddy system
- PPE
- Personal safety
- Limitations

T-T-T UNIT SUMMARY

This unit has provided information on *CERT Basic Training* Unit 2.

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UNIT 5: MAXIMIZE LEARNING

In this unit you will learn about:

- **How People Learn.** The three primary learning styles and activities that address them.
- **Creating a Positive Learning Environment.** What adults need to facilitate learning and how to address these factors.
- **Techniques That Maximize Learning.** The four critical elements of learning: motivation, reinforcement, retention, and transfer.
- **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.** The various types of evaluation that an instructor will use.
- **Guidelines for Asking and Answering Questions.** Why we ask questions, the kinds of questions that can be asked, how to ask a question, and how to answer a question.
- **Guidelines for When and How to Give Feedback.** What needs to be corrected and how to correct it.

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UNIT OVERVIEW

In Unit 2 the roles of effective instructors are discussed. One of the roles – probably the most important one – is trainer. Another role that is discussed is evaluator.

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
- Some guidelines for giving feedback

EXERCISE: POSITIVE LEARNING EXPERIENCES

Purpose: To identify positive learning experiences

Instructions: Work in pairs. Remember positive learning experiences and generate a list of the things that made that experience positive.

HOW PEOPLE LEARN

We each have a way that we like to learn. Learning styles are generally grouped into three primary types:

- Auditory
- Visual
- 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.

HOW PEOPLE LEARN (CONTINUED)

AUDITORY LEARNERS

Auditory learners learn through listening:

- Lectures
- Discussions
- Talking things through
- 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 text books
- PowerPoint slides
- Videos
- Flip charts
- Handouts

HOW PEOPLE LEARN (CONTINUED)

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

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. They want to actively explore the physical world around them.

LEARNING STYLES AND TEACHING

To really 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)
- 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.

HOW PEOPLE LEARN (CONTINUED)

LEARNING STYLES AND INSTRUCTORS

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 more graphic elements 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. Remember that addressing all learning styles will increase each participant's retention of the material. The *CERT Basic Training* Instructor Guide is written to include elements for all learning styles.

CREATE A POSITIVE LEARNING ENVIRONMENT

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 that need to be accommodated to create a positive learning environment:

- Physical factors
- Emotional factors
- Intellectual factors

PHYSICAL FACTORS

Adults need to be physically comfortable or they can't focus on learning.

CREATE A POSITIVE LEARNING ENVIRONMENT (CONTINUED)

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.
- Allowances are made for fatigue: there are frequent activities so participants don't have to sit too long; you take regular breaks.

Expectations for performance take into account reduced flexibility, reduced reaction times, time of day (evening may not be the best time to be sharp).

EMOTIONAL FACTORS

Adults also have to be comfortable emotionally. Adults have definite emotional needs:

- 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.)
- 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.)

CREATE A POSITIVE LEARNING ENVIRONMENT (CONTINUED)

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

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).

CREATE A POSITIVE LEARNING ENVIRONMENT (CONTINUED)

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 Participant Manual provides a reference to help with retention.)
- Making the learning active. Include practical hands-on exercises, not just lecture and slides.
- Using a variety of methods when teaching to reach all the learning styles (e.g., lecture, discussion, roleplay, demonstrations, activities, games)

TECHNIQUES THAT MAXIMIZE LEARNING

We've talked in this unit about learning styles and factors that affect adult learning. But when it comes right down to it, the bottom line is that adults basically need what kids need:

- Motivation
- Reinforcement
- To be told something more than once

TECHNIQUES THAT MAXIMIZE LEARNING (CONTINUED)

MOTIVATION

Motivation is critical, especially at the beginning of the training. Adults need to know how the training will benefit them. If they don't understand this, they won't 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
- Challenge participants but not frustrate them

REINFORCEMENT

Throughout the training, instructors need to encourage and reinforce. The instructor must reward good behavior – however small – positively and frequently. Rewards don't have to be physical. Simply saying “good job” means a lot to an adult learner.

REPETITION

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

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

- #1, explain it (description)
- #2, show it (demonstration)
- #3, have the learners do it (practice)

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

TECHNIQUES THAT MAXIMIZE LEARNING (CONTINUED)

EXERCISE: POWER OUTAGE

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

Instructions: Follow the steps below.

1. Follow along as the instructor reads the scenario:

What if you have a power outage 30 minutes after you started the unit on fire safety? You decide to wait for the power to come back on.

2. Answer these questions:

- What physical factors do you need to think about?

- How might you make this situation work for you? Think about emotional and intellectual needs.

- What if the power comes back on after an hour? You don't have time to teach the whole unit. You know you will have to reteach the lesson but you don't want the evening to be a complete waste. What can you do to make sure that participants remember the key points that you have covered so far? Remember all three learning styles.

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.

WHY YOU NEED TO EVALUATE

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

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."

But effective instructors take it much further. They use a variety of training methods to help transfer the knowledge:

- Interactive lecture (lecture with discussion questions)
- Demonstrations
- Roleplays
- Exercises

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

Effective instructors also know that periodically they have to assess whether what they have been saying has been learned.

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"

Finding out if learners "got it" is the process called evaluation. Because only if they learned it and can apply it will they be valuable CERT members.

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

- Physical needs: Is it too cold in here? Is it time for a break?
- Emotional needs: Does the chart make sense? Are people uncertain or frustrated?
- Intellectual needs: Do we need to practice this more?

WAYS TO EVALUATE

There are a number of ways to evaluate progress.

- Instructors can find out if people have learned by:
 - Asking questions
 - Listening to questions asked
 - Testing
 - Observing hands-on exercises
 - Observing body language

FORMAL EVALUATION

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

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 review what was learned in the previous unit. Some questions are built into 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.

GUIDELINES FOR ASKING AND ANSWERING QUESTIONS

WHY WE ASK QUESTIONS

There are lots of reasons to ask questions. Evaluation is only one of the reasons. Ask questions to:

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

KINDS OF QUESTIONS TO ASK

There are several kinds of questions.

#1. Open and Closed Questions

Closed Questions:

- A closed question is typically only answered by yes or no, 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
 - 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.”)

GUIDELINES FOR ASKING AND ANSWERING QUESTIONS (CONTINUED)

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
 - Get the class to think about what they’ve learned

#2. Questions to Different Audiences

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 (not intended to be answered but to stimulate thinking)

#3. Recall and Apply Questions

There are 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.
 - “What if” questions are apply questions. Apply questions will tell you the most about what a learner has learned.

GUIDELINES FOR ASKING AND ANSWERING QUESTIONS (CONTINUED)

HOW TO ASK A QUESTION

Indicators of good questions:

- Brief
- Easy to understand
- Asked with a friendly tone
- Allow people time to think about the answer

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)
- Call on someone

To an individual, you:

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

GUIDELINES FOR ASKING AND ANSWERING QUESTIONS (CONTINUED)

HOW TO ANSWER A QUESTION

Questions asked by the participants can tell trainers where learners are having difficulties. Don't feel obligated to answer them yourself. Turn the question into a relay question and ask someone else to answer it.

In the classroom, be sure to repeat the question before answering it. Paraphrase any 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 as soon as possible.

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, you will note some frustration on the part of other participants.

When that is the case:

- 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.

SOME GUIDELINES FOR GIVING FEEDBACK

Some opportunities for feedback in *CERT Basic Training* are:

- During hands-on activities and skills training
- To let participants know how well they met CERT requirements: correct attire, PPE, CERT kits
- During and at conclusion of class discussion

Instructors should give feedback:

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

SOME GUIDELINES FOR GIVING FEEDBACK (CONTINUED)

When giving feedback, instructors should:

- Compliment whenever possible, even when feedback is corrective (“I’m glad to see that you have long pants and a long-sleeved shirt. However, ...”)
- Be specific: Describe what needs to be corrected and how it needs to be corrected.

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

EXERCISE: DEVELOP “WHAT IF” QUESTIONS

Purpose: Work in pairs to develop “what if” questions.

Instructions: Follow the steps below.

1. Develop an apply question for a unit of the *CERT Basic Training* course.
2. You have 5 minutes to work.

It would be a good idea to develop “what if” questions for all the units you instruct. If you have trouble developing these questions, ask other instructors for suggestions.

UNIT SUMMARY

This unit has examined some of the things a trainer needs to know to be an effective instructor:

- How people learn
 - The three learning styles: auditory, visual, and tactile
 - 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
 - Repetition

This unit also examined evaluation:

- Why instructors need to evaluate
 - To see if knowledge is being transferred
 - 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
 - Observation

UNIT SUMMARY (CONTINUED)

- Guidelines for asking and answering questions
 - Why we ask questions
 - The kinds of questions that can be asked
 - How to ask a question
 - How to answer a question
- Guidelines for when and how to give feedback
 - To change incorrect information and behavior

UNIT 6: CERT BASIC TRAINING

UNIT 3 REVIEW

In this unit you will review the following information about *CERT Basic Training* Unit 3:

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

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T-T-T UNIT OVERVIEW

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.

