

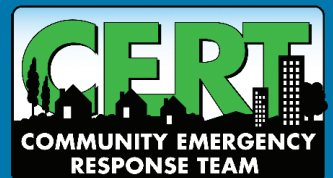
CERT Train-the-Trainer Course

Instructor Guide

FEMA P-1076 / September 2011



FEMA



COURSE OVERVIEW AND INSTRUCTOR RESPONSIBILITIES

[This page intentionally left blank]

**COMMUNITY EMERGENCY RESPONSE TEAM
COURSE OVERVIEW AND INSTRUCTOR RESPONSIBILITIES**

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 participants achieve the objectives of the *CERT Basic Training* course.
- A competent CERT instructor delivers training effectively and at an appropriate level, thus enabling participants to learn and correctly apply skill sets.
- A competent instructor creates a comfortable yet managed learning environment

OVERALL COURSE OBJECTIVES

At the conclusion of this training, participants 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.

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

COMMUNITY EMERGENCY RESPONSE TEAM
COURSE OVERVIEW AND INSTRUCTOR RESPONSIBILITIES

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.

COURSE TEACHING TECHNIQUES

About half of the lessons focus on training and skills and half of the lessons focus on review of the *CERT Basic Training* course.

Among the most critical skills necessary to teach the *CERT Basic Training* course is the ability to facilitate hands-on activities effectively. To that end, this course incorporates “teach-back” activities. For the purposes of this program, a teach-back activity is defined as one in which the participants are paired off and assigned a segment of instruction that they are then responsible for teaching to the remaining participants. These activities are designed to give the T-T-T participants the opportunity to use and practice their instructional techniques including team teaching. It is also an opportunity for participants to give and receive feedback.

COMMUNITY EMERGENCY RESPONSE TEAM
COURSE OVERVIEW AND INSTRUCTOR RESPONSIBILITIES

Each unit of the *CERT Basic Training* is reviewed in this course. The review process is conducted in the same way for every unit. The unit review process will involve lecture, demonstration, and participant discovery.

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

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

COURSE MATERIALS

The *CERT T-T-T* course includes these materials:

1. Instructor Guide (includes administrative, logistical, and preparation information; lesson plan; instructor notes; mini PowerPoint slides; instructions for all activities; all participant handouts and job aids)
2. Participant Manual (key content, activity worksheets, all handouts and job aids)
3. 15-minute videotape (four short segments showing a skilled instructor correctly demonstrating and at the same time teaching 1) how to demonstrate a head-to-toe assessment, 2) how to demonstrate a chair carry, 3) how to demonstrate a blanket carry with log rolling, and 4) how to set up and coach the lifting and cribbing activity)

**COMMUNITY EMERGENCY RESPONSE TEAM
COURSE OVERVIEW AND INSTRUCTOR RESPONSIBILITIES**

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 | |

COMMUNITY EMERGENCY RESPONSE TEAM
COURSE OVERVIEW AND INSTRUCTOR RESPONSIBILITIES

INSTRUCTOR QUALIFICATIONS

Instructors will be recruited and selected to conduct this course based on the following qualifications:

- Completion of *CERT Basic Training* course
- Completion of *CERT T-T-T* course
- Extensive training experience
- State-level approval

Enthusiasm and desire are essential qualities in a *CERT Train-the-Trainer* instructor.

PREPARING TO TRAIN

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

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

**COMMUNITY EMERGENCY RESPONSE TEAM
COURSE OVERVIEW AND INSTRUCTOR RESPONSIBILITIES**

PREPARING THE CLASSROOM

As an instructor, you are responsible for:

- The equipment that you need for the course. For each session, you will need:
 - A computer with PowerPoint software (PowerPoint 97 or more recent)
 - A computer projector and screen
 - Whiteboard or chart paper and easel, and markers
 - Masking tape
 - Pens and pencils

Session-specific equipment and materials are listed at the beginning of the Instructor Notes for each unit.

- The room arrangement

You will need additional spaces for the teach-backs so that each of the groups of 10 can make the presentations without interfering with another group.

COMMUNITY EMERGENCY RESPONSE TEAM

TABLE OF CONTENTS

| Course Overview and Instructor Responsibilities | PAGE |
|--|-------------|
| Course Overview | 1 |
| Overall Course Objectives | 1 |
| Target Audience | 2 |
| Prerequisites | 2 |
| Course Teaching Techniques | 2 |
| Course Materials | 3 |
| Course Agenda | 4 |
| Instructor Qualifications | 5 |
| Preparing to Train | 5 |
| Preparing the Classroom | 6 |
| Unit 1: Introduction | |
| Pre-test | 1-5 |
| Welcome | 1-9 |
| Housekeeping | 1-10 |
| Participant Introductions | 1-10 |
| Become a CERT Instructor | 1-11 |
| Participant Expectations | 1-11 |
| Course Preview | 1-12 |
| Course Agenda | 1-16 |
| Refresher Questions | 1-18 |
| CERT Walk-Through | 1-23 |
| Unit Summary | 1-27 |
| Unit 2: Your Role as Instructor | |
| Unit Overview | 2-4 |
| The CERT Basic Training Instructor | 2-6 |
| Good CERT Basic Instructor Qualities | 2-12 |
| Good Presenter Qualities | 2-13 |
| The Model Presenter | 2-15 |
| Unit Summary | 2-24 |

COMMUNITY EMERGENCY RESPONSE TEAM

TABLE OF CONTENTS

Unit 3: CERT Basic Training Unit 1 Review

T-T-T Unit Overview 3-3
Unit 1 Purpose..... 3-3
Unit 1 Learning Objectives 3-4
Unit 1 Key Topics 3-5
Training Videos in Unit 1 3-6
Hands-On Activities in Unit 1 3-7
Tips for Teaching Unit 1 3-8
How Unit 1 Connects to Other Basic Training Units 3-9
T-T-T Unit Summary 3-9

Unit 4: CERT Basic Training Unit 2 Review

T-T-T Unit Overview 4-3
Unit 2 Purpose 4-3
Unit 2 Learning Objectives..... 4-4
Unit 2 Key Topics 4-6
Training Videos for Unit 2 4-7
Hands-On Activities in Unit 2 4-7
Tips for Teaching Unit 2..... 4-9
How Unit 2 Connects to Other Basic Training Units 4-10
T-T-T Unit Summary 4-10

Unit 5: Maximize Learning

Unit Overview 5-5
How People Learn 5-7
Create a Positive Learning Environment..... 5-11
Techniques That Maximize Learning 5-16
Exercise: Power Outage 5-18
Why You Need to Evaluate..... 5-20
Ways to Evaluate..... 5-23
Guidelines for Asking and Answering Questions 5-25
Some Guidelines for Giving Feedback 5-30
Exercise: Develop What-If Questions 5-33
Unit Summary 5-34

COMMUNITY EMERGENCY RESPONSE TEAM

TABLE OF CONTENTS

Unit 6: CERT Basic Training Unit 3 Review

T-T-T Unit Overview 6-3
Unit 3 Purpose 6-3
Unit 3 Learning Objectives 6-5
Unit 3 Key Topics 6-6
Training Videos for Unit 3 6-7
Hands-On Activities in Unit 3 6-7
Tips for Teaching Unit 3 6-12
How Unit 3 Connects to Other Basic Training Units 6-13
T-T-T Unit Summary 6-14

Unit 7: CERT Basic Training Unit 4 Review

T-T-T Unit Overview 7-3
Unit 4 Purpose 7-3
Unit 4 Learning Objectives 7-4
Unit 4 Key Topics 7-5
Training Videos for Unit 4 7-6
Hands-On Activities in Unit 4 7-6
Tips for Teaching Unit 4 7-8
How Unit 4 Connects to Other Basic Training Units 7-9
T-T-T Unit Summary 7-10

Unit 8: CERT Basic Training Unit 6 Review

T-T-T Unit Overview 8-3
Unit 6 Purpose 8-3
Unit 6 Learning Objectives 8-4
Unit 6 Key Topics 8-5
Training Videos for Unit 6 8-6
Hands-On Activities in Unit 6 8-6
Tips for Teaching Unit 6 8-7
How Unit 6 Connects to Other Basic Training Units 8-8
T-T-T Unit Summary 8-8

COMMUNITY EMERGENCY RESPONSE TEAM

TABLE OF CONTENTS

Unit 9: Teach-Back #1

| | |
|-------------------------------|------|
| Why Do a Teach-Back? | 9-5 |
| The Teach-Back Process | 9-6 |
| Teach-Back #1 Assignment..... | 9-7 |
| Film Session #1 | 9-9 |
| Setup | 9-10 |
| Manage the Teach-Backs..... | 9-11 |
| Transition..... | 9-12 |

Unit 10: CERT Basic Training Unit 5 Review

| | |
|---|-------|
| T-T-T Unit Overview | 10-4 |
| Unit 5 Purpose..... | 10-4 |
| Unit 5 Learning Objectives..... | 10-5 |
| Unit 5 Key Topics | 10-6 |
| Training Videos for Unit 5 | 10-6 |
| Hands-On Activities in Unit 5 | 10-7 |
| Tips for Teaching Unit 5..... | 10-10 |
| How Unit 5 Connects to Other Basic Training Units | 10-12 |
| T-T-T Unit Summary | 10-12 |

Unit 11: Manage the Classroom

| | |
|---|-------|
| Unit Overview | 11-10 |
| Learn About Your Learners | 11-11 |
| Use the Information You Learn..... | 11-19 |
| Teaching for All Ages..... | 11-20 |
| Difficult Situations | 11-29 |
| Guidelines for Appropriate Behavior | 11-30 |
| Being a Brain-Friendly Instructor | 11-32 |
| Potentially Disruptive Behaviors..... | 11-36 |
| Working with Learners with Functional Limitations | 11-39 |
| Unit Summary | 11-43 |

COMMUNITY EMERGENCY RESPONSE TEAM

TABLE OF CONTENTS

Unit 12: CERT Basic Training Unit 7 Review

T-T-T Unit Overview 12-3
Unit 7 Purpose 12-3
Unit 7 Learning Objectives 12-4
Unit 7 Key Topics 12-5
Training Videos for Unit 7 12-5
Hands-On Activities in Unit 7 12-5
Tips for Teaching Unit 7 12-6
How Unit 7 Connects to Other Basic Training Units 12-8
T-T-T Unit Summary 12-8

Unit 13: CERT Basic Training Unit 8 Review

T-T-T Unit Overview 13-3
Unit 8 Purpose 13-3
Unit 8 Learning Objectives 13-4
Unit 8 Key Topics 13-5
Hands-On Activities in Unit 8 13-5
Tips for Teaching Unit 8 13-6
How Unit 8 Connects to Other Basic Training Units 13-6
T-T-T Unit Summary 13-7

Unit 14: CERT Basic Training Unit 9 Review

T-T-T Unit Overview 14-3
Unit 9 Purpose 14-3
Unit 9 Learning Objective 14-4
Unit 9 Key Topics 14-5
Hands-On Activities in Unit 9 14-6
Tips for Teaching Unit 9 14-7
How Unit 9 Connects to Other Basic Training Units 14-8
T-T-T Unit Summary 14-8

COMMUNITY EMERGENCY RESPONSE TEAM

TABLE OF CONTENTS

Unit 15: Teach-Back #2

Why Do a Teach-Back? 15-5
The Teach-Back Process 15-6
Teach-Back #2 Assignment 15-7
Film Session #2 15-10
Setup 15-11
Manage the Teach-Backs 15-12
Transition 15-13

Unit 16: Preparing for the CERT Basic Training Course

Unit Overview 16-4
Possible Players 16-5
Review of CERT Basic Training Course Preparation Checklist 16-6
Prepare for the Unforeseen 16-9
Factors That Affect a Smooth Course Offering 16-9
Unit Summary 16-17

Unit 17: Course Summary

Post-test 17-12
Review of Course Learning Objectives 17-12
Participant Expectations 17-17
Graduation 17-18

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.***

[This page intentionally left blank]

COMMUNITY EMERGENCY RESPONSE TEAM TRAIN-THE-TRAINER COURSE

UNIT 1: INTRODUCTION

**LEARNING
OBJECTIVES/
PERFORMANCE
OUTCOMES**

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

- Greet instructors and other participants by name.
- Describe what will be covered in the *CERT T-T-T* course.
- Navigate the *CERT T-T-T* training materials.
- Relate the history of CERT.
- Describe the intent and purpose of CERT.
- Articulate the core values of CERT.
- Explain how CERTs are deployed in their own communities.
- Describe the instructional materials that are used in the *CERT Basic Training* course.

SCOPE

The topics that will be discussed in this unit are:

- Welcome and Introductions
- Participant Expectations
- Course Preview
- Refresher Questions
- Introduction and Course Overview
- *CERT Basic Training* Course Instructor Guide
- *CERT Basic Training* Course Participant Manual
- Unit Summary

**ESTIMATED
COMPLETION TIME**

75 minutes

COMMUNITY EMERGENCY RESPONSE TEAM TRAIN-THE-TRAINER COURSE

UNIT 1: INTRODUCTION

TRAINING METHODS

As participants enter the classroom, the lead instructor will distribute the Pre-test and ask participants to complete it. The lead instructor will collect the Pre-test prior to beginning the unit instruction.

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

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

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

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

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

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

The instructor will briefly review the *CERT T-T-T* Participant Manual and the *CERT Basic Training* Instructor Guide so that participants are familiar with the materials.

The instructor will conclude the unit by quickly walking through the *CERT Basic Training* course instructional materials. The instructor will highlight the following:

1. Introduction and Course Overview
2. *CERT Basic Training* Course Instructor Guide
 - a. Instructor Responsibilities
 - b. Unit Introduction
 - c. Instructor Guide format

COMMUNITY EMERGENCY RESPONSE TEAM TRAIN-THE-TRAINER COURSE

UNIT 1: INTRODUCTION

TRAINING METHODS (CONTINUED) Please be advised that, as a general rule, the instructor is encouraged to add pertinent information to this guide but should never subtract material.

- RESOURCES REQUIRED**
- *Community Emergency Response Team Train-the-Trainer* Instructor Guide (for Train-the-Trainer instructors)
 - *Community Emergency Response Team Train-the-Trainer* Participant Manual (for all participants)
 - *Community Emergency Response Team Basic Training* Instructor Guide (for all participants)
 - PowerPoint slides 1-1 to 1-29
 - Copies of the Pre-test, one for each participant
-

- EQUIPMENT** The following additional equipment is required for this unit:
- A computer with PowerPoint software
 - A computer projector and screen
 - Masking tape (for posting the participant expectations)
 - Easel pad and easel
 - Whiteboard (optional)
 - Markers
-

PREPARATION Prior to class, make copies of the Pre-test, one for each participant. You can find the blank Pre-test following these notes, just prior to the lesson plan for Unit 1.

Prior to class, prepare one hard copy of the *CERT Basic Training* Instructor Guide and one hard copy of the *CERT Train-the-Trainer* Participant Manual for every person in the class.

Prior to class, prepare an easel chart with the CERT Core Values. Post the chart in the classroom and note that these will be referred to throughout the course. (See page 1-13 in this Instructor Guide.)

COMMUNITY EMERGENCY RESPONSE TEAM TRAIN-THE-TRAINER COURSE

UNIT 1: INTRODUCTION

NOTES

A suggested time plan for this unit is as follows:

| | |
|---|--------------|
| Pre-Test and Roster | Before class |
| Welcome..... | 5 minutes |
| Participant Introductions and Expectations..... | 30 minutes |
| Become a CERT Instructor..... | 2 minutes |
| Course Preview | 8 minutes |
| Course Agenda..... | 5 minutes |
| Refresher Questions..... | 10 minutes |
| CERT Walk-Through | 10 minutes |
| Unit Summary..... | 5 minutes |
| Total Time: 75 minutes | |

REMARKS

Pre-Test

As you distribute the Pre-test, explain that you will collect them but that they will not be graded in any way. The Pre-test helps the instructors know where to focus attention during the training. The Pre-test will be returned to participants at the conclusion of the training so they can see progress made.