UNIT 3 PURPOSE

The purpose of *CERT Basic Training* Unit 3 is:

- To teach about life-threatening conditions: airway obstructions, bleeding, shock
- To introduce the principles of triage and how to conduct triage evaluations

Some particular concerns for Unit 3 include:

- Unit 3 typically brings out in participants potential “squeamishness” or resistance to touching others.
 - Everyone who goes through the *CERT Basic Training* course has a role and/or place.
 - For those trainees who don’t want to touch others in class, consider what role they can perform as a CERT volunteer and part of the team.
 - Think about suggesting the management track or other ways that trainees can be incorporated.
- A primary obstacle to good training on Unit 3 is that people have been watching TV for years.
 - The way things are done on *MacGyver* and *House* are not the real world as it relates to killers, controlling bleeding, etc.
 - For that reason, this unit can be difficult to teach. The instructor has to debunk the TV myths and preconceived notions that participants may have.

UNIT 3 LEARNING OBJECTIVES

Unit 3 learning objectives are:

1. To identify the “killers”
2. To apply techniques for opening airways, controlling bleeding, and treating for shock
3. To conduct triage under simulated disaster conditions

UNIT 3 KEY TOPICS

In this unit, the instructor needs to do the following:

- Give a brief overview of the unit and the material that will be covered
- Teach how to recognize and treat the three “killers”:
 - Airway obstruction
 - Bleeding
 - Shock
- Teach what triage is – in simple terms – and the general procedure for conducting triage
- Teach how to evaluate a survivor during triage and how to document what is found
- Emphasize throughout the session the importance of rescuer safety (e.g., using safety equipment, working with a buddy, and doing a thorough sizeup). **CERT members cannot help anyone if they become victims.**

TRAINING VIDEOS FOR UNIT 3

If time permits, the 23-minute video *CERT Triage: Handling Mass Casualty Situations* is recommended for this unit. The video portrays triage procedures and treatment of an obstructed airway, uncontrolled bleeding, and shock, as well as sizeup and rescuer safety.

The video is available for download at the National CERT Web site
<http://www.fema.gov/cert>.

HANDS-ON ACTIVITIES IN UNIT 3

Although not everyone may want to engage in the medical operations exercises, everyone should observe the exercises. Instructors should encourage everyone to try something. Pushing participants’ comfort level in class allows mistakes to occur in the classroom and minimizes the mistakes that may occur on the scene.

Your job as instructor is to:

- Compliment and correct
- Coach participants so that the activity is performed properly

Everyone can learn from what was **not** done correctly as well as what was done correctly.

OPENING THE AIRWAY (*BASIC TRAINING IG P. 3-19*)

Purpose

To allow pairs of participants to practice using the Head-Tilt/Chin-Lift method on each other

Latitude to Adapt

Teach this skill in accordance with your local protocols.

How to Do the Activity Correctly

- It is important to have other instructors who can help observe.
- Make sure that all instructors agree on the proper procedure.
- Be sure to debrief. After all of the participants have had the opportunity to be the rescuer, discuss any problems or incorrect techniques that were observed. Explain how to avoid these problems in the future.

HANDS-ON ACTIVITIES IN UNIT 3 (CONTINUED)

CONTROLLING BLEEDING (*BASIC TRAINING IG P. 3-28*)

Purpose

To allow participants to practice the techniques for controlling bleeding on each other

Latitude to Adapt

Conduct the activity as it is written.

How to Do the Activity Correctly

- Allow each rescuer at least one observed attempt to use each technique.
- Demonstrate the pressure point activity.
- Be sure to coach participants on how to find your pulse and how to apply light pressure to the hollow beneath the arm (brachial pressure point) to stop the pulse and thus control bleeding.
- Be sure to debrief. After all of the participants have had the opportunity to be the rescuer, discuss any problems or incorrect techniques that were observed. Explain how to avoid these problems in the future.

HANDS-ON ACTIVITIES IN UNIT 3 (CONTINUED)

TREATING SHOCK (*BASIC TRAINING* IG P. 3-35)

Purpose

To allow participants to practice the steps for treating shock on each other

Latitude to Adapt

Conduct the activity as it is written.

How to Do the Activity Correctly

- Observe each rescuer at least once.
- Reinforce that participants should use simple commands. For instance: “Raise your hand.” “Follow my finger.”
- Be sure to debrief. After all of the participants have had the opportunity to be the rescuer, discuss any problems or incorrect techniques that were observed. Explain how to avoid these problems in the future.

REMOVING EXAM GLOVES (*BASIC TRAINING* IG P. 3-41)

Purpose

To allow participants to practice the proper technique for removing soiled exam gloves

Latitude to Adapt

Conduct the activity as it is written.

How to Do the Activity Correctly

- Provide exam gloves in medium and large sizes.
- Explain why non-latex gloves are used.
- Demonstrate the shaving cream activity. Be sure to relate this activity to rescuer safety.
- Participants should repeat the exercise until they are able to complete the technique quickly and comfortably, without “snapping” the gloves.

HANDS-ON ACTIVITIES IN UNIT 3 (CONTINUED)

CONDUCTING TRIAGE (*BASIC TRAINING IG P. 3-51*)

Purpose

To allow participants to practice conducting triage in a high-pressure situation

Latitude to Adapt

You may want to prepare a different set of survivor status cards for each group of rescuers.

How to Do the Activity Correctly

- Prepare survivor status cards before the session. See instructions in the Preparation section at the front of the unit.
- Be sure to make the distinction between triage categories and what technique is used to mark survivors during triage. Marking techniques (e.g., use of tags, use of tape) is a local jurisdiction decision.
- This exercise is fairly complex and needs to move quickly. Do a dry run of the exercise with the other instructors to make sure you are comfortable with how it goes.
- The exercise requires a good bit of space. Don't assume that you will have the ideal setup. Try to get access to the training room the day before the session.
- This exercise is very important. Triage is a difficult skill to learn without a lot of practice.
- Debriefing at the end of the unit is very important.

TIPS FOR TEACHING UNIT 3

- Be aware of the makeup of your participants.
 - Not everyone may want to engage in the medical operations exercises.
 - Be conscious of the reaction of your audience as you teach.

TIPS FOR TEACHING UNIT 3 (CONTINUED)

- Teach to the level of the participants. You're 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 scenarios that are real and relate to the region.
 - Keep triage instruction simple.
- Emphasize clearly the distinction between medical treatment and triage. Professionals will tell you that they expect to triage their patients in about 45 seconds. For CERT first responders, the need for speed is eclipsed by the need for proper assessment within the scope of the responder's training and skills. During the triage process, CERT first responders may treat for an obstructed airway, profuse bleeding, and shock.
- Demonstrate what a pint is. Get a pint of some liquid. Spill some or all of it to give participants a perspective of how much volume is in one-fifth of the human body's blood capacity.
- You may need to explain the Good Samaritan law in more detail.
- The key to the liability issue is to make sure that participants stay within the scope of the training/skills provided.
- Model the correct step-by-step procedures and safety equipment.

HOW UNIT 3 CONNECTS TO OTHER *CERT BASIC TRAINING* UNITS

- Unit 3 training on identifying and treating the "three killers" and performing medical triage is another application of the sizeup principle from Unit 2.
- The material in Unit 3 also prepares the participants for the disaster medical operations to be covered in Unit 4.
- 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 provided information on *CERT Basic Training* Unit 3.

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**
- **The Hands-on Activities in the Unit and How to Conduct Them Correctly**
- **How This Unit Connects to the Other Units**

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T-T-T UNIT OVERVIEW

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.

UNIT 4 PURPOSE

The purpose of *CERT Basic Training* Unit 4 is:

- 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

UNIT 4 LEARNING OBJECTIVES

Unit 4 learning objectives are:

1. To take appropriate sanitation measures to protect public health
2. To perform head-to-toe patient assessments
3. To establish a treatment area
4. To apply splints to suspected fractures and sprains, and employ basic treatments for other injuries

UNIT 4 KEY TOPICS

In this unit, the instructor needs to do the following:

- Give a brief overview of the unit and the material that will be covered
- Emphasize information about sanitation and hygiene to prevent the spread of disease
 - How to maintain proper hygiene
 - Sanitation issues
 - How to purify water
- Teach the five functions of disaster medical operations (triage, treatment, transport, morgue, and supply) and how to set them up to maintain good patient flow
- Teach how to lay out treatment areas (immediate, delayed, minor)
- Teach how to evaluate victims using a head-to-toe assessment
- Teach how to treat a variety of injuries

TRAINING VIDEOS FOR UNIT 4

There are no training videos for Unit 4.

HANDS-ON ACTIVITIES IN UNIT 4

CONDUCTING HEAD-TO-TOE ASSESSMENTS (*BASIC TRAINING IG P. 4-32*)

Purpose

To practice conducting head-to-toe assessments on each other

Latitude to Adapt

The activity should be conducted as it is written.

HANDS-ON ACTIVITIES IN UNIT 4 (CONTINUED)

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 victim.
 - Perform 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 survivor to locate injuries will help participants learn the technique. It will also help diminish participants' possible discomfort with touching survivors who need assistance.
- Break trainees into pairs and walk them through it again.
- Then have the participants try it on their own without you.
- This exercise should be completed as many times as possible with different "survivors."

SPLINTING (*BASIC TRAINING IG P. 4-55*)

Purpose

To practice conducting head-to-toe assessments on each other

Latitude to Adapt

The activity should be conducted as it is written.

How to Do the Activity Correctly

Observe each group and correct improper technique. Be sure to check for bandages that are too tight or too loose.

HANDS-ON ACTIVITIES IN UNIT 4 (CONTINUED)

DEMONSTRATIONS

There are a number of demonstrations in this unit. Prepare for them and practice them:

- Head-to-toe assessment
- “Creative” in-line stabilization
- Procedure for cleaning wounds
- Correct procedure for dressing/bandaging a wound
- Tying a bandage if no tape is available
- Correct procedures for splinting upper and lower leg
- Methods for controlling nasal bleeding
- How to provide assistance to a survivor who needs help retrieving his or her medications

TIPS FOR TEACHING UNIT 4

- This unit should be taught by someone with experience.
- It is important to know your audience and their physical abilities and comfort level. It is important, however, to encourage participants to push their limits and at least to try an activity once. Note: Encouraging is different from requiring. If a participant adamantly refuses, you must respect that decision.
- Do not deviate 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 prepared to deal with questions about different techniques (e.g., do you treat burns with wet or dry bandages).
- Follow State protocols.
- Reinforce CERT sizeup and personal protective equipment (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.

HOW UNIT 4 CONNECTS TO OTHER *CERT BASIC TRAINING* UNITS

- It continues the message of teamwork.
- Treatment and treatment areas (Units 3 and 4), as well as triage (Unit 3), overlap with Search and Rescue Operations in Unit 5.

T-T-T UNIT SUMMARY

This unit has provided information on *CERT Basic Training* Unit 4.

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UNIT 8: CERT BASIC TRAINING

UNIT 6 REVIEW

In this unit you will review the following information about *CERT Basic Training* Unit 6:

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

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***T-T-T* UNIT OVERVIEW**

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.

UNIT 6 PURPOSE

The purpose of *CERT Basic Training* Unit 6 is:

- To discuss organizational issues:
 - Onscene management
 - CERT mobilization
 - CERT tasks
- To review documentation tools

UNIT 6 LEARNING OBJECTIVES

Unit 6 learning objectives are:

1. To describe the CERT organization
2. To identify how CERTs interrelate with the Incident Command System (ICS)
3. To explain documentation requirements

UNIT 6 KEY TOPICS

In this unit, the instructor needs to do the following:

- Give a brief overview of the unit and the material that will be covered
- Help participants understand the concept of the Incident Command System
- Teach participants how a CERT is mobilized for a disaster
- Emphasize the importance of documentation

TRAINING VIDEOS FOR UNIT 6

If time permits, the 19-minute video *CERT in Action* is recommended for this unit. The video portrays a CERT activating and setting up an ICS immediately following a major storm and conducting search, rescue, and medical operations according to CERT protocols. The video is available for download at the National CERT Web site, <http://www.fema.gov/cert>.

HANDS-ON ACTIVITIES IN UNIT 6

ICS FUNCTIONS (*BASIC TRAINING IG P. 6-45*)

Purpose

To give the participants an opportunity to relate the ICS functions to specific situations

Latitude to Adapt

Conduct the activity as it is written.

How to Do the Activity Correctly

- Before the session, write up the scenario.
 - Choose a situation that might occur in your community and to which your CERT would be deployed.
 - Select and integrate into the exercise the hazards that your CERT members would face in the incident
 - Select an actual location in your community and create maps of the scene to make the scenario more realistic.
- As part of the exercise, you may wish to develop a list of potential situations that could occur in your community and ask the participants to prioritize their responses based on the goal of doing the greatest good for the greatest number.
- Have observers available during the activity to provide corrective feedback during the exercise.

TIPS FOR TEACHING UNIT 6

- The Program Manager is a great resource for this unit.
- Be sure to teach this unit slowly and allow ample time for discussion.
- If you did not use it in Unit 1, the Building a Tower exercise can be woven into this unit.
- Consider whether or not you want to include basic crime scene protocols in this unit. If so, arrange for that information to be delivered.
- Emphasize that with ICS you only use what you need. For example, if you don't need a logistics section, don't create one.
- Before conducting this unit, determine which documentation forms your CERTs will use and insert 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.

HOW UNIT 6 CONNECTS TO OTHER *CERT BASIC TRAINING* UNITS

Unit 6 provides a framework for all CERT functions covered in *CERT Basic Training* Units 2-5 and formalizes the principle of teamwork.

The Unit also explains what CERT members need to do to make sure their training works.

T-T-T UNIT SUMMARY

This unit has provided information on *CERT Basic Training* Unit 6.

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UNIT 9: TEACH-BACK #1

In this unit you 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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WHY DO A TEACH-BACK?

A key part of any successful train-the-trainer class is practice. You need to practice teaching the skills in the *CERT Basic Training* course, and you need to practice incorporating the information you are learning in this *CERT Basic Train-the-Trainer* course.

THE TEACH-BACK PROCESS

Here is the process for the teach-back preparation and presentation:

1. You will be assigned a partner and a block of instruction.
2. You will work tonight on your assignment. You will both be expected to be active participants in the teach-back (each person must deliver part of the instruction). Your total presentation time should be no longer than 15 minutes.
3. The teach-backs will be done tomorrow morning in groups of 10. The eight people who are not teaching will give you feedback on your presentation.
4. After your presentation, the “audience” (eight 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

The instructor will distribute feedback checklists to each participant. Review the assessment criteria that will be used for each presenter.

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

- What went well
- What could be improved

TEACH-BACK #1 ASSIGNMENT

WHAT TO INCLUDE IN THE TEACH-BACK

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
- Do it

The presenters' responsibilities are to:

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

Each person in a team is responsible for presenting an equal portion of the teach-back content.

Remember to incorporate practices and information you have learned from:

- Unit 2: Your Role as Instructor
- Unit 5: Maximize Learning

One final tip: don't "hide" behind lecterns or tables in the classroom. This minimizes your ability to interact with and properly engage your learners.

All in 15 minutes!

TEACH-BACK #1 ASSIGNMENT (CONTINUED)

CONTENT BLOCKS TO BE ASSIGNED

You will be assigned one of the following blocks from the *CERT Basic Training Instructor Guide*:

- Unit 1: Description, display, explanation of items in CERT kit (use actual kit)
- Unit 2: Use of fire extinguisher (selection of extinguisher, test, approaching fire, discharge of extinguisher, backing out) (pages 2-28 through 2-44)
- Unit 3: Stopping profuse bleeding (direct pressure, elevation, pressure points) (pages 3-21 through 3-28)
- Unit 4: Head-to-toe patient assessment (pages 4-23 through 4-33)
- Unit 4: Treating fractures/sprains/strains (pages 4-45 through 4-55)

Be sure to review the content you will present in the *CERT Basic Training Instructor Guide* and follow the Instructor Guide when you do your teach-back.

SETUP

Follow these steps for the teach-back presentation:

1. The presentation should be no longer than 15 minutes.
2. The people who are not training will give feedback on the presenter after it is done.
 - a. First, the “audience” (other participants and an instructor) will complete a feedback checklist. The written checklists will be given to the presenters.
 - b. 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.

In addition to the opportunity to demonstrate, the teach-backs also provide a good opportunity to practice the skills of giving feedback and coaching, which are important skills for trainers to have.

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UNIT 10: CERT BASIC TRAINING

UNIT 5 REVIEW

In this unit you will review the following information about *CERT Basic Training* Unit 5:

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

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T-T-T UNIT OVERVIEW

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.