Expectations

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

Refresher Questions

Do not linger over the questions. This is a review and refresher. Keep the discussion moving.

CERT Walk-Through

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

CERT Train-the-Trainer Pre-test

Name: _____

You have 10 minutes to complete this test.

1. Which of the following best describes the purpose of CERT?
 - a. To provide first responder services in an emergency situation until professional services arrive
 - b. To sacrifice personal safety to provide the greatest good for the greatest number
 - c. To train volunteers in life-saving techniques
 - d. To better enable communities to fight terrorism

2. Which of the following is *not* one of the roles of a *CERT Basic Training* instructor?
 - a. Subject matter expert
 - b. Friend and coach
 - c. CPR trainer
 - d. Evaluator

3. A CERT member's first responsibility is to prepare his or her _____.
 - a. Community
 - b. Household
 - c. Fellow CERT members
 - d. Local officials

4. Observing body language is one way to learn about your learners. About what percentage of communication is non-verbal?
 - a. 10
 - b. 80
 - c. 35
 - d. 65

COMMUNITY EMERGENCY RESPONSE TEAM TRAIN-THE-TRAINER COURSE

UNIT 1: INTRODUCTION

5. Multimodal learning combines a variety of learning styles. Which ones are included in the *CERT Basic Training*? (Choose all that apply.)
- Teach it to others
 - Hear it
 - See it
 - Say it
 - Do it
6. What is one way for you to respond to adult learners' emotional needs?
- Make the learning active with practical hands-on exercises
 - Provide meaningful reinforcement and feedback
 - Build bridges between old information and new information
 - Don't require learners to sit too long without a break
7. Repetition is a cornerstone of learning. How many times do people need to hear something before they learn it?
- Four
 - One
 - Two
 - Three
8. How do learners often judge an instructor? (Choose all that apply.)
- By what information he or she presents
 - By how much time he or she spends addressing the learning objectives
 - By how many years of experience he or she has with CERT
 - By how he or she presents information
9. What should you do before any exercise that involves touching?
- Make sure that participants have signed a waiver
 - Separate the men and the women in the class
 - Explicitly explain what you are about to do and ask permission
 - Review the CERT touching checklist

COMMUNITY EMERGENCY RESPONSE TEAM TRAIN-THE-TRAINER COURSE

UNIT 1: INTRODUCTION

10. Why should you ask questions? (Choose all that apply.)

- a. To appeal to different learning styles
- b. To reinforce the material
- c. To validate the evaluation process
- d. To make the course more interesting

11. What type of question will tell you the most about what a learner has learned?

- a. An open question
- b. A closed question
- c. A recall question
- d. An apply question

12. If you ask a question and someone gives a wrong answer, what is the best way for you to respond? (Choose all that apply.)

- a. Repeat the question
- b. Direct the question to someone else
- c. Compliment and correct the response
- d. Compliment and direct the question to someone else

13. Which of the following is not a preferred way to deal with a side conversationalist in your class?

- a. Talk privately at break
- b. Ask him or her to leave the room
- c. Comment about the difficulty of others to hear or concentrate
- d. Make eye contact

14. What is the preferred way to deal with an interpersonal conflict between two learners?

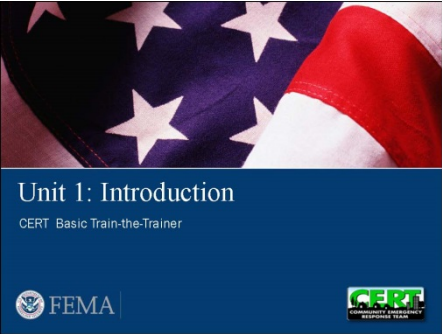
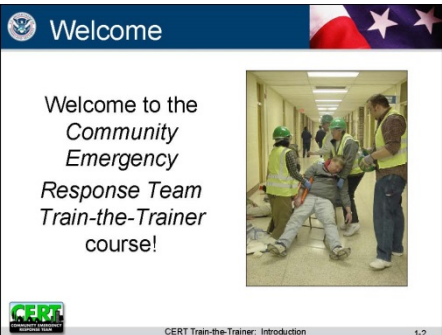
- a. Separate them during group activities
- b. Engage them in discussion in class
- c. Address the conflict privately
- d. Move them to different parts of the room

COMMUNITY EMERGENCY RESPONSE TEAM TRAIN-THE-TRAINER COURSE

UNIT 1: INTRODUCTION

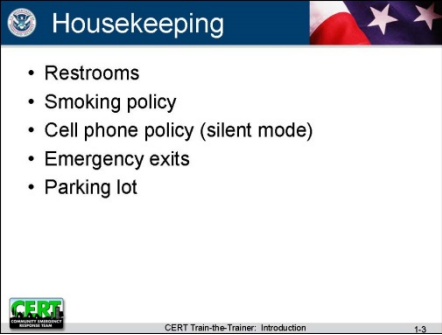
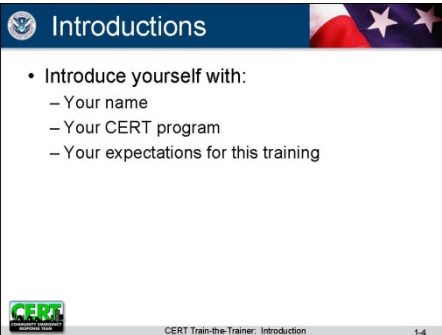
15. What should you do if a learner starts an activity and then decides that he or she is physically unable to complete the activity?
- Emphasize that there are functions for every person on a CERT
 - Tell the person to take a break and return to the class after the activity
 - Push the person to try the activity again
 - Kindly inform the person that he or she can't be a CERT member
16. Familiarity with the whole course enables you to:
- Make the connections that show CERT as a cohesive model
 - Tell people where the answer to a question will be addressed
 - Look more competent
 - All of the above
17. How many instructors should conduct each *CERT Basic Training* session?
- One
 - At least two
 - At least three
 - At least four
18. True or False: If possible, Units 3 and 4 should be conducted by licensed or certified Paramedics, Emergency Medical Technicians, or Nurses.
- True
 - False

Unit 1: Introduction

| INSTRUCTOR GUIDANCE | CONTENT |
|---|--|
|  <p>Display Slide 1-1</p> | <p>Roster</p> <p>Develop a class roster, as the participants are arriving, by passing around a sheet of paper. Ask the participants to write down their name, address, phone number, and email address, or to check themselves on a previously developed roster to confirm that their contact information is correct.</p> |
|  <p>Display Slide 1-2</p> | <p>Welcome</p> <p>Welcome the participants to the <i>Community Emergency Response Team Train-the-Trainer</i> course.</p> <p>Introduce yourself and provide some background information about your past experiences as a CERT trainer.</p> <p>Ask other instructors to introduce themselves in the same way.</p> |
| <p>Distribute a Pre-test to each participant.</p> <p>After 10 minutes, collect tests from participants. Continue with the lesson.</p> | <p>Pre-test</p> <p>Explain that before continuing you are going to distribute a Pre-test to each person. Tell participants that they have 10 minutes to complete the Pre-test, at which time you will collect them from everyone. Be sure to tell them that the Pre-test is not “open book” and should be completed from memory.</p> |

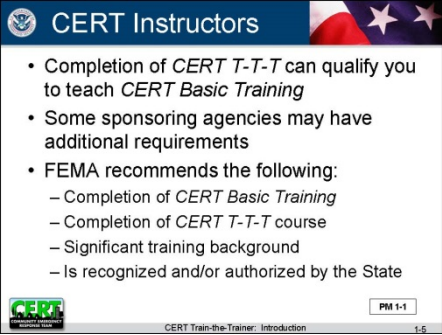
COMMUNITY EMERGENCY RESPONSE TEAM TRAIN-THE-TRAINER COURSE

UNIT 1: INTRODUCTION

| INSTRUCTOR GUIDANCE | CONTENT |
|---|--|
|  <p>Housekeeping</p> <ul style="list-style-type: none">• Restrooms• Smoking policy• Cell phone policy (silent mode)• Emergency exits• Parking lot <p>Display Slide 1-3</p> <p>Make any administrative announcements at this time.</p> | <p><i>Housekeeping</i></p> <ul style="list-style-type: none">▪ Restrooms▪ Smoking policy▪ Cell phone policy (silent mode)▪ Emergency exits▪ Parking lot <p>Add any other housekeeping items.</p> |
|  <p>Introductions</p> <ul style="list-style-type: none">• Introduce yourself with:<ul style="list-style-type: none">– Your name– Your CERT program– Your expectations for this training <p>Display Slide 1-4</p> <p>Record participants' expectations on easel pad pages and post on the wall for review at the end of the training.</p> <p>Do not linger over this activity.</p> | <p><i>Participant Introductions</i></p> <p>Ask participants to introduce themselves by providing:</p> <ul style="list-style-type: none">▪ Their name▪ The name of the CERT program they are with▪ Their expectations for this training <p>When participant introductions are done, ask them as a group whether or not they have already delivered <i>CERT Basic Training</i> (raise their hands).</p> <p>Acknowledge those participants who are already training CERTs.</p> |

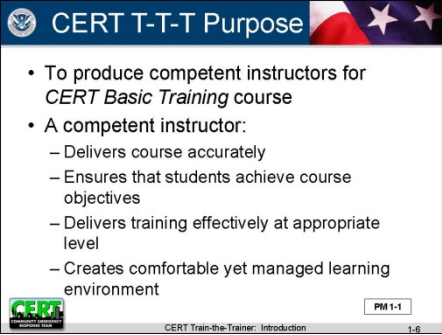
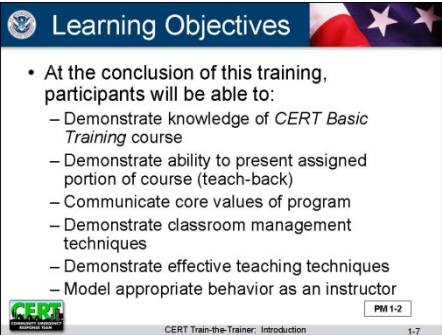
COMMUNITY EMERGENCY RESPONSE TEAM TRAIN-THE-TRAINER COURSE

UNIT 1: INTRODUCTION

| INSTRUCTOR GUIDANCE | CONTENT |
|---|--|
|  <p>CERT Instructors</p> <ul style="list-style-type: none">• Completion of <i>CERT T-T-T</i> can qualify you to teach <i>CERT Basic Training</i>• Some sponsoring agencies may have additional requirements• FEMA recommends the following:<ul style="list-style-type: none">– Completion of <i>CERT Basic Training</i>– Completion of <i>CERT T-T-T</i> course– Significant training background– Is recognized and/or authorized by the State <p>Display Slide 1-5</p> | <h3><i>Become a CERT Instructor</i></h3> <p>Explain to participants that completion of the <i>CERT T-T-T</i> can qualify participants to teach the <i>Basic Training</i> course. Note that local agencies that sponsor CERT training may have additional requirements.</p> <p>Say that completing the <i>CERT T-T-T</i> course does not always qualify one to become an instructor for <i>CERT T-T-T</i>, as this decision is made by the sponsor of the <i>T-T-T</i> 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.</p> <p>FEMA recommends the following requirements for a <i>CERT T-T-T</i> instructor:</p> <ul style="list-style-type: none">▪ Has completed <i>CERT Basic Training</i>▪ Has completed the <i>CERT T-T-T</i> course▪ Has significant training background▪ Is recognized and/or authorized by the State (varies from State to State) |

COMMUNITY EMERGENCY RESPONSE TEAM TRAIN-THE-TRAINER COURSE

UNIT 1: INTRODUCTION

| INSTRUCTOR GUIDANCE | CONTENT |
|---|---|
|  <p>Display Slide 1-6</p>  <p>Display Slide 1-7</p> | <p>Course Preview</p> <p>Course Purpose</p> <p>Review the course purpose.</p> <p>The purpose of this course is to produce competent instructors for the <i>CERT Basic Training</i> course. A competent instructor:</p> <ul style="list-style-type: none">▪ Delivers the <i>CERT Basic Training</i> 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 <i>CERT Basic Training</i> 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 <p>Course Learning Objectives</p> <p>Review the learning objectives for the <i>CERT T-T-T</i> course. These objectives describe what behaviors are expected from the participants by the conclusion of the <i>CERT T-T-T</i>.</p> <p>Explain that the slide only shows the six primary learning objectives. The full list of learning objectives or performance outcomes is in the Participant Manual (beginning on page 1-2).</p> |

COMMUNITY EMERGENCY RESPONSE TEAM TRAIN-THE-TRAINER COURSE

UNIT 1: INTRODUCTION

| INSTRUCTOR GUIDANCE | CONTENT |
|---|---|
| <p>Rather than reading the sub-objectives, refer participants to the Participant Manual for the “sub” learning objectives. They are included here for the instructor’s reference.</p> | <p>Say that each course objective’s sub-objectives are included in the Participant Manual and can be reviewed in detail individually.</p> <p>At the conclusion of this training, participants will be able to:</p> <ol style="list-style-type: none">1. Demonstrate knowledge of the <i>CERT Basic Training</i> course<ol style="list-style-type: none">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 <i>CERT Basic Training</i> 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)<ol style="list-style-type: none">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. |

COMMUNITY EMERGENCY RESPONSE TEAM TRAIN-THE-TRAINER COURSE

UNIT 1: INTRODUCTION

| INSTRUCTOR GUIDANCE | CONTENT |
|---|---|
| <p>Refer to CERT core values listed on easel.</p> | <ol style="list-style-type: none">3. Communicate the core values of the program<ol style="list-style-type: none">a. Articulate the core values.<ol style="list-style-type: none">i. Safety, safety, safetyii. Teamwork: stronger together than aloneiii. Community members helping each other in the neighborhood, workplace, school, other venuesiv. Valuing volunteers and CERT as an asset to the communityv. Preparednessvi. Importance of each individual's contributionvii. Practice, practice, practiceviii. Self-sufficiency and problem-solving, rather than the victim roleix. Leadershipx. Ability to do the greatest good for the greatest number in the shortest amount of timeb. Demonstrate the core values during the <i>CERT Basic Training</i> course.4. Demonstrate classroom management techniques<ol style="list-style-type: none">a. Manage difficult learners.b. Adjust to the limitations of particular learners.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. |

COMMUNITY EMERGENCY RESPONSE TEAM TRAIN-THE-TRAINER COURSE

UNIT 1: INTRODUCTION

| INSTRUCTOR GUIDANCE | CONTENT |
|---------------------|---|
| | <ul style="list-style-type: none">5. Demonstrate effective teaching techniques<ul style="list-style-type: none">a. Set the learning environment.<ul style="list-style-type: none">i. Be enthusiastic and dedicated.ii. Read body language.iii. Maintain eye contact.iv. Relate to the students.v. Address physical and emotional comfort needs.vi. Use humor appropriately.b. Maximize knowledge retention.<ul style="list-style-type: none">i. Address the needs of adult learners.ii. Involve the students by varying the teaching methods to appeal to a variety of learning styles.iii. Repeat key information.c. Convey information.<ul style="list-style-type: none">i. Use effective presentation skills.ii. Give positive constructive feedback.iii. Work effectively as part of an instructional team.d. Assess progress.<ul style="list-style-type: none">i. Use questions effectively.ii. Observe hands-on activities and provide structured feedback.iii. Use what-if scenarios that enable students to apply what they have learned. |

COMMUNITY EMERGENCY RESPONSE TEAM TRAIN-THE-TRAINER COURSE

UNIT 1: INTRODUCTION

| INSTRUCTOR GUIDANCE | CONTENT |
|---------------------|--|
| | <p>6. Model appropriate behavior</p> <ul style="list-style-type: none">a. State what behavior should be modeled.<ul style="list-style-type: none">i. Safetyii. Teamworkiii. Positive attitudeiv. PPE: Gloves, goggles, masks, etc.b. Describe the ways to model the behavior.<ul style="list-style-type: none">i. Personal actions, e.g., any time that touching is involved, explicitly explain what you are about to doii. Dress <p>Say that it is imperative that people in the <i>T-T-T</i> course already know what is in the <i>Basic Training</i> course. The <i>T-T-T</i> course will not teach participants <u>what</u> is in the <i>CERT Basic Training</i> course. This course will review each unit's requirements and teach participants <u>how</u> to deliver the curriculum competently.</p> |

COMMUNITY EMERGENCY RESPONSE TEAM TRAIN-THE-TRAINER COURSE

UNIT 1: INTRODUCTION

| INSTRUCTOR GUIDANCE | CONTENT |
|---------------------|---------|
|---------------------|---------|

| | DAY 1 | DAY 2 | DAY 3 |
|------------------|---|--|---|
| Morning | <ul style="list-style-type: none"> Introduction and Administrative Announcements Introduction Your Role as Instructor Unit 1 Review | <ul style="list-style-type: none"> Unit 4 Review Unit 6 Review Teach-Back #1 Continued (Presentations) | <ul style="list-style-type: none"> Unit 7 Review Unit 8 Review Unit 9 Review Teach-Back #2 Continued (Presentations) |
| Afternoon | <ul style="list-style-type: none"> Unit 2 Review Maximize Learning Unit 3 Review Teach-Back #1 (Assignment) | <ul style="list-style-type: none"> Teach-Back #1 Continued (Presentations) Unit 5 Review Manage the Classroom Teach-Back #2 (Assignment) | <ul style="list-style-type: none"> Teach-Back #2 Continued (Presentations) Preparing for CERT Basic Training course Course Summary |
| Evening | Teach-Back #1 preparation | Teach-Back #2 preparation | PM 1-2 |

Display Slide 1-8

Course Agenda

Review the course agenda on the following page.