UNIT 5 PURPOSE

The purpose of *CERT Basic Training* Unit 5 is:

- To show how to do search and rescue sizeup
- To teach how to conduct interior and exterior searches
- To teach how to rescue a survivor: lifting, leveraging, cribbing, and survivor removal

UNIT 5 LEARNING OBJECTIVES

Unit 5 learning objectives are:

1. To identify sizeup requirements for potential search and rescue situations
2. To describe the most common techniques for searching, both interior and exterior
3. To use safe techniques for debris removal and survivor extrication
4. To describe ways to protect rescuers during search and rescue

UNIT 5 KEY TOPICS

In this unit, the instructor needs to do the following:

- Give a brief overview of the unit and the material that will be covered
- Apply the sizeup 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 triaging them:
 - Carries: one-person arm, pack-strap, two-person, chair, blanket
 - Drags
 - Log rolling

TRAINING VIDEOS FOR UNIT 5

If time permits, the 32-minute video (or portions of it) *CERT Training: Safety in the Post-Disaster Environment* is recommended for this unit. The video provides an overview of safety considerations for CERT responders and is available for download at the National CERT Web site <http://www.fema.gov/cert>.

HANDS-ON ACTIVITIES IN UNIT 5

GATHERING FACTS (*BASIC TRAINING IG* PP. 5-18 TO 5-19)

Purpose

To give the participants the opportunity to consider some of the facts that CERT search and rescue teams will need to gather during sizeup

Latitude to Adapt

The scenario may be changed to fit your community's needs.

HANDS-ON ACTIVITIES IN UNIT 5 (CONTINUED)

How to Do the Activity Correctly

- Conduct the activity as it is written.

Suggestion: Take a picture of a building from the local area. Use the photo to elicit the types of information that should be gathered. Relate this to the next topic on sizeup.

SEARCH AND RESCUE SIZEUP (*CERT BASIC TRAINING IG P. 5-35*)

Purpose

To give the participants an opportunity to practice some of the thinking processes involved in planning and search and rescue sizeup

Latitude to Adapt

Conduct 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 probable type of incident that the community will face.

- Prepare realistic scenarios in advance of the session and have copies for each participant. Include the following types of information in the scenarios:
 - Type of event
 - Intensity/severity/duration
 - Occupancy affected
 - Current/forecast weather conditions
 - Time of day and week
 - Other factors that may affect search and rescue operations
- Provide participants with information about probable damage caused by local hazards (e.g., earthquakes, floods, hurricanes, tornados) to types of construction.

HANDS-ON ACTIVITIES IN UNIT 5 (CONTINUED)

VARIOUS CARRIES (*CERT BASIC TRAINING IG PP. 5-56 TO 5-66*)

Purpose

To practice how to do various carries

Latitude to Adapt

Conduct the activities as they are written.

How to Do the Activity Correctly

- Demonstrate the carry first 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.
- Give permission for participants to opt out of any carry with which they don't feel comfortable.
- Remind the participants that CERT members' safety is the number one priority.

SURVIVOR EXTRICATION (*CERT BASIC TRAINING IG P. 5-67*)

Purpose

To practice the removal of survivors from a collapse situation, using leveraging/cribbing and drags and carries

Latitude to Adapt

Create a more realistic scenario by using two or three rooms simultaneously so that there are several "rescues" occurring at once.

- If there are more groups of six than there are "collapse sites," have one group observe while another conducts extrication at one site. When groups rotate, observers and rescuers will 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

- Conduct the activity as it is written.
- Instructors should observe each group and correct errors that they see.

HANDS-ON ACTIVITIES IN UNIT 5 (CONTINUED)

DEMONSTRATIONS

There are a number of demonstrations in this unit. Prepare for them and practice them:

- How to search a room
- Leveraging and cribbing
- Survivor carries and log rolling

Don't wait until the end of the course and then 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 5

- 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 comprehension, this unit may be divided into two units and taught separately. Should you choose to do this, you are advised to teach through "Conducting Interior and Exterior Search Operations" in the first session and resume with "Conducting Rescue Operations" in the second session.
- Give participants a heads up about the risks associated with search and rescue without scaring them.
- When teaching sizeup, 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."
- Note that Slide 5-24 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."
- Emphasize that the CERT should not move the bodies of people who have died in a building as local law about who should move the person will prevail. In addition, the building may be a crime scene where there should not be any tampering.
- Instructors must be able to describe and help participants understand when to attempt a rescue.

COMMUNITY EMERGENCY RESPONSE TEAM TRAIN-THE-TRAINER
UNIT 10: CERT BASIC TRAINING UNIT 5 REVIEW

How UNIT 5 CONNECTS TO OTHER *CERT BASIC TRAINING* UNITS

It continues the messages of:

- Teamwork
- The need for sizeup
- Team safety

It picks up on the concept of triage from Units 3 and 4.

T-T-T UNIT SUMMARY

This unit has provided information on *CERT Basic Training* Unit 5.

UNIT 11: MANAGE THE CLASSROOM

In this unit you will learn about:

- **How to Learn About Your Learners.** What is useful information to know and ways to find it out.
- **What You Should Do With the Information You Learn.** How to use what you learn to be a more effective instructor.
- **Situations That Might Make Learners Feel “Left Out” or Uncomfortable and How to Avoid Those Situations.**
- **Behaviors That Might Be Disruptive.** What they are and how to handle them.
- **Working With Learners With Functional Limitations.** What those limitations might be and how to work with them.

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UNIT OVERVIEW

As discussed earlier, effective trainers are not just subject matter experts who spout out 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.

This unit examines how you can get to know your audience in a regular class and in a “fill-in” situation. It also looks at how you can use the information you learn.

LEARNING OBJECTIVES

At the conclusion of this unit, you 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 need to be made for some learners.

LEARN ABOUT YOUR LEARNERS

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 once a week for the next 9 weeks.

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 have
- What cultural backgrounds are represented
- If any of them will be a challenge to work with
- Who will be a help during activities
- How they are feeling

You can learn about your class by:

- Introductions
- Gathering expectations
- General conversations
- Observations
- Asking specific questions

Some of the ways an instructor gets to know the audience is through verbal communication.

LEARN ABOUT YOUR LEARNERS (CONTINUED)

Another way to get to know your class is through non-verbal communication and body language.

Body language can tell you that a participant:

Is bored

Is confused

Feels apprehensive

Doesn't want to be here

Is excited about learning

Is physically uncomfortable (cold or hot)

EXERCISE: BODY LANGUAGE ROLEPLAY

Purpose: This short exercise allows you to role play some of the behaviors you have seen while teaching

Instructions: As the volunteers demonstrate the behaviors, note features of the body language that can be observed.

Debrief: Remember to watch the people they are teaching. About 65% of communication is non-verbal: gestures, facial expressions, body stance.

Another thing that you need to know or be aware of is the cultural background of the people you will be training.

- Cultural sensitivity means that you are aware of cultures 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 and work with members of that culture to resolve any potential issues.

LEARN ABOUT YOUR LEARNERS (CONTINUED)

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 get a member of the community you are teaching to co-teach the class. If you cannot find someone to help you teach the class, invite someone from the community to attend your class and ask him or her to correct you if necessary.

During the training:

- Avoid making assumptions about the beliefs or attitudes of the learners. Remember that not all members of a community may have the same cultural background.
- Talk to participants before class and during breaks about their traditions.
- Practice humility in regards to cultural issues.
- Do not make jokes or be flippant regarding such issues.
- 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.

LEARN ABOUT YOUR LEARNERS (CONTINUED)

Examples of sensitive topics:

- Some cultures dislike the term “disaster preparedness,” as they feel that it invites disaster. In this case, seek guidance to find another 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 that you may encounter.

USE THE INFORMATION YOU LEARN

SCENARIO

So you know that you are supposed to communicate with your learners, both verbally and non-verbally. You have been checking in with people at the beginning of each session to see how they are doing and you have been talking to folks at breaks. You have been watching their body language. In the process you learn a lot about your learners, as individuals and as a group.

You can use the information 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 training (might need to slow the pace)
- Motivate and encourage: smile, nod, make eye contact, be genuine, compliment, be patient
- Have a personal relationship with each learner: call them by name, ask if expectations are being met, tell them something about yourself

TEACHING FOR ALL AGES

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.

TEACHING FOR ALL AGES (CONTINUED)

VETERANS

Think about learners who were born in the 1920s and 1930s.

As high school and college students, what was their learning environment like?

- Classrooms with blackboards
- Lectures
- Demonstrations (science)
- Reading (books and notes from lectures)
- Rote memorization

What tools did they have to gain knowledge?