Make these points:

- **The purpose of the *CERT T-T-T* is not to reteach the *CERT Basic Training* course. The purpose is to review each unit’s requirements and to discuss how to teach them effectively.**
- There will be a review of each *CERT Basic Training* unit:
 - The purpose, learning objectives, key points, relevant videos, 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.

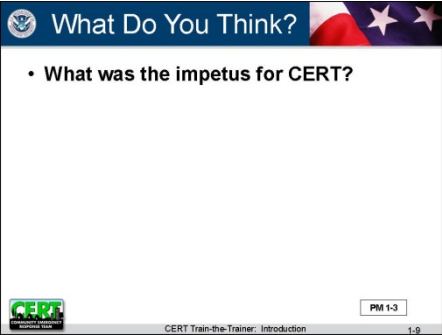
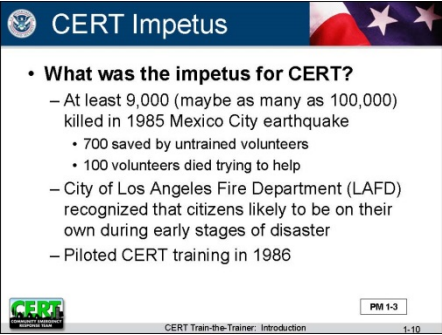
COMMUNITY EMERGENCY RESPONSE TEAM TRAIN-THE-TRAINER COURSE

UNIT 1: INTRODUCTION

| | <i>CERT T-T-T</i> COURSE AGENDA | | |
|------------------|--|--|---|
| | DAY 1 | DAY 2 | DAY 3 |
| MORNING | <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 4 Review • Unit 6 Review • Teach-Back #1 Continued (Presentations) | <ul style="list-style-type: none"> • Unit 7 Review • Unit 8 Review • Unit 9 Review • Teach-Back #2 Continued (Presentations) |
| AFTERNOON | <ul style="list-style-type: none"> • Unit 2 Review • Maximize Learning • Unit 3 Review • Teach-Back #1 (Assignment) | <ul style="list-style-type: none"> • Teach-Back #1 Continued (Presentations) • Unit 5 Review • Manage the Classroom • Teach-Back #2 (Assignment) | <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 |
| EVENING | Teach-Back #1 preparation | Teach-Back #2 preparation | |

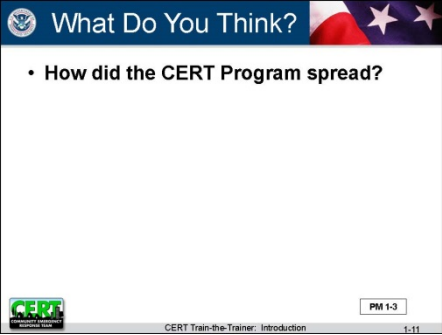
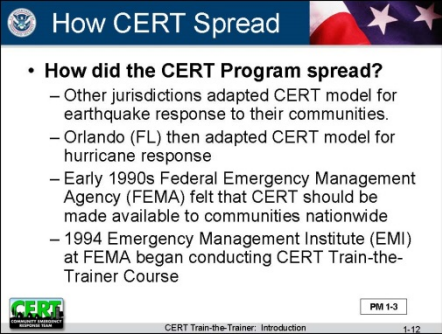
COMMUNITY EMERGENCY RESPONSE TEAM TRAIN-THE-TRAINER COURSE

UNIT 1: INTRODUCTION

| INSTRUCTOR GUIDANCE | CONTENT |
|--|--|
| | <p>Make sure, before moving on, that participants are comfortable with the training materials and with what to expect during the course.</p> |
| <p></p> <p>Display Slide 1-9</p> <p>Conduct a class discussion based on this question.</p> <p></p> | <p>Refresher Questions</p> <p>Say that every CERT instructor needs to know the basics about CERT.</p> <p>Explain that you are going to ask a series of questions to review key information about the CERT Program. Let participants know that they may want to record responses in their Participant Manuals.</p> <p>Ask the class:</p> <p>What was the impetus for CERT?</p> <p>Summarize the discussion by reviewing the slide.</p> <ul style="list-style-type: none">▪ At least 9,000 (maybe as many as 100,000) were killed in the 1985 Mexico City earthquake; 700 people were saved by untrained volunteers but 100 volunteers also died trying to help.▪ The City of Los Angeles Fire Department (LAFD) recognized that citizens would very likely be on their own during the early stages of a catastrophic disaster. They piloted CERT training in 1986. |

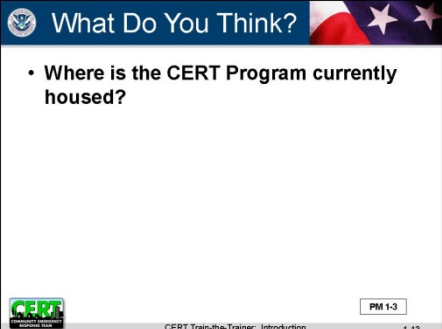
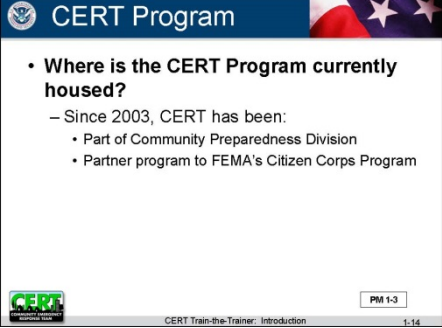
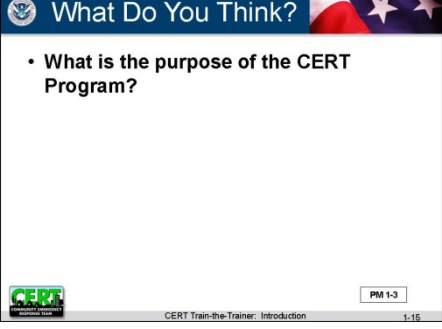
COMMUNITY EMERGENCY RESPONSE TEAM TRAIN-THE-TRAINER COURSE

UNIT 1: INTRODUCTION

| INSTRUCTOR GUIDANCE | CONTENT |
|---|---|
| <p>Display Slide 1-10</p>  <p>The slide features a blue header with the text 'What Do You Think?' and a red, white, and blue graphic. Below the header, a bullet point asks 'How did the CERT Program spread?'. At the bottom, there is a small CERT logo and a 'PM 1-3' indicator.</p> | <p>Ask the class:</p> <p>How did the CERT Program spread?</p> |
| <p>Display Slide 1-11</p> <p>Conduct a class discussion by asking this question.</p>  <p>The slide features a blue header with the text 'How CERT Spread' and a red, white, and blue graphic. Below the header, a bullet point asks 'How did the CERT Program spread?' followed by four sub-bullets: 'Other jurisdictions adapted CERT model for earthquake response to their communities.', 'Orlando (FL) then adapted CERT model for hurricane response', 'Early 1990s Federal Emergency Management Agency (FEMA) felt that CERT should be made available to communities nationwide', and '1994 Emergency Management Institute (EMI) at FEMA began conducting CERT Train-the-Trainer Course'. At the bottom, there is a small CERT logo and a 'PM 1-3' indicator.</p> | <p>Summarize the discussion by reviewing the slide.</p> <ul style="list-style-type: none">▪ Other jurisdictions including San Francisco, Portland (OR), and the State of Utah, adapted the CERT model for earthquake response to their communities. Orlando (FL) then adapted the CERT model for hurricane response, demonstrating the applicability of CERT to other hazards.▪ In the early 1990s the Federal Emergency Management Agency (FEMA) felt that the concept and the program should be made available to communities nationwide as all-hazards training.▪ In 1994, the Emergency Management Institute (EMI) at FEMA began to conduct the <i>CERT Train-the-Trainer</i> course. |
| <p>Display Slide 1-12</p> | |

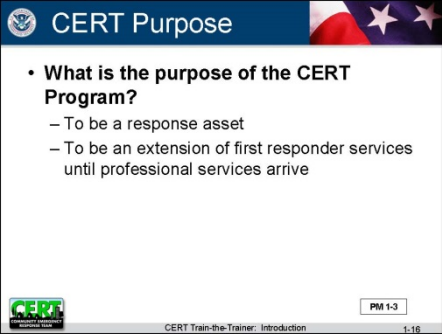
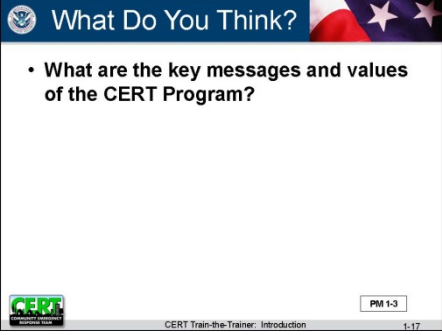
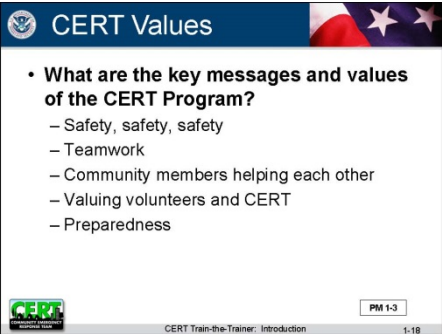
COMMUNITY EMERGENCY RESPONSE TEAM TRAIN-THE-TRAINER COURSE

UNIT 1: INTRODUCTION

| INSTRUCTOR GUIDANCE | CONTENT |
|--|--|
|  <p>What Do You Think?</p> <ul style="list-style-type: none">• Where is the CERT Program currently housed? <p>CERT Train-the-Trainer: Introduction 1-13</p> | <p>Ask the class:</p> <p>Where is the CERT Program currently housed?</p> |
| <p>Display Slide 1-13</p> | |
|  <p>CERT Program</p> <ul style="list-style-type: none">• Where is the CERT Program currently housed?<ul style="list-style-type: none">– Since 2003, CERT has been:<ul style="list-style-type: none">• Part of Community Preparedness Division• Partner program to FEMA's Citizen Corps Program <p>CERT Train-the-Trainer: Introduction 1-14</p> | <p>Give the answer to the question.</p> <p>Since 2003, the CERT Program has been part of the Community Preparedness Division and a partner program to the Citizen Corps Program at FEMA.</p> |
| <p>Display Slide 1-14</p> | |
|  <p>What Do You Think?</p> <ul style="list-style-type: none">• What is the purpose of the CERT Program? <p>CERT Train-the-Trainer: Introduction 1-15</p> | <p>Ask the class:</p> <p>What is the purpose of the CERT Program?</p> |
| <p>Display Slide 1-15</p> <p>Conduct a class discussion by asking this question.</p> | |

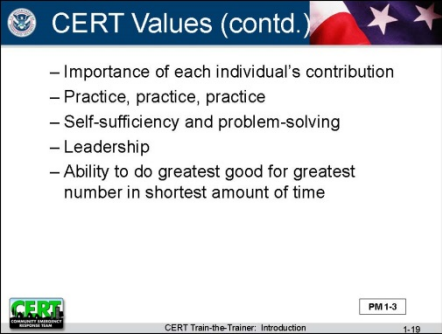
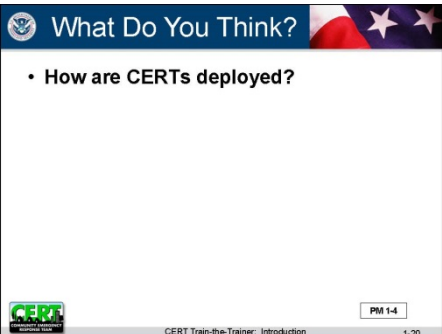
COMMUNITY EMERGENCY RESPONSE TEAM TRAIN-THE-TRAINER COURSE

UNIT 1: INTRODUCTION

| INSTRUCTOR GUIDANCE | CONTENT |
|---|--|
|  <p>CERT Purpose</p> <ul style="list-style-type: none">• What is the purpose of the CERT Program?<ul style="list-style-type: none">– To be a response asset– To be an extension of first responder services until professional services arrive <p><small>CERT Train-the-Trainer: Introduction 1-16</small></p> | <p>Summarize the discussion by saying that, if we are going to help our neighbors, we need to know how:</p> <p>Review the slide.</p> <ul style="list-style-type: none">▪ To be a response asset▪ To be not professional responders but an extension of first responder services until professional services arrive <p>Say that, if we know we’re going to help our neighbors during a disaster, we might as well be prepared.</p> |
|  <p>What Do You Think?</p> <ul style="list-style-type: none">• What are the key messages and values of the CERT Program? <p><small>CERT Train-the-Trainer: Introduction 1-17</small></p> | <p>Ask the class:</p> <p>What are the key messages and values of the CERT Program?</p> |
|  <p>CERT Values</p> <ul style="list-style-type: none">• What are the key messages and values of the CERT Program?<ul style="list-style-type: none">– Safety, safety, safety– Teamwork– Community members helping each other– Valuing volunteers and CERT– Preparedness <p><small>CERT Train-the-Trainer: Introduction 1-18</small></p> | <p>Summarize the discussion by reviewing the slide. The key messages and values of the CERT Program are:</p> <ul style="list-style-type: none">▪ Safety, safety, safety; “safety first”▪ Teamwork▪ Community members helping each other in the neighborhood, workplace, school, other venues▪ Valuing volunteers and CERT as an asset to the community▪ Preparedness |

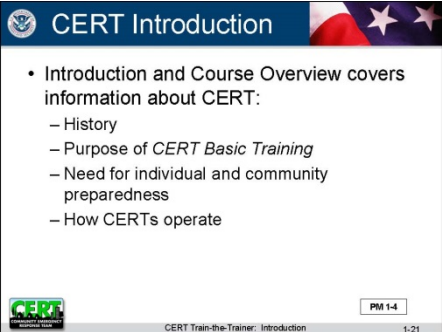
COMMUNITY EMERGENCY RESPONSE TEAM TRAIN-THE-TRAINER COURSE

UNIT 1: INTRODUCTION

| INSTRUCTOR GUIDANCE | CONTENT |
|---|---|
|  <p>CERT Values (contd.)</p> <ul style="list-style-type: none">– Importance of each individual's contribution– Practice, practice, practice– Self-sufficiency and problem-solving– Leadership– Ability to do greatest good for greatest number in shortest amount of time <p>Display Slide 1-19</p>  <p>What Do You Think?</p> <ul style="list-style-type: none">• How are CERTs deployed? <p>Display Slide 1-20</p> <p>Ask for three to four volunteers to explain how their CERT program fits into their community's emergency response system.</p> <p>Try to get a variety of models. Some examples may include self-deployed or activated by local government agency.</p> <p>Emphasize that how and for what purpose the CERTs are activated are determined by local jurisdiction.</p> | <ul style="list-style-type: none">▪ Importance of each individual's contribution▪ Practice, practice, practice▪ Self-sufficiency and problem-solving, rather than the victim role▪ Leadership▪ Ability to do the greatest good for the greatest number in the shortest amount of time <p>Ask the class:</p> <p>How are CERTs deployed?</p> |