- Books
- Experts

BOOMERS

Think about learners who were born in the mid-1940s to the mid-1960s.

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
- Rote memorization still expected

TEACHING FOR ALL AGES (CONTINUED)

What new tools did they have to gain knowledge?

- Overhead transparencies (began to be widely used in early 1960s)
- Television
- Some film

GEN X OR THIRTY-SOMETHING

Think about learners who were born between 1965 and 1980.

As high school and college students, what was their learning environment like?

- Classrooms with blackboards/whiteboards
- Places with computers (library, lab, home)
- Participatory learning
- Exploration and hands-on
- Role-playing

What new tools did they have to gain knowledge?

- Videotapes
- Computer
- Video games
- PowerPoint and other presentations (Microsoft Office introduced in 1989)

TEACHING FOR ALL AGES (CONTINUED)

GEN Y OR MILLENNIAL

Think about learners who were born between 1980-2000.

As high school and college students, what is their learning environment like?

- It's everywhere
- It's multimedia

What new tools do they have to gain knowledge?

- Internet
- Web 2.0: wikis, blogs, podcasts, social networking
- Software
- Mobile devices

Some CERT trainers may relate more to Boomer or early Gen Y. However, many new CERT members may be Gen X or Gen Y.

Let's review some things that are important to remember when working with them:

- The computer and the Internet are a part of life. It's how they communicate, how they research things, how they stay connected.
- Staying connected is important and they expect responses to be quick. They don't like delays:
e-mail is too slow; they prefer IM and texting.
- Doing is more important than knowing. They want to apply what they learn.
- They are perfectly happy with trial and error. They don't have to get it right the first time (think of a video game).
- Likewise they don't require linear learning (happy with simulations, games, collaboration).
- They are used to multitasking.
- They prefer typing and often have poor handwriting.

A final thought: all generations can engage in all types of learning and all types of media. However, it is good to think about what people are used to and are comfortable with.

COMMUNITY EMERGENCY RESPONSE TEAM TRAIN-THE-TRAINER

UNIT 11: MANAGE THE CLASSROOM

WORKING WITH YOUNGER LEARNERS

GEN X OR THIRTY-SOMETHING

Characteristics	What do they want
Born between 1965 and 1980. Their parents were born shortly before or during World War II or in the 1950s when the war was a recent memory.	
<i>Independent and self-reliant:</i> 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 don't want to be controlled.
<i>Technologically literate:</i> They have grown up with and are familiar with computer technology.	They prefer the quick access of Internet, CD-roms, and the World Wide Web as their sources for locating information.
<i>Expect immediate gratification:</i> Generation Xers are conditioned to expect immediate gratification.	They crave stimulation and expect immediate answers and feedback.

COMMUNITY EMERGENCY RESPONSE TEAM TRAIN-THE-TRAINER

UNIT 11: MANAGE THE CLASSROOM

Characteristics	What do they want
<p><i>Tend to be focused:</i> As learners, Generation Xers don't want to waste time.</p>	<p>They want their work to be meaningful to them. "They want to know why they must learn something before they take time to learn how" (Caudron 1997, p. 22).</p>
<p><i>Lifelong learners:</i> 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.</p>	<p>They seek continuing education and training opportunities.</p>
<p><i>Ambitious:</i> They crave success on their own terms.</p>	<p>They are "flocking to technology start-ups, founding small businesses and even taking up causes--all in their own way" (Hornblower 1997, p. 58).</p>
<p><i>Fearless:</i> Many are involved in extreme sports such as bungee jumping and sky surfing. "Indeed, adversity, far from discouraging youths, has given them a harder, even ruthless edge" (ibid., p. 62).</p>	<p>Most believe "I have to take what I can get in this world because no one is going to give me anything" (ibid., p. 62).</p>

COMMUNITY EMERGENCY RESPONSE TEAM TRAIN-THE-TRAINER

UNIT 11: MANAGE THE CLASSROOM

GEN Y OR MILLENNIAL

Characteristics	What do they want
<p>Born between 1976-95 or 1985-2001 (depending on the source)</p> <p>Details: Bigger than Baby Boomer Generation; three times the size of Generation X; roughly 26% of the population</p>	
<p><i>Close relationship with parents:</i></p> <p>They admire their parents (33% name one or both parents as their hero, rather than a pop culture celebrity).</p>	<p>Social interaction is important.</p>
<p><i>A close sphere of influence:</i></p> <p>A more dangerous world has created an environment that is more sheltered and structured and where young people have been protected.</p> <p>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.</p>	<p>Respect and positive reinforcement are important to this group.</p>
<p><i>Attentive and respectful:</i></p> <p>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.</p>	<p>Like their Boomer parents, fairness is important to this group.</p>

COMMUNITY EMERGENCY RESPONSE TEAM TRAIN-THE-TRAINER

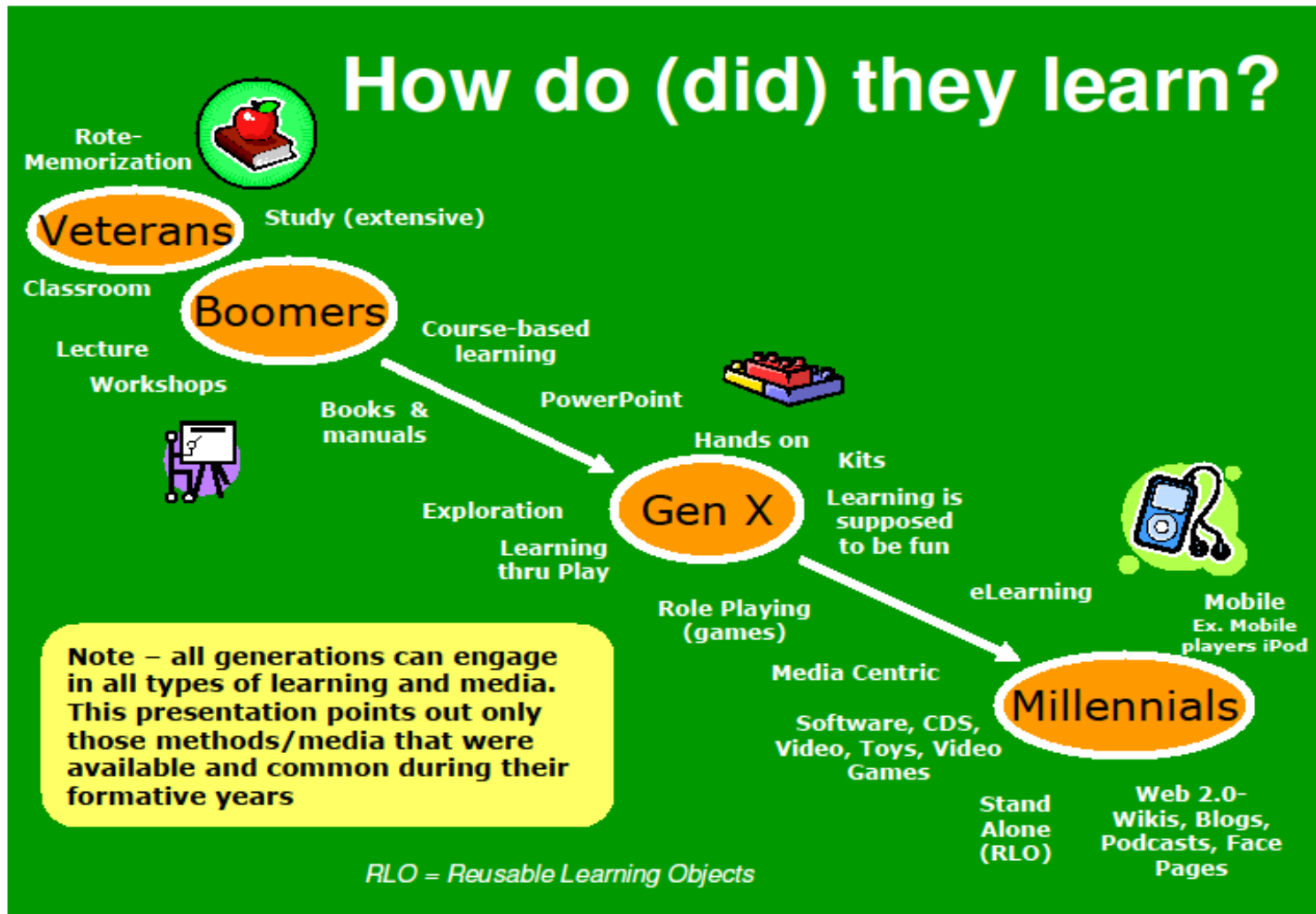
UNIT 11: MANAGE THE CLASSROOM

Characteristics	What do they want
<p><i>Programmed and team oriented:</i> Some believe that many Gen Yers 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.</p>	<p>They need a lot of structure as students. Generation Yers 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.</p>
<p><i>May have poor conflict resolution and interpersonal skills:</i> Having spent a large percentage of time in structured activities, they are accustomed to having a lot of adult supervision.</p>	<p>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.</p>
<p><i>Pressured to succeed:</i> 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 increasing competition for resources, Gen Y has done the same. Yet at the same time, Gen Y is open, eager, and responsive.</p>	<p>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 have mastered the information.</p>
<p><i>Involved:</i> 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.</p>	<p>They like to be useful and helpful.</p>