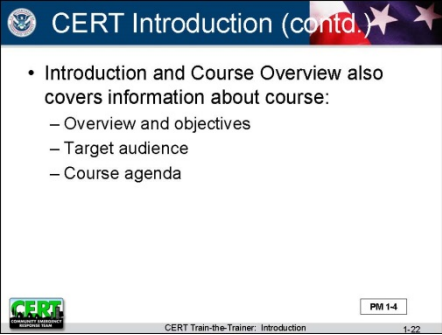
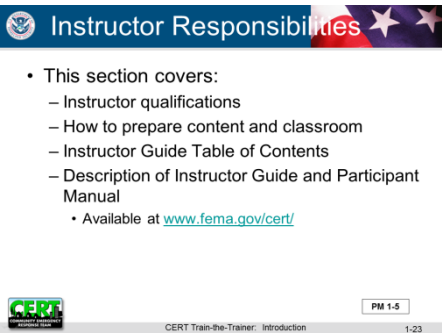
COMMUNITY EMERGENCY RESPONSE TEAM TRAIN-THE-TRAINER COURSE

UNIT 1: INTRODUCTION

| INSTRUCTOR GUIDANCE | CONTENT |
|---|---|
|  <p>Display Slide 1-21</p> <p>Be sure that participants are referring to the <i>CERT Basic Training</i> Instructor Guide. Ask participants to open their materials and follow along. Be sure to cue page numbers periodically throughout the materials walk-through.</p> | <p><i>CERT Walk-Through</i></p> <p>Explain that you want to quickly walk through the <i>CERT Basic Training</i> instructional materials to make sure that everyone knows what is included. Refer participants to the <i>CERT Basic Training</i> Instructor Guide.</p> <p><u>Introduction and Course Overview</u></p> <p>The Introduction and Course Overview section covers basic information about CERT:</p> <ul style="list-style-type: none">▪ History▪ The purpose of the <i>CERT Basic Training</i>▪ The need for individual and community preparedness▪ How CERTs operate |

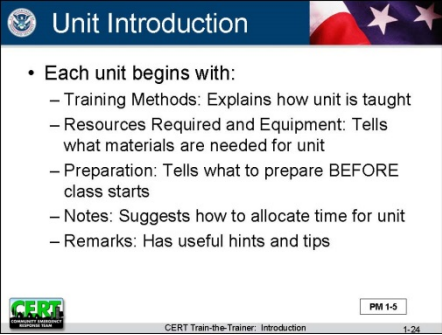
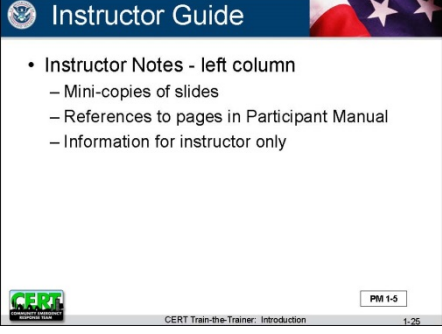
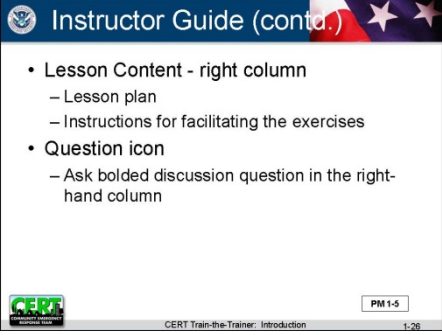
COMMUNITY EMERGENCY RESPONSE TEAM TRAIN-THE-TRAINER COURSE

UNIT 1: INTRODUCTION

| INSTRUCTOR GUIDANCE | CONTENT |
|--|---|
|  <p>CERT Introduction (contd.)</p> <ul style="list-style-type: none">• Introduction and Course Overview also covers information about course:<ul style="list-style-type: none">– Overview and objectives– Target audience– Course agenda <p>Display Slide 1-22</p>  <p>Instructor Responsibilities</p> <ul style="list-style-type: none">• This section covers:<ul style="list-style-type: none">– Instructor qualifications– How to prepare content and classroom– Instructor Guide Table of Contents– Description of Instructor Guide and Participant Manual<ul style="list-style-type: none">• Available at www.fema.gov/cert/ <p>Display Slide 1-23</p> | <p>It includes information about the course:</p> <ul style="list-style-type: none">▪ Overview and objectives▪ Target audience▪ Course agenda <p><u>Instructor Responsibilities</u></p> <p>This section is fairly brief. It covers:</p> <ul style="list-style-type: none">▪ 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 www.fema.gov/cert/) |



COMMUNITY EMERGENCY RESPONSE TEAM TRAIN-THE-TRAINER COURSE

UNIT 1: INTRODUCTION

| INSTRUCTOR GUIDANCE | CONTENT |
|---|---|
|  <p>Unit Introduction</p> <ul style="list-style-type: none">• Each unit begins with:<ul style="list-style-type: none">– Training Methods: Explains how unit is taught– Resources Required and Equipment: Tells what materials are needed for unit– Preparation: Tells what to prepare BEFORE class starts– Notes: Suggests how to allocate time for unit– Remarks: Has useful hints and tips <p>CERT Train-the-Trainer: Introduction PM 1-5 1-24</p> <p>Display Slide 1-24</p> <p>Refer participants to page 3-1 in the <i>CERT Basic Training Instructor Guide</i> for an example of each of these sections.</p> | <p><u>Unit Introduction</u></p> <p>Each unit begins with some essential preparation information. Read it.</p> <ul style="list-style-type: none">▪ 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. |
|  <p>Instructor Guide</p> <ul style="list-style-type: none">• Instructor Notes - left column<ul style="list-style-type: none">– Mini-copies of slides– References to pages in Participant Manual– Information for instructor only <p>CERT Train-the-Trainer: Introduction PM 1-5 1-25</p> <p>Display Slide 1-25</p> | <p><u>Instructor Guide Format</u></p> <p>The course content is presented in a two-column format.</p> <ul style="list-style-type: none">▪ Instructor Notes – left column<ul style="list-style-type: none">• 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 |
|  <p>Instructor Guide (cont.)</p> <ul style="list-style-type: none">• Lesson Content - right column<ul style="list-style-type: none">– Lesson plan– Instructions for facilitating the exercises• Question icon<ul style="list-style-type: none">– Ask bolded discussion question in the right-hand column <p>CERT Train-the-Trainer: Introduction PM 1-5 1-26</p> | <ul style="list-style-type: none">▪ Lesson Content – right column<ul style="list-style-type: none">• Lesson plan• Instructions for facilitating the exercises▪ Question icon<ul style="list-style-type: none">• When you see this icon in the left-hand column, ask the accompanying bolded discussion question in the right-hand column. |

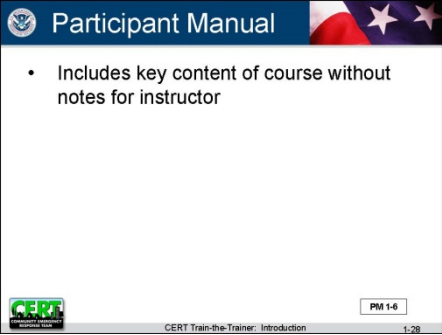
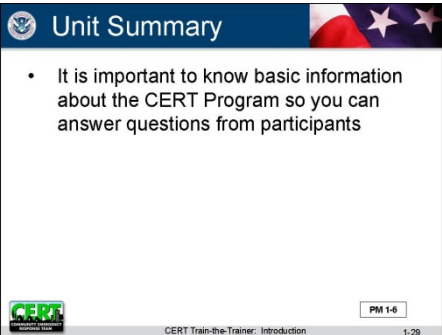

COMMUNITY EMERGENCY RESPONSE TEAM TRAIN-THE-TRAINER COURSE

UNIT 1: INTRODUCTION

| INSTRUCTOR GUIDANCE | CONTENT |
|---|---|
| <p>Display Slide 1-26</p>  <p>Display Slide 1-27</p>  | <p>Be sure to follow the Instructor Guide carefully when conducting this course.</p> <p><u>Emphasize the following reminders:</u></p> <ol style="list-style-type: none">1. The <i>CERT Basic Training</i> 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 <i>CERT Basic Training</i> 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. Ask the following question: What modules have you added to the <i>Basic Training</i> or require your CERT participants to complete?5. You are encouraged to add your own images to the PowerPoint slides. |

COMMUNITY EMERGENCY RESPONSE TEAM TRAIN-THE-TRAINER COURSE

UNIT 1: INTRODUCTION

| INSTRUCTOR GUIDANCE | CONTENT |
|---|---|
|  <p>Participant Manual</p> <ul style="list-style-type: none">Includes key content of course without notes for instructor <p>Display Slide 1-28</p> | <p><u><i>CERT Basic Training Course Participant Manual</i></u></p> <p>The Participant Manual includes the key content of the course without the notes that are just for the instructor's use.</p> |
|  <p>Unit Summary</p> <ul style="list-style-type: none">It is important to know basic information about the CERT Program so you can answer questions from participants <p>Display Slide 1-29</p>  | <p><i>Unit Summary</i></p> <p>Tell participants that it is important that they know basic information about the CERT Program so that they can answer questions from participants.</p> <p>Before moving on, make sure that participants are comfortable with the training materials.</p> <p>Do you have any questions about anything covered in this unit?</p> <p>Transition</p> <p>The next unit will examine your role as an instructor in the <i>CERT Basic Training</i> course.</p> |

[This page intentionally left blank]

UNIT 2: YOUR ROLE AS INSTRUCTOR

In this unit you will learn about:

- **The Role of the *CERT Basic Training* Course Instructor.** The various roles of a *CERT Basic Training* instructor and the qualities that he or she should possess.
- **The Qualities and Attributes of a Good Presenter.** What an instructor needs to possess and learn in order to be most effective.

[This page intentionally left blank]

COMMUNITY EMERGENCY RESPONSE TEAM TRAIN-THE-TRAINER COURSE

UNIT 2: YOUR ROLE AS INSTRUCTOR

| | |
|--|---|
| LEARNING OBJECTIVES/ PERFORMANCE OUTCOMES | <p>At the conclusion of this unit, the participants will be able to:</p> <ul style="list-style-type: none">▪ Describe the roles of the CERT instructor.▪ State the qualities of an effective CERT instructor.▪ List the qualities of a good presenter.▪ Explain how to develop a teaching style that conveys those qualities. |
| SCOPE | <p>The topics that will be discussed in this unit are:</p> <ul style="list-style-type: none">▪ Unit Overview▪ The <i>CERT Basic Training</i> Instructor▪ Good <i>CERT Basic Training</i> Instructor Qualities▪ Good Presenter Qualities▪ The Model Presenter▪ Unit Summary |
| ESTIMATED COMPLETION TIME | 30 minutes |
| TRAINING METHODS | <p>The instructor begins by asking what the goal of every <i>CERT Basic Training</i> class is. The instructor then explains that an effective instructor needs to prepare people to help themselves, their families, and their neighbors in the event of a catastrophic disaster.</p> <p>During the unit the instructor reviews the six primary roles of the <i>CERT Basic Training</i> instructor:</p> <ul style="list-style-type: none">▪ Subject matter expert▪ Trainer▪ Evaluator▪ Friend and coach▪ Role model▪ Classroom manager |

COMMUNITY EMERGENCY RESPONSE TEAM TRAIN-THE-TRAINER COURSE

UNIT 2: YOUR ROLE AS INSTRUCTOR

TRAINING METHODS (CONTINUED)

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

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

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

RESOURCES REQUIRED

- *Community Emergency Response Team Train-the-Trainer Instructor Guide* (for Train-the-Trainer instructors)
- *Community Emergency Response Team Train-the-Trainer Participant Manual* (for all participants)
- *Community Emergency Response Team Basic Training Instructor Guide* (for all participants)
- PowerPoint slides 2-1 to 2-43

EQUIPMENT

The following additional equipment is required for this unit:

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

PREPARATION

Print out copies of the “Super Trainer” handout for each participant, which can be found in the Appendix of this unit.

COMMUNITY EMERGENCY RESPONSE TEAM TRAIN-THE-TRAINER COURSE

UNIT 2: YOUR ROLE AS INSTRUCTOR

NOTES

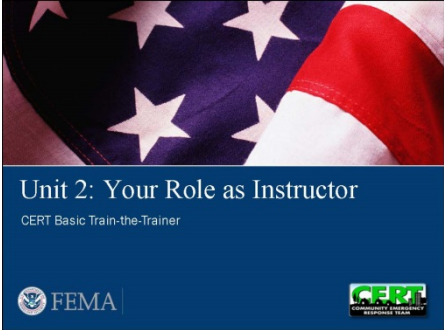
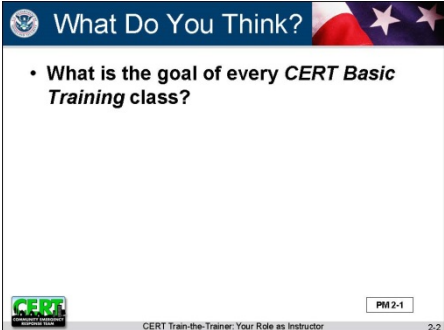
A suggested time plan for this unit is as follows:

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

REMARKS

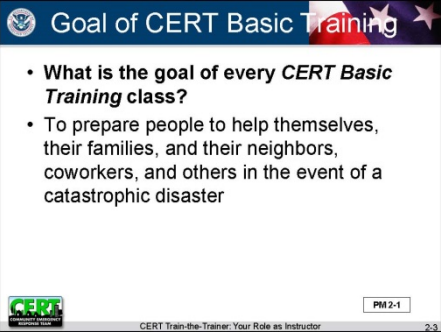
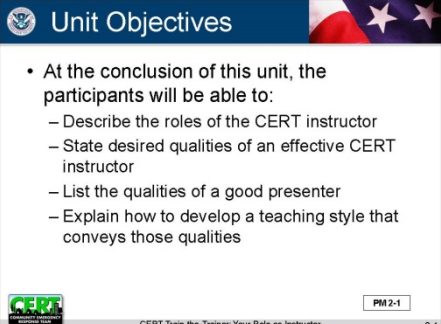
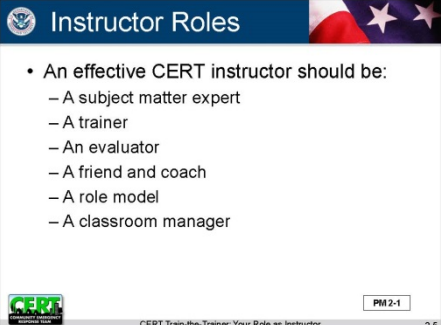
This unit emphasizes that the focus of learning in any training is on the participant. It's not about the instructor. This unit also stresses the importance of being a good presenter as well as a good instructor.