COMMUNITY EMERGENCY RESPONSE TEAM TRAIN-THE-TRAINER

UNIT 11: MANAGE THE CLASSROOM

Characteristics	What do they want
<p><i>Egalitarian, diverse, inclusive:</i> They definitely do not prefer hierarchy. One in five has an immigrant parent. They are very accepting of all.</p>	<p>They prefer to work in teams or groups.</p>
<p><i>Demanding of themselves and others, impatient, stressed:</i> 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.</p>	<p>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.</p>
<p><i>Multi-tasker:</i> This generation can easily manage to listen to music, work on the computer, and watch television at the same time.</p>	<p>They want opportunities to be creative in how they approach and fulfill requirements. This group is the most visual of all learning groups.</p>



Source: <http://nkilkenny.wordpress.com/creative-commons/>

DIFFICULT SITUATIONS

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.

Situations that may make a learner feel left out include:

Instructor ignores some learners

Instructor has some favorite learners

Some learners don't feel able to do the exercises due to physical limitations

Some learners don't 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

GUIDELINES FOR APPROPRIATE BEHAVIOR

Guidelines for appropriate ways for an instructor to behave include:

WATCH YOUR LANGUAGE.

There is no place in CERT for jokes or comments about race, religion, gender, ethnicity, or personal issues that would be of a hurtful nature to 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.

GUIDELINES FOR APPROPRIATE ACTION (CONTINUED)

BE CONSISTENT.

Address questions and comments to everyone. Don't 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. Be sure to encourage every learner to participate. Manage any learners who tend to exclude or overlook others.

GET TO KNOW THE LEARNERS.

Talk with them before and after class. Find out who might have limitations in doing exercises.

DEAL WITH TOUCHING APPROPRIATELY.

Any time that touching is involved, explicitly explain what you are about to do and ask permission.

Remember that one of the outcomes of the *CERT Basic Training* should be that CERT members have 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 victims.

The point of formalizing "ask permission" is to actually get CERT members to become more comfortable with touching someone else. The trainer's job is to help address CERT members' discomfort with touching strangers, and asking permission is a method of creating a heightened comfort level for the CERT rescuer as well as for the survivor.

BEING A BRAIN-FRIENDLY INSTRUCTOR

Remember that in Unit 5 you learned about the importance of creating a positive learning environment. You need to teach to various learning styles (auditory, visual, and tactile) and you need to use techniques that maximize learning, such as repetition, motivation, and reinforcement.

BEING A BRAIN-FRIENDLY INSTRUCTOR (CONTINUED)

This unit has been exploring another of the ways that you create a positive learning environment: by managing the classroom. You do this:

- By learning about your learners
- By controlling sensitive situations

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 of 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.
 - a. Imagine you have a water glass and a large jug of water.
 - b. You start to pour water into the glass and of course the glass begins to fill.
 - c. You continue pouring.
 - d. What happens? The water overflows.
 - e. What happens to the overflow? It’s lost forever.
5. The same is true of the hippocampus.
 - a. 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.

BEING A BRAIN-FRIENDLY INSTRUCTOR (CONTINUED)

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 to 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 sizeup 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.

POTENTIALLY DISRUPTIVE BEHAVIORS

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.

Disruptive behavior may include:

- Side conversationalist (whispering to someone)
- Non-participator (isn't an active member in the class)
- Expert (always must 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)
- Class clown (makes a joke out of everything; tries to be the center of attention)

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
- Participate less

POTENTIALLY DISRUPTIVE BEHAVIORS (CONTINUED)

EXERCISE: ADDRESSING DISRUPTIVE BEHAVIORS

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.

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. Break into small groups.
3. Within your group, discuss:
 - a. What might be motivating these behaviors
 - b. How an instructor should respond to the behavior
4. Regroup and report out.

Review handout.

WORKING WITH LEARNERS WITH FUNCTIONAL LIMITATIONS

SCENARIO #1

What if you have a group of mostly older people? What difficulties should you anticipate that they might have?

A group of older people may have difficulties in the following areas:

- Auditory
- Visual
- Bending
- Grasping
- Strength

What kinds of accommodations will you want to make?

- Don't make assumptions about their limitations.
- Arrange the classroom so that participants who choose to may sit as close as possible to front/instructor.
- Use a microphone if possible.
- Provide a copy of the *CERT Basic Training* course Participant Manual in the low-vision format for any participant who requests it (available at the National CERT Web site: <http://www.fema.gov/cert>). The Participant Manual is also available in Braille and in screen-reader format. Contact cert@dhs.gov for information.
- 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.

WORKING WITH LEARNERS WITH FUNCTIONAL LIMITATIONS (CONTINUED)

SCENARIO #2

What if someone arrives at the first class in a wheelchair? Do you automatically assume that this person can't be a CERT member?

How would you respond?

Don't 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.

UNIT SUMMARY

There are a number of 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 has provided guidelines for sensitive situations in the classroom. It has also reviewed the issue of asking permission to touch.

Finally, this unit examined how to handle challenges from learners:

- Behaviors that might disrupt the class
 - Side conversationalist
 - Non-participator
 - Expert
 - Dart thrower
 - Hare
 - Noisemaker
 - Class clown
- Learners with limitations

There are a range of techniques that instructors can use to respond to any of these situations.

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APPENDIX

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COMMUNITY EMERGENCY RESPONSE TEAM TRAIN-THE-TRAINER**UNIT 11: MANAGE THE CLASSROOM**

TECHNIQUES FOR DEALING WITH CHALLENGING LEARNERS

Dealing with	Possible Reasons for Behavior	How to Deal With It
Side Conversationalists	<ul style="list-style-type: none">▪ 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	<ul style="list-style-type: none">• Set guidelines about behavior.• Talk 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	<ul style="list-style-type: none">▪ May be shy or unsure▪ May be thinking before speaking▪ May be distracted by outside problems▪ May not understand what's going on▪ May feel superior; know-it-all▪ May be bored	<ul style="list-style-type: none">• 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!• Don't embarrass or put them on the spot.• Seek feedback at the break.
The "Expert"	<ul style="list-style-type: none">▪ May be well informed and anxious to share information▪ May be naturally talkative▪ May feel defensive	<ul style="list-style-type: none">• Acknowledge the response and redirect the question and discussion to involve others.• Avoid eye contact.• Impose time limits on the response.• Acknowledge the comment and involve others: "Al, that was an interesting insight. Barbara, what are your views on this issue?"• Talk privately with the learner. Ask for his or her help in encouraging silent participants to open up.• Don't demean or put down.

COMMUNITY EMERGENCY RESPONSE TEAM TRAIN-THE-TRAINER**UNIT 11: MANAGE THE CLASSROOM**

TECHNIQUES FOR DEALING WITH CHALLENGING LEARNERS, CONTINUED

Dealing with	Possible Reasons for Behavior	How to Deal With It
The “Dart Thrower” (shoots down other people’s comments)	<ul style="list-style-type: none">▪ May have a personal clash▪ May be feeling left out▪ May have been “shot down” before in training	<ul style="list-style-type: none">• Set ground rules about disagreeing with a point/statement.• Differentiate between personal attacks and differing points of view.• Remind learners about respect.• Don’t be defensive.• Take a break to discuss behavior.
The “Hare” (always tries to jump ahead)	<ul style="list-style-type: none">• May be in a hurry to finish• May be bored with the topic• May really be more interested in the upcoming material	<ul style="list-style-type: none">• 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”	<ul style="list-style-type: none">• May be subconsciously unaware• May be bored• May need a break	<ul style="list-style-type: none">• Make eye contact.• Move in for close proximity.• Take a 5-minute break and speak with the learner.
Class Clown	<ul style="list-style-type: none">• Wants attention• Bored with material• Doesn’t understand material or what’s going on	<ul style="list-style-type: none">• 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.• Switch to group activity.• Use close proximity.