Unit 2: Your Role as Instructor

| INSTRUCTOR GUIDANCE | CONTENT |
|--|---|
|  <p>Unit 2: Your Role as Instructor CERT Basic Train-the-Trainer</p> <p>FEMA CERT</p> <p>Display Slide 2-1</p>  <p>What Do You Think?</p> <ul style="list-style-type: none"> What is the goal of every <i>CERT Basic Training</i> class? <p>CERT PM 2-1</p> <p>Display Slide 2-2</p> <p>Conduct a class discussion based on this question.</p> | <p>Unit Overview</p> <p>Say that this unit looks at what roles and qualities make an instructor effective. The unit also examines the qualities that make an instructor a good <i>presenter</i>.</p> <p>Start by asking:</p> <p>What is the goal of every <i>CERT Basic Training</i> class?</p> |


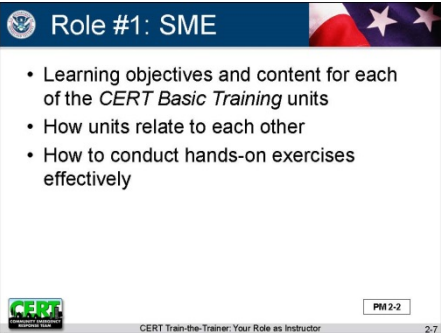
COMMUNITY EMERGENCY RESPONSE TEAM TRAIN-THE-TRAINER COURSE

UNIT 2: YOUR ROLE AS INSTRUCTOR

| INSTRUCTOR GUIDANCE | CONTENT |
|---|--|
|  <p>Goal of CERT Basic Training</p> <ul style="list-style-type: none">• What is the goal of every <i>CERT Basic Training</i> class?• To prepare people to help themselves, their families, and their neighbors, coworkers, and others in the event of a catastrophic disaster <p><small>CERT Train-the-Trainer: Your Role as Instructor 2-3</small></p> | <p>Summarize the discussion by reviewing the slide.</p> <p>The goal of every <i>CERT Basic Training</i> class is to prepare people to help in the event of a catastrophic disaster:</p> <ul style="list-style-type: none">▪ Themselves▪ Their families▪ Their neighbors, coworkers, and others |
| <p>Display Slide 2-3</p> | <p>Say that this unit looks at what an effective instructor needs to be in order to accomplish the goals of every <i>CERT Basic Training</i> class.</p> |
|  <p>Unit Objectives</p> <ul style="list-style-type: none">• At the conclusion of this unit, the participants will be able to:<ul style="list-style-type: none">– Describe the roles of the CERT instructor– State 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 <p><small>CERT Train-the-Trainer: Your Role as Instructor 2-4</small></p> | <p>Give the unit's learning objectives.</p> <p>At the conclusion of this unit, the participants will be able to:</p> <ul style="list-style-type: none">▪ 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 |
| <p>Display Slide 2-4</p> | |
|  <p>Instructor Roles</p> <ul style="list-style-type: none">• An effective CERT instructor should be:<ul style="list-style-type: none">– A subject matter expert– A trainer– An evaluator– A friend and coach– A role model– A classroom manager <p><small>CERT Train-the-Trainer: Your Role as Instructor 2-5</small></p> | <p>State the various roles of the instructor.</p> <p>Six instructor roles are examined:</p> <ul style="list-style-type: none">▪ A subject matter expert▪ A trainer▪ An evaluator▪ A friend and coach▪ A role model▪ A classroom manager |
| <p>Display Slide 2-5</p> | |

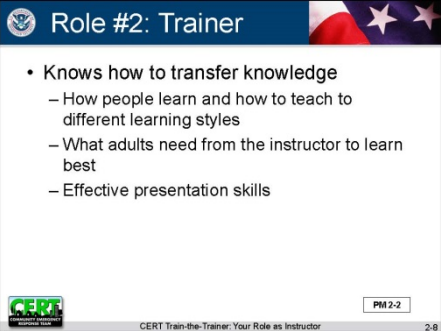
COMMUNITY EMERGENCY RESPONSE TEAM TRAIN-THE-TRAINER COURSE

UNIT 2: YOUR ROLE AS INSTRUCTOR

| INSTRUCTOR GUIDANCE | CONTENT |
|---|---|
|  <p>The CERT Instructor</p> <p>PH 2-2</p> <p>CERT Train-the-Trainer: Your Role as Instructor 2-6</p> | <h3><i>The CERT Basic Training Instructor</i></h3> <p>Explain that an <u>effective</u> instructor has many talents and wears many hats.</p> |
| <p>Display Slide 2-6</p>  <p>Role #1: SME</p> <ul style="list-style-type: none">• Learning objectives and content for each of the <i>CERT Basic Training</i> units• How units relate to each other• How to conduct hands-on exercises effectively <p>PH 2-2</p> <p>CERT Train-the-Trainer: Your Role as Instructor 2-7</p> | <h3>Role #1: Subject Matter Expert (SME)</h3> <p>Say that the instructor has to know the <i>CERT Basic Training</i> course curriculum:</p> <ul style="list-style-type: none">▪ What is in each of the <i>CERT Basic Training</i> units<ul style="list-style-type: none">• Learning objectives• Content▪ How the units relate to each other▪ How to conduct the hands-on exercises effectively |
| <p>Display Slide 2-7</p> | <p>In this course, there will be a review of each of the nine units in the <i>CERT Basic Training</i> course. These review units will focus on the hands-on activities and how to conduct them effectively.</p> <p>You will become more knowledgeable of the <i>CERT Basic Training</i> curriculum every time you review, practice, and teach the material.</p> |

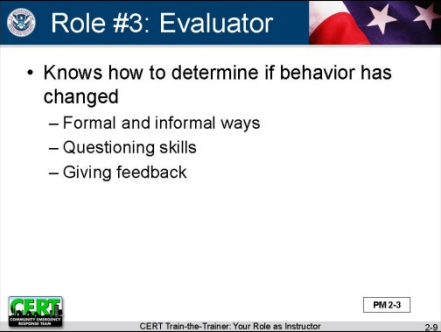
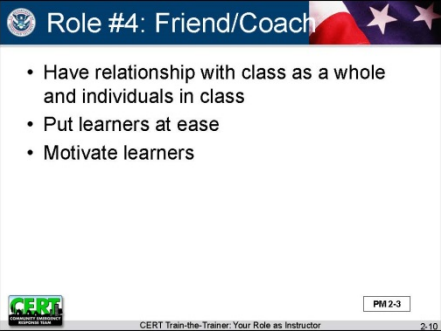
COMMUNITY EMERGENCY RESPONSE TEAM TRAIN-THE-TRAINER COURSE

UNIT 2: YOUR ROLE AS INSTRUCTOR

| INSTRUCTOR GUIDANCE | CONTENT |
|---|---|
|  <p>Role #2: Trainer</p> <ul style="list-style-type: none">• Knows how to transfer knowledge<ul style="list-style-type: none">– How people learn and how to teach to different learning styles– What adults need from the instructor to learn best– Effective presentation skills <p>Display Slide 2-8</p> | <p>Role #2: Trainer</p> <p>Explain that 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.</p> <p>An effective instructor knows how to transfer knowledge to participants. A skilled trainer can:</p> <ul style="list-style-type: none">▪ Teach to different learning styles▪ Provide a learning environment where adults can learn best▪ Present content effectively <p>One of the greatest tools for being a good trainer is to follow the <i>CERT Basic Training</i> Course Instructor Guide as it is written. It employs sound adult learning principles.</p> <p>In this course, we will talk about:</p> <ul style="list-style-type: none">▪ How to maximize learning▪ The attributes of a good presenter <p>Both of these will help you be a better trainer.</p> |

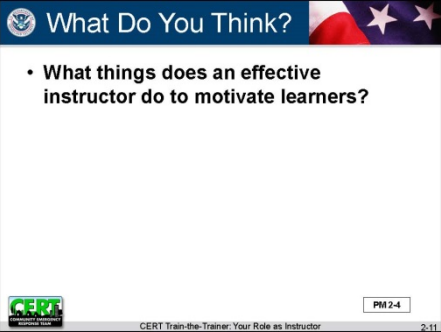
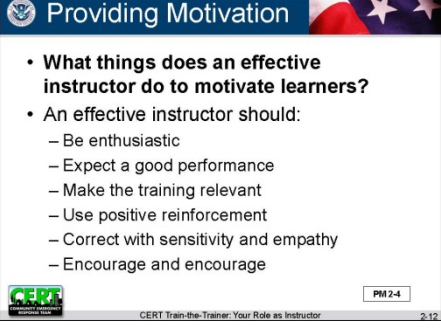
COMMUNITY EMERGENCY RESPONSE TEAM TRAIN-THE-TRAINER COURSE

UNIT 2: YOUR ROLE AS INSTRUCTOR

| INSTRUCTOR GUIDANCE | CONTENT |
|--|---|
|  <p>Role #3: Evaluator</p> <ul style="list-style-type: none">• Knows how to determine if behavior has changed<ul style="list-style-type: none">– Formal and informal ways– Questioning skills– Giving feedback <p>CERT Train-the-Trainer: Your Role as Instructor 2-9</p> | <h3>Role #3: Evaluator</h3> <p>Tell participants that it is not enough to know the material and to know the best ways to transfer knowledge.</p> <p>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.</p> <p>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 progress that has been made.</p> <p>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.</p> |
|  <p>Role #4: Friend/Coach</p> <ul style="list-style-type: none">• Have relationship with class as a whole and individuals in class• Put learners at ease• Motivate learners <p>CERT Train-the-Trainer: Your Role as Instructor 2-10</p> | <h3>Role #4: Friend and Coach</h3> <p>Explain that an effective instructor has a relationship with the class as a whole and with the individuals in the class.</p> <p>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.</p> <p>In this course, there is a unit on getting to know your audience.</p> <p>Part of this role of friend/coach requires the instructor to be a motivator. This is particularly important as many participants will be there for different reasons (as further discussed in Unit 11, Manage the Classroom). Your job is to identify what is motivating the participants to be in class (family safety vs. community response) and to reinforce that motivation.</p> |

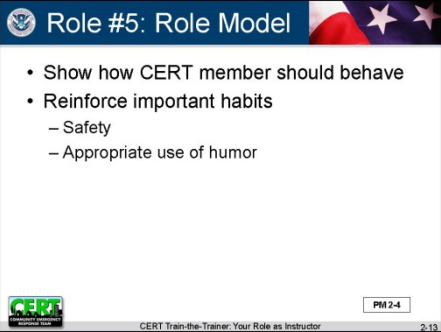
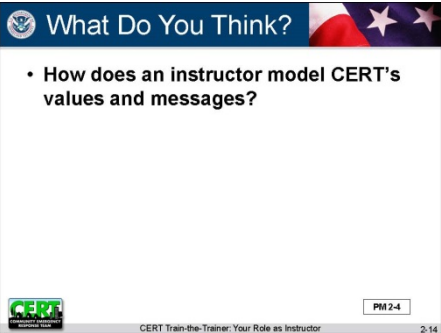
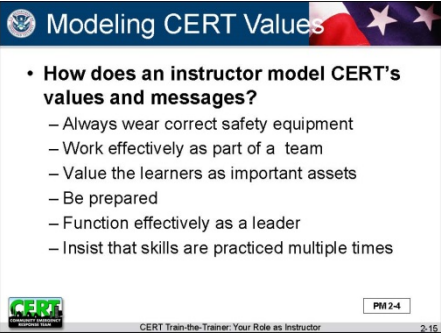
COMMUNITY EMERGENCY RESPONSE TEAM TRAIN-THE-TRAINER COURSE

UNIT 2: YOUR ROLE AS INSTRUCTOR

| INSTRUCTOR GUIDANCE | CONTENT |
|---|---|
|  <p>What Do You Think?</p> <ul style="list-style-type: none">• What things does an effective instructor do to motivate learners? <p><small>CERT Train-the-Trainer: Your Role as Instructor 2-11</small></p> <p>Display Slide 2-11</p> <p>Conduct a class discussion based on this question.</p> | <p>Ask the class:</p> <p>What things does an effective instructor do to motivate learners?</p> |
|  <p>Providing Motivation</p> <ul style="list-style-type: none">• What things does an effective instructor do to motivate learners?• An effective instructor should:<ul style="list-style-type: none">– Be enthusiastic– Expect a good performance– Make the training relevant– Use positive reinforcement– Correct with sensitivity and empathy– Encourage and encourage <p><small>CERT Train-the-Trainer: Your Role as Instructor 2-12</small></p> <p>Display Slide 2-12</p> | <p>Summarize the discussion by reviewing the slide.</p> <p>A good instructor should:</p> <ul style="list-style-type: none">▪ Be enthusiastic▪ Expect a good performance▪ Make the training relevant▪ Use positive reinforcement▪ Correct with sensitivity and empathy▪ Encourage and encourage |

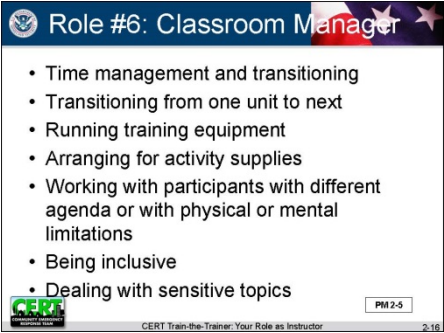
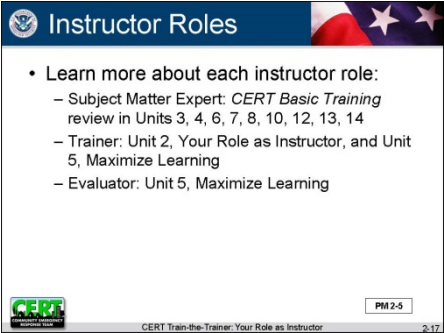
COMMUNITY EMERGENCY RESPONSE TEAM TRAIN-THE-TRAINER COURSE

UNIT 2: YOUR ROLE AS INSTRUCTOR

| INSTRUCTOR GUIDANCE | CONTENT |
|--|--|
|  <p>Role #5: Role Model</p> <ul style="list-style-type: none">• Show how CERT member should behave• Reinforce important habits<ul style="list-style-type: none">– Safety– Appropriate use of humor <p><small>CERT Train-the-Trainer: Your Role as Instructor 2-13</small></p> | <p>Role #5: Role Model</p> <p>Tell participants that instructors must be ambassadors for CERT. Participants look to the instructor to show and reinforce behavior and important habits, e.g., safety, appropriate use of humor.</p> |
| <p>Display Slide 2-13</p>  <p>What Do You Think?</p> <ul style="list-style-type: none">• How does an instructor model CERT's values and messages? <p><small>CERT Train-the-Trainer: Your Role as Instructor 2-14</small></p> | <p>Ask the class:</p> <p>How does an instructor model CERT's values and messages?</p> |
| <p>Display Slide 2-14</p> <p>Conduct a class discussion based on this question.</p>  <p>Modeling CERT Values</p> <ul style="list-style-type: none">• How does an instructor model CERT's values and messages?<ul style="list-style-type: none">– Always wear correct safety equipment– Work effectively as part of a team– Value the learners as important assets– Be prepared– Function effectively as a leader– Insist that skills are practiced multiple times <p><small>CERT Train-the-Trainer: Your Role as Instructor 2-15</small></p> | <p>Summarize the discussion by reviewing the slide.</p> <p>An instructor can model CERT values and messages in the following ways:</p> <ul style="list-style-type: none">▪ 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. |
| <p>Display Slide 2-15</p> | |

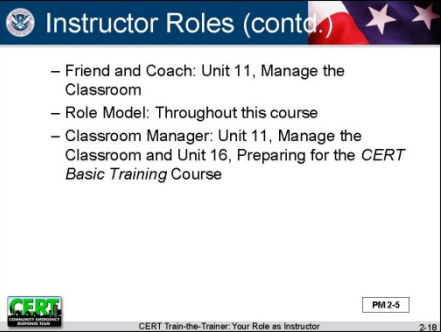
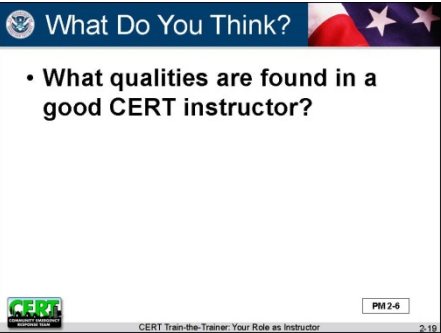
COMMUNITY EMERGENCY RESPONSE TEAM TRAIN-THE-TRAINER COURSE

UNIT 2: YOUR ROLE AS INSTRUCTOR

| INSTRUCTOR GUIDANCE | CONTENT |
|---|---|
|  <p>Role #6: Classroom Manager</p> <ul style="list-style-type: none">• Time management and transitioning• Transitioning from one unit to next• Running training equipment• Arranging for activity supplies• Working with participants with different agenda or with physical or mental limitations• Being inclusive• Dealing with sensitive topics <p>Display Slide 2-16</p> | <p>Throughout this course, there will be reminders about values and messages that should be modeled.</p> <p>Role # 6: Classroom Manager</p> <p>Tell participants that it is not enough to know the <i>CERT Basic Training</i> curriculum and how to teach effectively. An instructor also needs to know how to manage the classroom. This includes skills such as:</p> <ul style="list-style-type: none">▪ 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 <p>In this course, Unit 11 will teach more about managing the classroom successfully.</p> |
|  <p>Instructor Roles</p> <ul style="list-style-type: none">• Learn more about each instructor role:<ul style="list-style-type: none">– Subject Matter Expert: <i>CERT Basic Training</i> 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 <p>Display Slide 2-17</p> | <p>Explain that, in this course, there are many opportunities to learn more about the six roles of an instructor. Refer to the next two slides that list other units of this course that offer additional information on each role.</p> <ul style="list-style-type: none">▪ Subject Matter Expert: <i>CERT Basic Training</i> 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 |

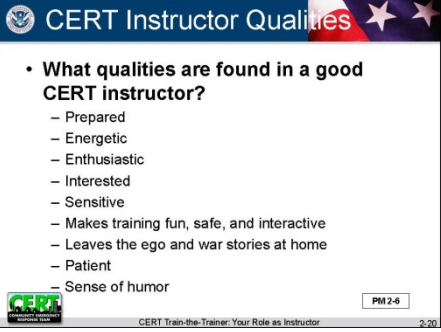
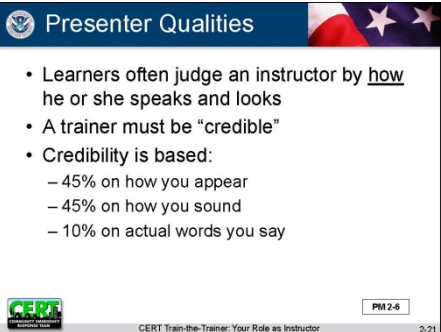
COMMUNITY EMERGENCY RESPONSE TEAM TRAIN-THE-TRAINER COURSE

UNIT 2: YOUR ROLE AS INSTRUCTOR

| INSTRUCTOR GUIDANCE | CONTENT |
|--|---|
|  <p>Instructor Roles (cont.)</p> <ul style="list-style-type: none">- 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 <i>CERT Basic Training Course</i> <p>Display Slide 2-18</p> | <ul style="list-style-type: none">▪ 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 <i>CERT Basic Training Course</i> |
|  <p>What Do You Think?</p> <ul style="list-style-type: none">• What qualities are found in a good CERT instructor? <p>Display Slide 2-19</p> <p>Conduct a class discussion based on this question.</p> | <p><i>Good CERT Basic Training Instructor Qualities</i></p> <p>Ask the class:</p> <p>What qualities are found in a good CERT instructor?</p> |

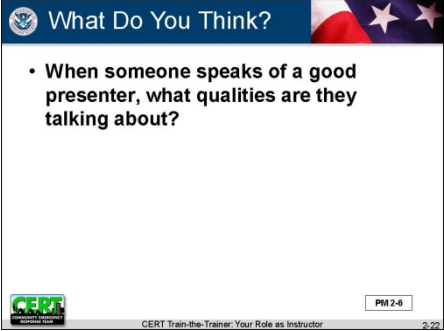
COMMUNITY EMERGENCY RESPONSE TEAM TRAIN-THE-TRAINER COURSE

UNIT 2: YOUR ROLE AS INSTRUCTOR

| INSTRUCTOR GUIDANCE | CONTENT |
|---|--|
|  <p>CERT Instructor Qualities</p> <ul style="list-style-type: none">• What qualities are found in a good CERT instructor?<ul style="list-style-type: none">– Prepared– Energetic– Enthusiastic– Interested– Sensitive– Makes training fun, safe, and interactive– Leaves the ego and war stories at home– Patient– Sense of humor <p><small>CERT Train-the-Trainer: Your Role as Instructor 2-20</small></p> <p>Display Slide 2-20</p> | <p>Summarize the discussion by reviewing the slide: A good CERT instructor should have these qualities:</p> <ul style="list-style-type: none">▪ Prepared▪ Energetic▪ Enthusiastic▪ Interested▪ Sensitive▪ Makes training fun, safe, and interactive▪ Leaves the ego and war stories at home▪ Patient▪ Sense of humor |
|  <p>Presenter Qualities</p> <ul style="list-style-type: none">• Learners often judge an instructor by <u>how</u> he or she speaks and looks• A trainer must be “credible”• Credibility is based:<ul style="list-style-type: none">– 45% on how you appear– 45% on how you sound– 10% on actual words you say <p><small>CERT Train-the-Trainer: Your Role as Instructor 2-21</small></p> <p>Display Slide 2-21</p> | <p><i>Good Presenter Qualities</i></p> <p>Say that so far we have discussed the qualities of a good instructor. Now we are going to discuss the qualities of a good presenter.</p> |

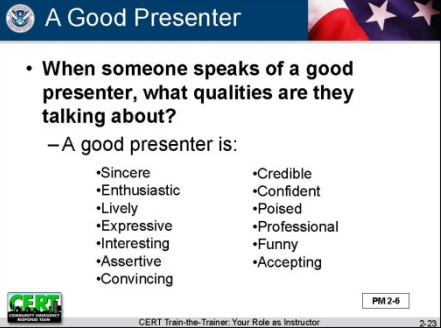
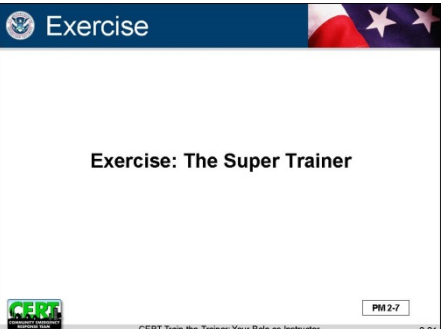
COMMUNITY EMERGENCY RESPONSE TEAM TRAIN-THE-TRAINER COURSE

UNIT 2: YOUR ROLE AS INSTRUCTOR

| INSTRUCTOR GUIDANCE | CONTENT |
|---|--|
|  <p>Display Slide 2-22 Conduct a class discussion based on this question.</p> | <p>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?</p> <p>But participants often judge an instructor differently – not by what he or she says but by how she says it and by how he looks.</p> <p>To maximize learning, a trainer must first be credible. Credibility is based:</p> <ul style="list-style-type: none">▪ 45% on how you appear▪ 45% on how you sound▪ 10% on the actual words you say <p>For the rest of this unit, the focus will be on the “how” of an instructor’s presentation.</p> <p>Ask the class:</p> <p>When someone says that Mary Lou or Bobby Joe is a good presenter, what qualities are they talking about?</p> |

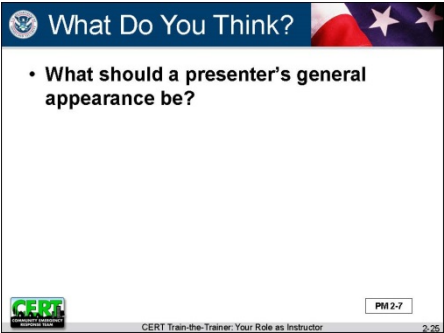
COMMUNITY EMERGENCY RESPONSE TEAM TRAIN-THE-TRAINER COURSE

UNIT 2: YOUR ROLE AS INSTRUCTOR

| INSTRUCTOR GUIDANCE | CONTENT |
|---|--|
|  <p>A Good Presenter</p> <ul style="list-style-type: none">• When someone speaks of a good presenter, what qualities are they talking about?– A good presenter is:<ul style="list-style-type: none">•Sincere•Enthusiastic•Lively•Expressive•Interesting•Assertive•Convincing•Credible•Confident•Poised•Professional•Funny•Accepting <p>Display Slide 2-23</p> | <p>Summarize the discussion by reviewing the slide.</p> <p>A good presenter is:</p> <ul style="list-style-type: none">▪ Sincere▪ Enthusiastic▪ Lively▪ Expressive▪ Interesting▪ Assertive▪ Convincing▪ Credible▪ Confident▪ Poised▪ Professional▪ Funny▪ Accepting |
|  <p>Exercise</p> <p>Exercise: The Super Trainer</p> <p>Display Slide 2-24</p> | <p><i>The Model Presenter</i></p> <p>Exercise: The Super Trainer</p> <p>Purpose: This exercise allows participants to share their knowledge of qualities that make an instructor a good presenter</p> |

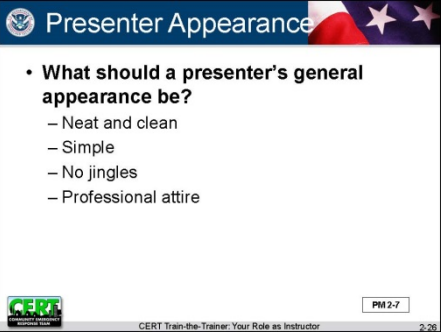
COMMUNITY EMERGENCY RESPONSE TEAM TRAIN-THE-TRAINER COURSE

UNIT 2: YOUR ROLE AS INSTRUCTOR

| INSTRUCTOR GUIDANCE | CONTENT |
|---|--|
|  <p>Display Slide 2-25</p> <p>Conduct a class discussion based on this question.</p> | <p>Instructions: Follow the steps below to conduct the exercise.</p> <ol style="list-style-type: none">1. Ask the class to break into small groups.2. Provide each group with the “Super Trainer” handout.3. Explain that the class is going to look at the body language of a good presenter.4. Ask each group to fill in the blank boxes on the handout with qualities that make a good presenter. <p>Debrief: Use the series of questions on the following pages to draw out the information participants discussed in their groups.</p> <p>Ask the class:</p> <p>First, what should a presenter’s general appearance be?</p> |

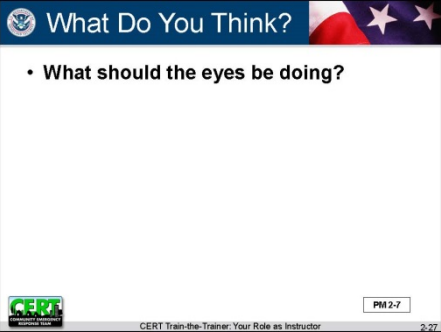
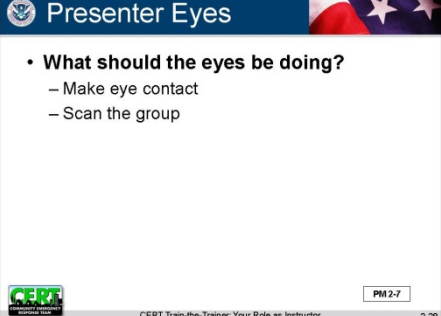
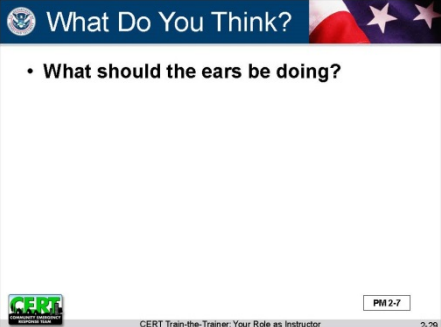
COMMUNITY EMERGENCY RESPONSE TEAM TRAIN-THE-TRAINER COURSE

UNIT 2: YOUR ROLE AS INSTRUCTOR

| INSTRUCTOR GUIDANCE | CONTENT |
|---|--|
|  <p>Display Slide 2-26</p> <p>Ask if anyone would be willing to volunteer to help teach the rest of this lesson. Explain that you are looking for someone who might be willing to do a little role-playing.</p> <p>You might also ask the volunteer to demonstrate some of the “bad” behaviors, e.g., a scowl, a belligerent stance (crossed arms, etc.), pacing.</p> | <p>Summarize the discussion by reviewing the slide.</p> <p>A presenter should:</p> <ul style="list-style-type: none">▪ 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) <p>Remark on the volunteer’s appearance (neat and clean, no jingles).</p> <p>Remark that the volunteer may not be wearing correct attire as this is not a <i>CERT Basic Training</i> class.</p> <p>Tell participants that you are going to start at the top in your creation of the model presenter. Ask the volunteer to try to do whatever the class tells him or her to do. Let participants know that they can record responses in their Participant Manuals.</p> |

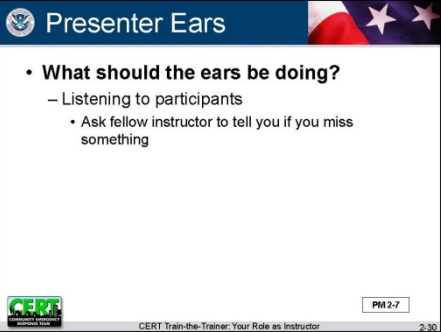

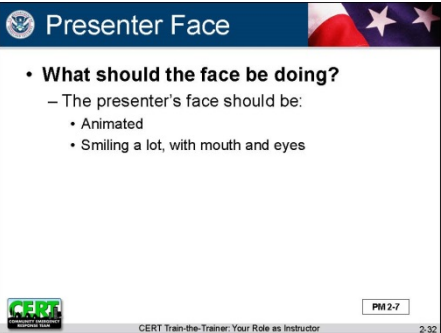
COMMUNITY EMERGENCY RESPONSE TEAM TRAIN-THE-TRAINER COURSE

UNIT 2: YOUR ROLE AS INSTRUCTOR

| INSTRUCTOR GUIDANCE | CONTENT |
|--|---|
|  <p>What Do You Think?</p> <ul style="list-style-type: none">• What should the eyes be doing? <p>CERT Train-the-Trainer: Your Role as Instructor 2-27</p> | <p>Ask the class:</p> <p>Let's start with the eyes. What should the eyes be doing?</p> |
| <p>Display Slide 2-27</p> <p>Conduct a class discussion based on this question.</p> | |
|  <p>Presenter Eyes</p> <ul style="list-style-type: none">• What should the eyes be doing?<ul style="list-style-type: none">- Make eye contact- Scan the group <p>CERT Train-the-Trainer: Your Role as Instructor 2-28</p> | <p>Summarize the discussion by reviewing the slide.</p> <ul style="list-style-type: none">▪ 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. |
| <p>Display Slide 2-28</p> | |
|  <p>What Do You Think?</p> <ul style="list-style-type: none">• What should the ears be doing? <p>CERT Train-the-Trainer: Your Role as Instructor 2-29</p> | <p>Ask the class:</p> <p>Now the ears. What should the ears be doing?</p> |
| <p>Display Slide 2-29</p> <p>Conduct a class discussion based on this question.</p> | |

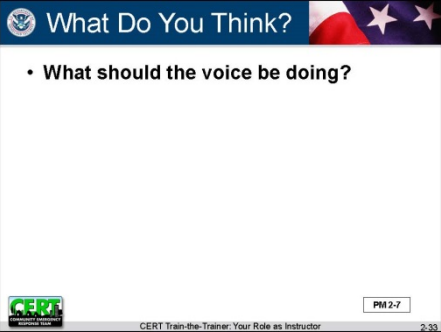
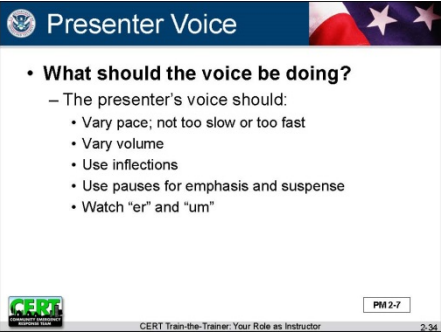
COMMUNITY EMERGENCY RESPONSE TEAM TRAIN-THE-TRAINER COURSE