TECHNIQUES FOR DEALING WITH CHALLENGING LEARNERS, CONTINUED

Dealing with	Possible Reasons for Behavior	How to Deal With It
Conflicts Between Learners	<ul style="list-style-type: none">• May have past history that you are unaware of• May have different ideas, values, beliefs, or perceptions• May have personality differences	<ul style="list-style-type: none">• 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.• Don't criticize either learner.• Take a break to resolve privately.

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UNIT 12: CERT BASIC TRAINING

UNIT 7 REVIEW

In this unit you 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**
- **The Hands-on Activities in the Unit and How to Conduct Them Correctly**
- **How This Unit Connects to the Other Units**

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T-T-T UNIT OVERVIEW

This unit reviews the content and activities in *CERT Basic Training* Unit 7. It also looks at how Unit 7 connects to the other units in the *CERT Basic Training* course.

UNIT 7 PURPOSE

The purpose of *CERT Basic Training* Unit 7 is:

- To examine the psychological impact of a disaster on survivors and rescuers
- To discuss how to provide psychological first aid
- To discuss what CERT members can do individually and as part of a CERT

UNIT 7 LEARNING OBJECTIVES

Unit 7 learning objectives are:

1. To describe the post-disaster emotional environment
2. To describe the steps that rescuers can take to relieve their own stressors and those of disaster survivors

UNIT 7 KEY TOPICS

In this unit, the instructor needs to do the following:

- Give a brief overview of the unit and the material that will be covered
- Demystify the topic as this information is useful and applicable to everyone
- Set boundaries for what is expected. CERT members identify problems but they do not manage them
- Emphasize the importance of listening
- Emphasize that CERT members should take care of themselves first

TRAINING VIDEOS FOR UNIT 7

If time permits, the 43-minute video *CERT Training: Disaster Psychology* (or portions of it) is recommended for this unit. The video describes the physical, emotional, and psychological reactions to a disaster and techniques for CERT members to take care of themselves and assist others in coping with the stress. The video is available for download at the National CERT Web site <http://www.fema.gov/cert>.

Please note that the video should not be used in place of teaching the unit.

HANDS-ON ACTIVITIES IN UNIT 7

There are no hands-on activities in this unit.

TIPS FOR TEACHING UNIT 7

- The topics covered in Unit 7 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 members. 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 skill set in the CERT member’s tool box.
- Stick to the materials, which are purposefully limited. CERT members are not trained to, nor should they attempt to, provide counseling or therapy to others. The instructor should be clear that providing emotional assistance to other CERT members and to survivors is “field expedient.” (CERT members who are also professional counselors may choose to assist their CERTs with those skills.)
- The instructor must model the compassion that he or she is trying to teach.
- Instructors should emphasize that practice sessions can never fully simulate the situations that CERT members will face in an actual disaster.

TIPS FOR TEACHING UNIT 7 (CONTINUED)

- Before the session, consult with local authorities about what CERTs should do with the body if someone dies.
- Remind participants about what they can and can't promise.
 - For example, don't tell someone everything will be okay. This promise cannot be kept.
 - Instead, CERT members should use the phrase, "We're going to do the best that we can." This is more effective, believable, and reassuring. It is a promise that can be kept.
- Before the session, determine if and how a critical incident stress debriefing (CISD) team would be available to CERT members if they need that kind of assistance.

HOW UNIT 7 CONNECTS TO OTHER *CERT BASIC TRAINING* UNITS

If CERT members are suffering from trauma stress, they cannot be effective members of the CERT. 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 provided information on *CERT Basic Training* Unit 7.

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UNIT 13: CERT BASIC TRAINING

UNIT 8 REVIEW

In this unit you will review the following information about *CERT Basic Training* Unit 8:

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

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T-T-T UNIT OVERVIEW

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.

UNIT 8 PURPOSE

The purpose of *CERT Basic Training* Unit 8 is:

- To provide CERT members with some information about terrorism and terrorist weapons
- To discuss how CERT members should respond if a terrorist attack has occurred or may be imminent

UNIT 8 LEARNING OBJECTIVES

Unit 8 learning objectives are:

1. To define terrorism
2. To identify potential targets within the community
3. To identify CERT operating procedures for a terrorist incident
4. To describe the actions to take following a suspected terrorist incident

UNIT 8 KEY TOPICS

In this unit, the instructor needs to do the following:

- Give a brief overview of the unit and the material that will be covered
- Emphasize personal safety. As with HazMat, terrorist incidents are a stop sign.
- Keep the discussion simple
- Convey the message that it really doesn't matter what causes a disaster, the response will be the same

HANDS-ON ACTIVITIES IN UNIT 8

APPLYING CERT PRINCIPLES TO A SUSPECTED TERRORIST INCIDENT (*BASIC TRAINING IG PP. 8-32 TO 8-34*)

Purpose

To give the participants an opportunity to relate the Incident Command System (ICS) functions to specific situations to ensure that the participants can apply their CERT protocols to what they've learned about suspected terrorist incidents

Latitude to Adapt

Conduct the activity as it is written.

How to Do the Activity Correctly

The activity is self-explanatory.

TIPS FOR TEACHING 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 improbable, identify the improbabilities but answer any aspect of the question that might be realistic.

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 2. 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 provided information on *CERT Basic Training* Unit 8.

UNIT 14: CERT BASIC TRAINING

UNIT 9 REVIEW

In this unit you will review the following information about *CERT Basic Training* Unit 9:

- **Unit Purpose**
- **Unit Objectives**
- **Key Points to Be Made in the Unit**
- **The Hands-On Activities in the Unit and How to Conduct Them Correctly**
- **How This Unit Connects to the Other Units**

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T-T-T UNIT OVERVIEW

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.

UNIT 9 PURPOSE

The purpose of *CERT Basic Training* Unit 9 is:

- To review the course
- To evaluate what participants have learned

UNIT 9 LEARNING OBJECTIVE

The Unit 9 learning objective is:

1. To apply the skills and knowledge learned in Units 1 through 8 to a simulated disaster situation

The learning objective is addressed in these topics:

- Final Exam
- Disaster Simulation

UNIT 9 KEY TOPICS

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
- Administer the final exam. You will need to make copies of the exam for each of the participants.
- Conduct the disaster simulation

HANDS-ON ACTIVITIES IN UNIT 9

DISASTER SIMULATION

Purpose

To give participants an opportunity 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)
 - Evolution 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 conduct the disaster simulation.
- You will need to:
 - Prepare a disaster scenario
 - Enlist “survivors”
 - 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 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 Evolution Model is used, it can be enhanced by the use of documentation forms with each station identified with a street address.
 - Addresses cannot be “Station 2” but must reflect an address such as “2222 Oak Street” in order to reinforce proper use of documentation forms.
 - Another enhancement is for teams to switch the team leader role at every station so that as many participants as possible can act as IC/TL.
- Be sure to allow enough time to debrief participants and trainers immediately following 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.

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 provided information on *CERT Basic Training* Unit 9.

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UNIT 15: TEACH-BACK #2

In this unit you will learn about:

- **The Teach-Back Process**
- **The Teach-Back #2 Assignment**
- **Film Session #2**

In this unit you will:

- **Conduct Your Second Teach-Back**
- **Provide Feedback on Other Presentations**

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WHY DO A TEACH-BACK?

A key part of any successful train-the-trainer class is practice. You need to practice teaching the skills in the *CERT Basic Training* course, and you need to practice incorporating the information you are learning in this *CERT Basic Train-the-Trainer* course.

THE TEACH-BACK PROCESS

Here is the process for the teach-back preparation and presentation:

1. You will be assigned a partner and a block of instruction.
2. You will work tonight on your assignment. You will both be expected to be active participants in the teach-back (each person must deliver part of the presentation). Your total presentation time should be no longer than 15 minutes.
3. The teach-backs will be done tomorrow morning in groups of 10. The eight people who are not teaching will give you feedback on your presentation.
4. After your presentation, the “audience” (eight 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

The instructor will distribute feedback checklists to each participant. Review the assessment criteria that will be used for each presenter.

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

- What went well
- What could be improved

TEACH-BACK #2 ASSIGNMENT

WHAT TO INCLUDE IN THE TEACH-BACK

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

Do it

The presenters' responsibilities are to:

Describe the skill clearly

Demonstrate the skill correctly

Coach the class through the practice session

Each person in a team is responsible for presenting an equal portion of the teach-back content.

Remember to incorporate practices and information you have learned from:

Unit 2: Your Role as Instructor

Unit 5: Maximize Learning

Unit 11: Maximize Learning

One final reminder: don't "hide" behind lecterns or tables in the classroom. This minimizes your ability to interact with and properly engage your learners.

All in 15 minutes!