UNIT 2: YOUR ROLE AS INSTRUCTOR

| INSTRUCTOR GUIDANCE | CONTENT |
|--|---|
|  <p>Presenter Ears</p> <ul style="list-style-type: none">• What should the ears be doing?<ul style="list-style-type: none">– Listening to participants<ul style="list-style-type: none">• Ask fellow instructor to tell you if you miss something <p><small>CERT Train-the-Trainer: Your Role as Instructor 2-30</small></p> | <p>Summarize the discussion by reviewing the slide.</p> <p>The presenter's ears should be:</p> <ul style="list-style-type: none">▪ Listening to the participants and what is going on in the classroom<ul style="list-style-type: none">• Sometimes it's hard to monitor everything so ask your fellow instructor to let you know if you miss something |
| <p>Display Slide 2-30</p>  <p>What Do You Think?</p> <ul style="list-style-type: none">• What should the face be doing? <p><small>CERT Train-the-Trainer: Your Role as Instructor 2-31</small></p> | <p>Ask the class:</p> <p>Next the face. What should the face be doing?</p> |
| <p>Display Slide 2-31</p> <p>Conduct a class discussion based on this question.</p>  <p>Presenter Face</p> <ul style="list-style-type: none">• What should the face be doing?<ul style="list-style-type: none">– The presenter's face should be:<ul style="list-style-type: none">• Animated• Smiling a lot, with mouth and eyes <p><small>CERT Train-the-Trainer: Your Role as Instructor 2-32</small></p> | <p>Summarize the discussion by reviewing the slide.</p> <p>The presenter's face should be:</p> <ul style="list-style-type: none">▪ Animated▪ Smiling a lot, with mouth and eyes |
| <p>Display Slide 2-32</p> | |

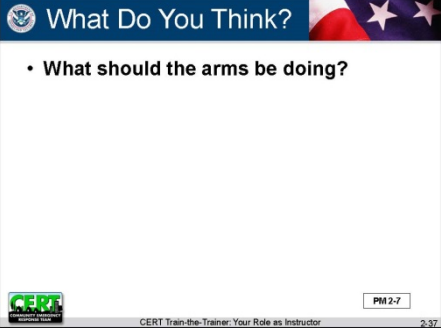
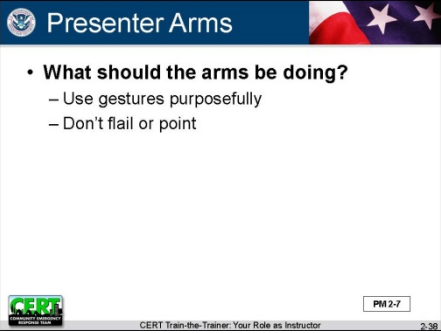
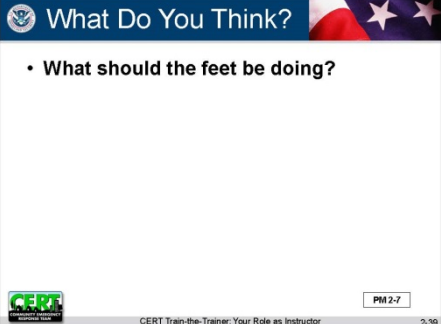
COMMUNITY EMERGENCY RESPONSE TEAM TRAIN-THE-TRAINER COURSE

UNIT 2: YOUR ROLE AS INSTRUCTOR

| INSTRUCTOR GUIDANCE | CONTENT |
|--|--|
|  <p>What Do You Think?</p> <ul style="list-style-type: none">• What should the voice be doing? <p>Display Slide 2-33</p> <p>Conduct a class discussion based on this question.</p>  <p>Presenter Voice</p> <ul style="list-style-type: none">• What should the voice be doing?<ul style="list-style-type: none">– The presenter's voice should:<ul style="list-style-type: none">• Vary pace; not too slow or too fast• Vary volume• Use inflections• Use pauses for emphasis and suspense• Watch "er" and "um" <p>Display Slide 2-34</p> | <p>Ask the class:</p> <p>Let's talk about the voice. What should the voice be doing?</p> <p>Summarize the discussion by reviewing the slide.</p> <p>The presenter's voice should:</p> <ul style="list-style-type: none">▪ 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" <p>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.</p> |

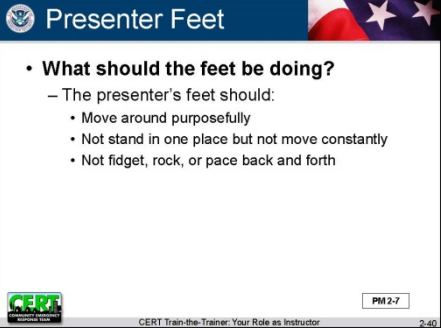
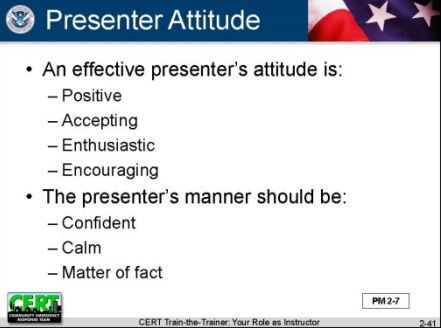
COMMUNITY EMERGENCY RESPONSE TEAM TRAIN-THE-TRAINER COURSE

UNIT 2: YOUR ROLE AS INSTRUCTOR

| INSTRUCTOR GUIDANCE | CONTENT |
|--|--|
|  <p>What Do You Think?</p> <ul style="list-style-type: none">• What should the arms be doing? <p>CERT Train-the-Trainer: Your Role as Instructor 2-37</p> | <p>Ask the class:</p> <p>What about the arms? What should the arms be doing?</p> |
| <p>Display Slide 2-37</p>  <p>Presenter Arms</p> <ul style="list-style-type: none">• What should the arms be doing?<ul style="list-style-type: none">– Use gestures purposefully– Don't flail or point <p>CERT Train-the-Trainer: Your Role as Instructor 2-38</p> | <p>Summarize the discussion by reviewing the slide.</p> <ul style="list-style-type: none">▪ Use gestures purposefully.▪ Don't flail or point. |
| <p>Display Slide 2-38</p>  <p>What Do You Think?</p> <ul style="list-style-type: none">• What should the feet be doing? <p>CERT Train-the-Trainer: Your Role as Instructor 2-39</p> | <p>Ask the class:</p> <p>And the feet. What should the feet be doing?</p> |
| <p>Display Slide 2-39</p> <p>Conduct a class discussion based on this question.</p> | |

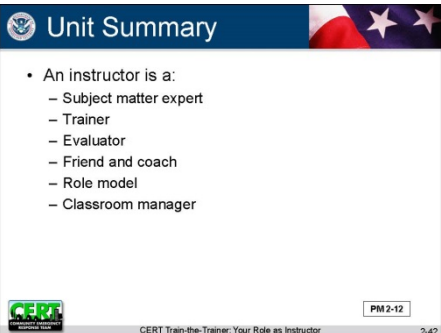
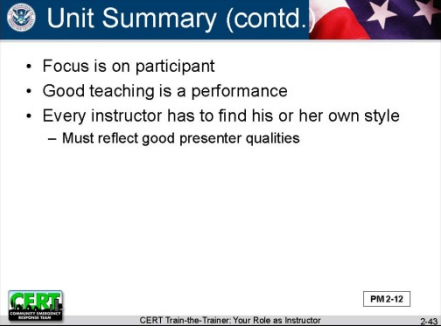

COMMUNITY EMERGENCY RESPONSE TEAM TRAIN-THE-TRAINER COURSE

UNIT 2: YOUR ROLE AS INSTRUCTOR

| INSTRUCTOR GUIDANCE | CONTENT |
|--|---|
|  <p>Presenter Feet</p> <ul style="list-style-type: none">• What should the feet be doing?<ul style="list-style-type: none">– The presenter's feet should:<ul style="list-style-type: none">• Move around purposefully• Not stand in one place but not move constantly• Not fidget, rock, or pace back and forth <p><small>CERT Train-the-Trainer: Your Role as Instructor 2-40</small></p> <p>Display Slide 2-40</p> <p>Before you continue, thank the volunteer for helping you out. Allow the volunteer to sit down.</p> | <p>Summarize the discussion by reviewing the slide.</p> <p>The presenter's feet should:</p> <ul style="list-style-type: none">▪ 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 |
|  <p>Presenter Attitude</p> <ul style="list-style-type: none">• An effective presenter's attitude is:<ul style="list-style-type: none">– Positive– Accepting– Enthusiastic– Encouraging• The presenter's manner should be:<ul style="list-style-type: none">– Confident– Calm– Matter of fact <p><small>CERT Train-the-Trainer: Your Role as Instructor 2-41</small></p> <p>Display Slide 2-41</p> | <p>Say that the final thing to look at is the overall attitude and manner of the presenter. An effective presenter's attitude is:</p> <ul style="list-style-type: none">▪ Positive▪ Accepting▪ Enthusiastic▪ Encouraging <p>However, while the presenter projects energy, his or her manner is confident, calm, and matter of fact. The presenter is in control.</p> <p>Say that good teaching is a performance. An instructor has to get into the role to be effective. Some of us really need to dig deep for some acting skills to be a good presenter.</p> <p>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.</p> |

COMMUNITY EMERGENCY RESPONSE TEAM TRAIN-THE-TRAINER COURSE

UNIT 2: YOUR ROLE AS INSTRUCTOR

| INSTRUCTOR GUIDANCE | CONTENT |
|---|--|
|  <p>Unit Summary</p> <ul style="list-style-type: none">An instructor is a:<ul style="list-style-type: none">Subject matter expertTrainerEvaluatorFriend and coachRole modelClassroom manager <p>CERT CERT Train-the-Trainer: Your Role as Instructor PM 2-12 2-42</p> <p>Display Slide 2-42</p> | <h3>Unit Summary</h3> <p>As an instructor, you need to be a:</p> <ol style="list-style-type: none">1. Subject matter expert2. Trainer3. Evaluator4. Friend and coach5. Role model6. Classroom manager |
|  <p>Unit Summary (contd.)</p> <ul style="list-style-type: none">Focus is on participantGood teaching is a performanceEvery instructor has to find his or her own style<ul style="list-style-type: none">Must reflect good presenter qualities <p>CERT CERT Train-the-Trainer: Your Role as Instructor PM 2-12 2-43</p> <p>Display Slide 2-43</p> | <p>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.</p> <p>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.</p> |
|  | <p>Do you have any questions about anything covered in this unit?</p> <p>Transition</p> <p>The next unit will review Unit 1 of the <i>CERT Basic Training</i> course.</p> |

APPENDIX

[This page intentionally left blank]

General Appearance:

Face:

Eyes:

Ears:

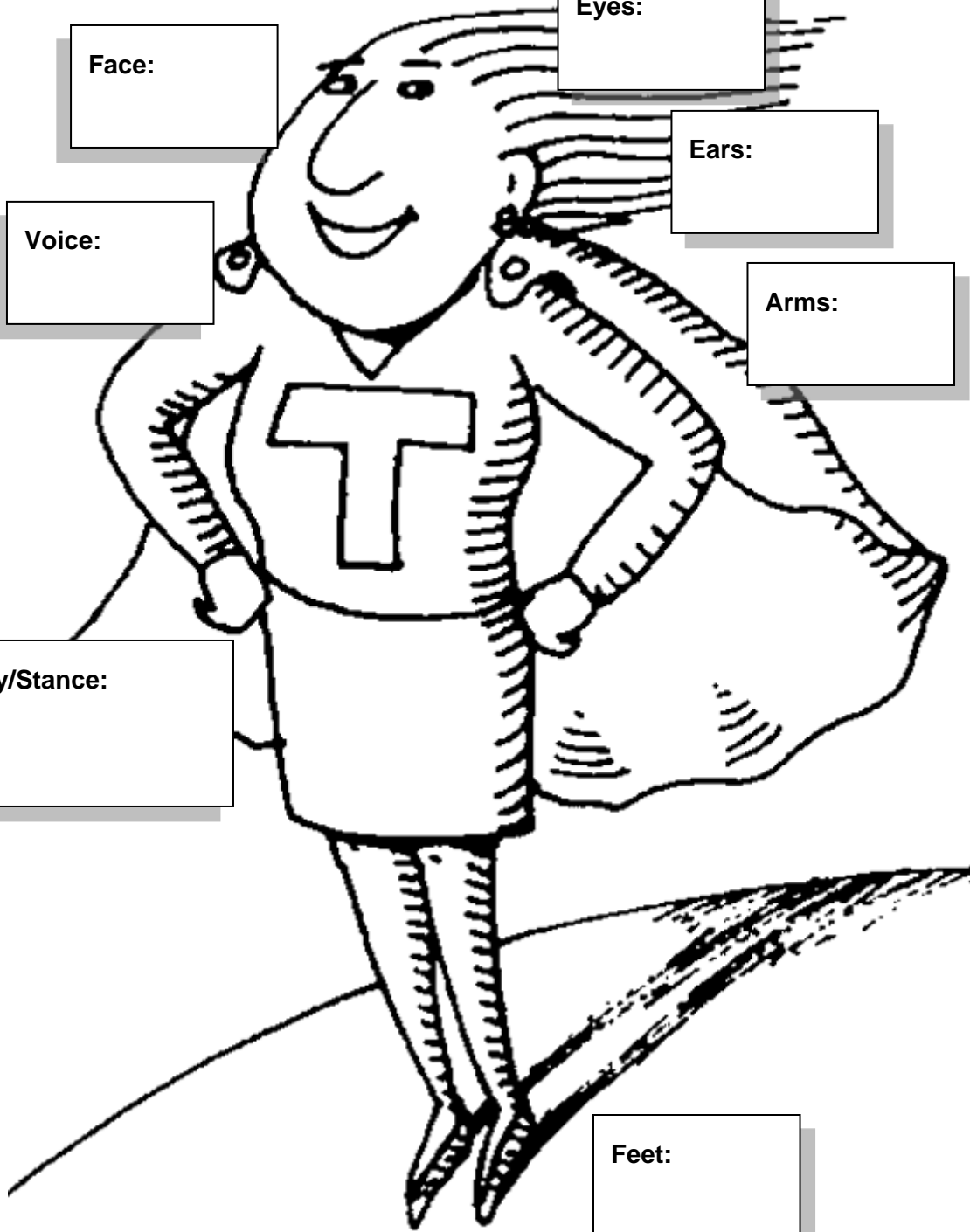
Voice:

Arms:

Body/Stance:

Feet:

**The Model
Presenter/
Trainer**



[This page intentionally left blank]

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**

[This page intentionally left blank]

COMMUNITY EMERGENCY RESPONSE TEAM TRAIN-THE-TRAINER COURSE

UNIT 3: CERT BASIC TRAINING UNIT 1 REVIEW

| | |
|--|--|
| LEARNING OBJECTIVES/ PERFORMANCE OUTCOMES | At the conclusion of this unit, the participants will be able to demonstrate knowledge of the <i>CERT Basic Training</i> course Unit 1. |
| SCOPE | <p>The topics that will be discussed in this unit are:</p> <ul style="list-style-type: none">▪ <i>T-T-T</i> Unit Overview▪ Unit 1 Purpose▪ Unit 1 Learning Objectives▪ Unit 1 Key Topics▪ Training Videos in Unit 1▪ Hands-On Activities in Unit 1▪ Tips for Teaching Unit 1▪ How Unit 1 Connects to Other Basic Training Units▪ <i>T-T-T</i> Unit Summary |
| ESTIMATED COMPLETION TIME | 45 minutes |
| TRAINING METHODS | <p>The instructor begins by asking what the purpose and learning objectives of the <i>Basic Training</i> unit are. The instructor then asks participants to identify how the objectives are met in the unit.</p> <p>Next the instructor reviews the key topics of the <i>Basic Training</i> unit and indicates what training videos are recommended for the unit.</p> <p>The focus of this <i>T-T-T</i> unit is on the hands-on activities: their purpose, what latitude instructors have in conducting them, and the correct way to conduct them.</p> <p>Finally the instructor reviews how the <i>Basic Training</i> unit is connected to the other units in the <i>CERT Basic Training</i> course.</p> <p>Please be advised that, as a general rule, the instructor is encouraged to add pertinent information to this guide, but should never subtract material.</p> |

COMMUNITY EMERGENCY RESPONSE TEAM TRAIN-THE-TRAINER COURSE

UNIT 3: CERT BASIC TRAINING UNIT 1 REVIEW

**RESOURCES
REQUIRED**

- *Community Emergency Response Team Train-the-Trainer Instructor Guide* (for Train-the-Trainer instructors)
- *Community Emergency Response Team Train-the-Trainer Participant Manual* (for all participants)
- *Community Emergency Response Team Basic Training Instructor Guide* (for all participants)
- PowerPoint slides 3-1 to 3-9

EQUIPMENT

The following additional equipment is required for this unit:

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

PREPARATION

None required.