TEACH-BACK #2 ASSIGNMENT (CONTINUED)

CONTENT BLOCKS TO BE ASSIGNED

You will be assigned one of the following blocks:

Unit 5: Description, explanation, and demonstration of entering, searching, and marking a building (pages 5-41 through the question icon on page 5-46)

Unit 5: Description, explanation, demonstration, and hands-on practice of two patient carries, one-person arm carry and one-person pack strap carry. (pages 5-57 and 5-58)

Unit 5: Description, explanation, demonstration, and hands-on practice of two patient carries, two-person carry and chair carry or blanket carry. (pages 5-59 through 5-61)

Unit 6: Description, explanation of documentation, and use of CERT forms (pages 6-27 through 6-44). 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 7: Description, explanation, and discussion of techniques to reduce stress on CERT members (pages 7-8 through 7-14)

SETUP

Follow these steps for the teach-back presentation:

1. The presentation should be no longer than 15 minutes.
2. The people who are not training will give feedback on the presentation after it is done.
 - a. First, the “audience” (other participants and an instructor) will complete a feedback checklist. The written checklists will be given to the presenters.
 - b. 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.

In addition to the opportunity to demonstrate, the teach-backs also provide a good opportunity to practice the skills of giving feedback and coaching, which are important skills for trainers to have.

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UNIT 16: PREPARING FOR THE CERT BASIC TRAINING COURSE

In this unit you will learn about:

- **What Needs to Be Done to Put on a *CERT Basic Training* Course**
- **Factors That Might Affect a Smooth Course Offering and How to Address Each One**

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UNIT OVERVIEW

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).

At the conclusion 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

POSSIBLE PLAYERS

Several people may share the responsibility for putting on a *CERT Basic Training* course.

The *CERT Basic Training* course may be put on by:

- Course Manager
- Lead Instructor
- Other instructors
- Volunteers

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.

It usually takes a number of people to put on a *CERT Basic Training* course.

COMMUNITY EMERGENCY RESPONSE TEAM BASIC TRAIN-THE-TRAINER
UNIT 16: PREPARING FOR THE CERT BASIC TRAINING COURSE

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
 - b. Ask instructors to tailor their units to your 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.

COMMUNITY EMERGENCY RESPONSE TEAM BASIC TRAIN-THE-TRAINER
UNIT 16: PREPARING FOR THE CERT BASIC TRAINING COURSE

4. **Gather equipment and supplies. Person responsible:** _____
- a. A computer with:
 - i. MS 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

COMMUNITY EMERGENCY RESPONSE TEAM BASIC TRAIN-THE-TRAINER

UNIT 16: PREPARING FOR THE CERT BASIC TRAINING COURSE

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 members 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.

PREPARE FOR THE UNFORESEEN

One of the most important things to do when getting ready for a *CERT Basic Training* course is to think of what might happen.

What “what if” questions should you ask yourself as you are preparing for the *CERT Basic Training* course?

FACTORS THAT AFFECT A SMOOTH COURSE OFFERING

Instructors must master the following factors to have a smooth course offering:

- Time management
- Equipment use
- Familiarity with whole course
- Team teaching

FACTORS THAT AFFECT A SMOOTH COURSE OFFERING (CONTINUED)

TIME MANAGEMENT

- There is a lot to cover in the course so stick to the times suggested in the IG.
- Start on time and end on time; people aren't 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; don't waste class time learning how to use it.

Learning how to use classroom equipment before the class begins will save a lot of time. You don't want to lose time and break the flow of the class because you're fumbling with equipment.

The following equipment may be needed for the *CERT Basic Training* course:

- Computer
- PowerPoint and video projection system
- PPE
- All activity materials, e.g.,
 - Fire extinguishers
 - Sterile dressings
 - Stretcher
 - Pry tools and cribbing
- Splinting materials

FACTORS THAT AFFECT A SMOOTH COURSE OFFERING (CONTINUED)

Tips for Effective Time Management

1. At the start of the unit, establish some ground rules:
 - a. 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.”
 - b. Everyone gets a chance to talk but no one dominates.
 - c. Use a *Parking Lot* to capture items that need to be pursued but are not the focal points for this unit.
 - d. 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 and 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.

FACTORS THAT AFFECT A SMOOTH COURSE OFFERING (CONTINUED)

FAMILIARITY WITH WHOLE COURSE

You should know what is covered in each of the units so that:

- 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
- 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

TEAM TEACHING AND CERT

Here are some tips for how instructors can work together to teach the *CERT Basic Training* course:

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:
 - a. Trainer
 - b. Coach
 - c. Evaluator
 - d. Classroom manager
- 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.

FACTORS THAT AFFECT A SMOOTH COURSE OFFERING (CONTINUED)

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:
 - a. In particular, know how to support specialized instructors.
 - b. Agree to make any difference of opinion “respectful debate.”

UNIT SUMMARY

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
- Equipment use

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UNIT 17: COURSE SUMMARY

In this unit you will learn about:

- **Take the Post-Test**
- **Review the Course Learning Objectives**
- **Review Participant Expectations**
- **Receive a Certificate of Completion**

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REVIEW OF COURSE LEARNING OBJECTIVES

The learning objectives for the *CERT Basic Train-the-Trainer* course describe what behaviors are expected from you by the conclusion of this course.

Course developers were very thorough about what performance they wanted from *CERT Basic Train-the-Trainer* course participants. The full list of learning objectives is listed below.

At the conclusion of this training, participants will be able to:

1. Demonstrate knowledge of the *CERT Basic Training* course
 - a. Relate the history of CERT
 - b. Describe the intent and purpose of CERT
 - c. Describe the emergency management system and where CERT fits
 - d. Discuss the learning objectives of each unit of the *CERT Basic Training* course and how the unit meets those objectives
 - e. Describe the sequence of the units and explain how one unit connects to the other units
 - f. Describe how to formulate an effective Unit 9 scenario
2. Demonstrate the ability to present an assigned portion of the course (teach-back)
 - a. The teach-back must include a lecture, a demonstration, a hands-on activity, and structured feedback on the activity.
 - b. The demonstration and hands-on activity must be done in a safe manner.
3. Communicate the core values of the program
 - a. Articulate the core values.
 - i. Safety, safety, safety
 - ii. Teamwork: stronger together than alone
 - iii. Community members helping each other in the neighborhood, workplace, school, other venues
 - iv. Valuing volunteers and CERT as an asset to the community

REVIEW OF COURSE LEARNING OBJECTIVES (CONTINUED)

- v. Preparedness
 - vi. Importance of each individual's contribution
 - vii. Practice, practice, practice
 - viii. Self-sufficiency and problem-solving rather than the survivor role
 - ix. Leadership
 - x. Ability to do the greatest good for the greatest number in the shortest amount of time
- b. Demonstrate the core values during the *CERT Basic Training* course
4. Demonstrate classroom management techniques
- a. Manage difficult learners
 - b. Adjust to the limitations of particular participants
 - c. Describe the logistical issues to be considered when putting on a course, including facility management
 - d. Manage classroom time to meet course requirements
 - e. Use training equipment correctly
 - f. Manage unforeseen classroom challenges
 - g. Identify potential ethical situations
 - h. Describe techniques to transition smoothly from one unit to another

REVIEW OF COURSE LEARNING OBJECTIVES (CONTINUED)

5. Demonstrate effective teaching techniques
 - a. Set the learning environment
 - i. Be enthusiastic and dedicated
 - ii. Read body language
 - iii. Maintain eye contact
 - iv. Relate to the participants
 - v. Address physical and emotional comfort needs
 - vi. Use humor appropriately
 - b. Maximize knowledge retention
 - i. Address the needs of adult learners
 - ii. Involve the participants by varying the teaching methods to appeal to a variety of learning styles
 - iii. Repeat key information
 - c. Convey information
 - i. Use effective presentation skills
 - ii. Give positive, constructive feedback
 - iii. Work effectively as part of an instructional team
 - d. Assess progress
 - i. Use questions effectively
 - ii. Observe hands-on activities and provide structured feedback
 - iii. Use “what if” scenarios that enable participants to apply what they have learned

REVIEW OF COURSE LEARNING OBJECTIVES (CONTINUED)

6. Model appropriate behavior
 - a. State what behavior should be modeled
 - i. Safety
 - ii. Teamwork
 - iii. Positive attitude
 - iv. PPE: Gloves, goggles, masks, etc.
 - b. Describe the ways to model the behavior
 - i. Personal actions, e.g., any time that touching is involved, explicitly explain what you are about to do
 - ii. Dress

Remember that this course is not supposed to teach you what is in the *CERT Basic Training* course. Rather this course was designed to teach you how to deliver the curriculum competently.