NOTES

A suggested time plan for this unit is as follows:

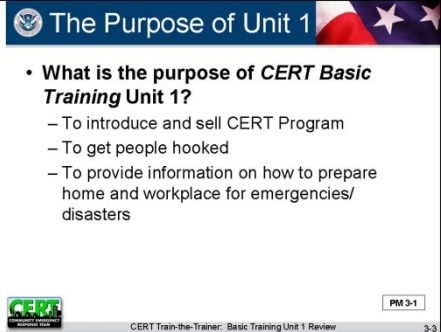
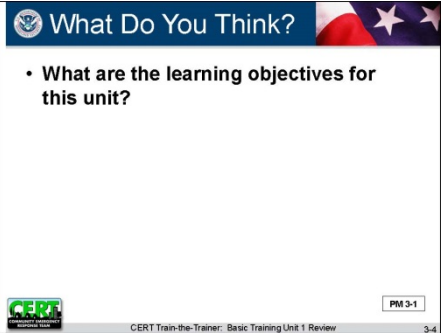
| | |
|--|------------|
| <i>T-T-T</i> Unit Overview | 1 minute |
| Unit 1 Purpose | 1 minute |
| Unit 1 Learning Objectives | 5 minutes |
| Unit 1 Key Topics | 2 minutes |
| Training Videos in Unit 1 | 5 minutes |
| Hands-On Activities in Unit 1..... | 20 minutes |
| Tips for Teaching Unit 1 | 5 minutes |
| How Unit 1 Connects to Other Basic Training Units..... | 5 minutes |
| <i>T-T-T</i> Unit Summary | 1 minute |
| Total Time: 45 minutes | |

Unit 3: *CERT Basic Training Unit 1* Review

| INSTRUCTOR GUIDANCE | CONTENT |
|--|---|
|  <p>Display Slide 3-1</p> | <p><i>T-T-T Unit Overview</i></p> <p>Explain that this unit reviews the content and activities in <i>CERT Basic Training Unit 1</i>. It also looks at how Unit 1 connects to the other units in the <i>CERT Basic Training</i> course.</p> |
| <p>Encourage participants to use the <i>CERT Basic Training</i> Instructor Guide to find the answers to the questions.</p>  <p>Display Slide 3-2</p> <p>Conduct a class discussion based on this question.</p> | <p><i>Unit 1 Purpose</i></p> <p>What is the purpose of <i>CERT Basic Training Unit 1</i>?</p> |

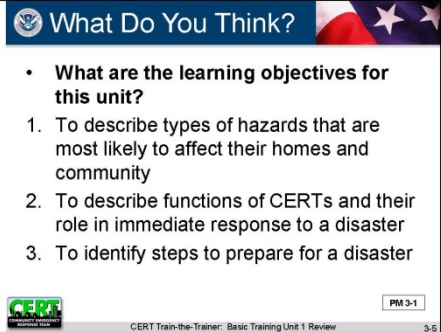
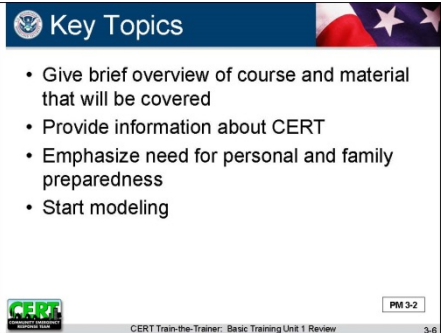
COMMUNITY EMERGENCY RESPONSE TEAM TRAIN-THE-TRAINER COURSE

UNIT 3: CERT BASIC TRAINING UNIT 1 REVIEW

| INSTRUCTOR GUIDANCE | CONTENT |
|---|---|
|  <p>The Purpose of Unit 1</p> <ul style="list-style-type: none">• What is the purpose of <i>CERT Basic Training Unit 1</i>?<ul style="list-style-type: none">– To introduce and sell CERT Program– To get people hooked– To provide information on how to prepare home and workplace for emergencies/disasters <p>Display Slide 3-3</p> | <p>Summarize the discussion by reviewing the slide.</p> <p>The purpose of <i>CERT Basic Training Unit 1</i> is:</p> <ul style="list-style-type: none">▪ To introduce and sell the CERT Program▪ To get people hooked▪ To provide information on how to prepare home and workplace for emergencies/disasters <p>Emphasize that the instructor for this unit should be the best one that the program has. This instructor needs to inspire the participants to become active CERT members or, at the very least, to promote the CERT concept with friends and family and in their neighborhoods and workplaces.</p> |
|  <p>What Do You Think?</p> <ul style="list-style-type: none">• What are the learning objectives for this unit? <p>Display Slide 3-4</p> <p>Conduct a class discussion based on this question.</p> | <p><i>Unit 1 Learning Objectives</i></p> <p>What are the learning objectives for this unit?</p> |

COMMUNITY EMERGENCY RESPONSE TEAM TRAIN-THE-TRAINER COURSE

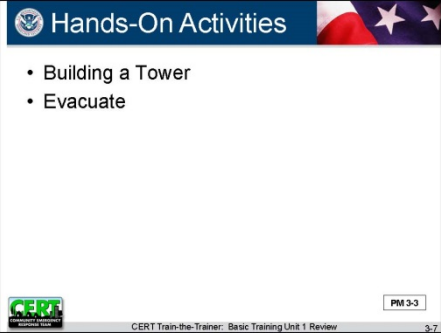
UNIT 3: CERT BASIC TRAINING UNIT 1 REVIEW

| INSTRUCTOR GUIDANCE | CONTENT |
|--|--|
|  <p>What Do You Think?</p> <ul style="list-style-type: none">• What are the learning objectives for this unit? <ol style="list-style-type: none">1. To describe types of hazards that are most likely to affect their homes and community2. To describe functions of CERTs and their role in immediate response to a disaster3. To identify steps to prepare for a disaster <p><small>CERT Train-the-Trainer: Basic Training Unit 1 Review 3-5</small></p> <p>Display Slide 3-5</p> | <p>Summarize the discussion by reviewing the slide.</p> <p>Give the learning objectives for this unit:</p> <ol style="list-style-type: none">1. To describe the types of hazards that are most likely to affect their homes and community2. To describe the functions of CERTs and their role in the immediate response to a disaster3. To identify steps to prepare for a disaster |
|  <p>Key Topics</p> <ul style="list-style-type: none">• Give brief overview of course and material that will be covered• Provide information about CERT• Emphasize need for personal and family preparedness• Start modeling <p><small>CERT Train-the-Trainer: Basic Training Unit 1 Review 3-6</small></p> <p>Display Slide 3-6</p> | <p>Unit 1 Key Topics</p> <p>Explain that in this unit, the instructor needs to do the following:</p> <ul style="list-style-type: none">▪ Give a brief overview of the course and the material that will be covered.▪ Provide information about CERT:<ul style="list-style-type: none">• 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:<ul style="list-style-type: none">• Disaster kits• Evacuation plans |

COMMUNITY EMERGENCY RESPONSE TEAM TRAIN-THE-TRAINER COURSE

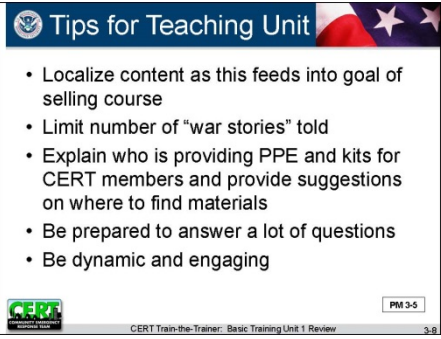

UNIT 3: CERT BASIC TRAINING UNIT 1 REVIEW

| INSTRUCTOR GUIDANCE | CONTENT |
|---------------------|--|
| | <ul style="list-style-type: none">▪ Start modeling:<ul style="list-style-type: none">• 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.? |
| | <p><i>Training Videos for Unit 1</i></p> <p>The 19-minute video <i>CERT In Action</i> 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.</p> |

| INSTRUCTOR GUIDANCE | CONTENT |
|---|--|
|  <p>Display Slide 3-7</p> | <p><i>Hands-on Activities in Unit 1</i></p> <p>Building a Tower (<i>Basic Training IG p. 1-9</i>)</p> <p><u>Purpose</u></p> <p>Team building</p> <p><u>Latitude to Adapt</u></p> <ul style="list-style-type: none"> ▪ 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. <p><u>How to Do the Activity Correctly</u></p> <ul style="list-style-type: none"> ▪ 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. ▪ Allow the groups to talk during the second 5 minutes as they construct the tower. ▪ 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. <p>Evacuate (<i>Basic Training IG p. 1-33</i>)</p> <p><u>Purpose</u></p> <p>To get people thinking about preparing for a disaster</p> <p><u>Latitude to Adapt</u></p> <p>Conduct the activity as it is written.</p> |

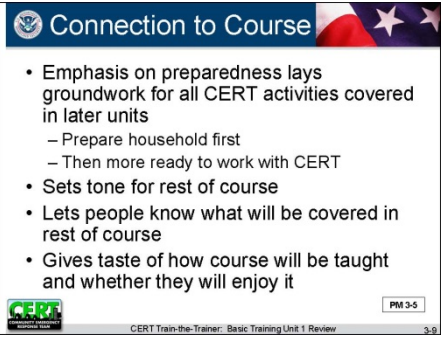

COMMUNITY EMERGENCY RESPONSE TEAM TRAIN-THE-TRAINER COURSE

UNIT 3: CERT BASIC TRAINING UNIT 1 REVIEW

| INSTRUCTOR GUIDANCE | CONTENT |
|---|---|
| | <p><u>How to Do the Activity Correctly</u></p> <ul style="list-style-type: none">▪ 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. |
|  <p>Display Slide 3-8</p>  <p>Conduct brief discussion.</p> | <p><i>Tips for Teaching Unit 1</i></p> <ul style="list-style-type: none">▪ Localize the content, as this feeds into the goal of selling the course.<ul style="list-style-type: none">• 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 <i>CERT Basic Training</i> course.▪ The most effective instructor for the first class is dynamic and engaging in order to keep participants coming back. <p>Do you have any other tips?</p> |

COMMUNITY EMERGENCY RESPONSE TEAM TRAIN-THE-TRAINER COURSE

UNIT 3: CERT BASIC TRAINING UNIT 1 REVIEW

| INSTRUCTOR GUIDANCE | CONTENT |
|---|---|
|  <p>Display Slide 3-9</p> | <p><i>How Unit 1 Connects to Other CERT Basic Training Units</i></p> <ul style="list-style-type: none">▪ 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. |
|  | <p><i>T-T-T Unit Summary</i></p> <p>This unit has provided information on <i>CERT Basic Training Unit 1</i>.</p> <p>Do you have any questions about anything covered in this unit?</p> <p>Transition</p> <p>The next unit will review Unit 2 of the <i>CERT Basic Training</i> course.</p> |

[This page intentionally left blank]

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**

[This page intentionally left blank]

COMMUNITY EMERGENCY RESPONSE TEAM TRAIN-THE-TRAINER COURSE

UNIT 4: CERT BASIC TRAINING UNIT 2 REVIEW

| | |
|--|--|
| LEARNING OBJECTIVES/ PERFORMANCE OUTCOMES | At the conclusion of this unit, the participants will be able to demonstrate knowledge of the <i>CERT Basic Training</i> course Unit 2. |
| SCOPE | <p>The topics that will be discussed in this unit are:</p> <ul style="list-style-type: none">▪ <i>T-T-T</i> Unit Overview▪ Unit 2 Purpose▪ Unit 2 Learning Objectives▪ Unit 2 Key Topics▪ Training Videos in Unit 2▪ Hands-On Activities in Unit 2▪ Tips for Teaching Unit 2▪ How Unit 2 Connects to Other <i>Basic Training</i> Units▪ <i>T-T-T</i> Unit Summary |
| ESTIMATED COMPLETION TIME | 45 minutes |
| TRAINING METHODS | <p>The instructor begins by asking what the purpose and learning objectives of the <i>Basic Training</i> unit are. The instructor then asks participants to identify how the objectives are met in the unit.</p> <p>Next the instructor reviews the key topics of the <i>Basic Training</i> unit and indicates what training videos are recommended for the unit.</p> <p>The focus of this <i>T-T-T</i> unit is on the hands-on activities: their purpose, what latitude instructors have in conducting them, and the correct way to conduct them.</p> <p>Finally the instructor reviews how the <i>Basic Training</i> unit is connected to the other units in the <i>CERT Basic Training</i> course.</p> <p>Please be advised that, as a general rule, the instructor is encouraged to add pertinent information to this guide, but should never subtract material.</p> |

COMMUNITY EMERGENCY RESPONSE TEAM TRAIN-THE-TRAINER COURSE

UNIT 4: CERT BASIC TRAINING UNIT 2 REVIEW

RESOURCES REQUIRED

- *Community Emergency Response Team Train-the-Trainer Instructor Guide* (for Train-the-Trainer instructors)
- *Community Emergency Response Team Train-the-Trainer Participant Manual* (for all participants)
- *Community Emergency Response Team Basic Training Instructor Guide* (for all participants)
- PowerPoint slides 4-1 to 4-15

EQUIPMENT

The following additional equipment is required for this unit:

- A computer with PowerPoint software
- A computer projector and screen
- Two ABC dry chemical fire extinguishers

PREPARATION


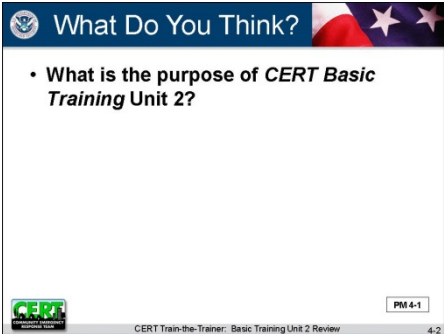
None required.

NOTES

A suggested time plan for this unit is as follows:

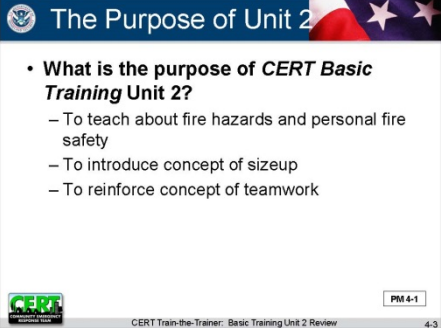
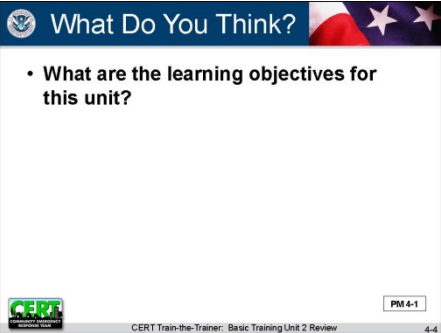
| | |
|---|------------|
| <i>T-T-T</i> Unit Overview | 1 minute |
| Unit 2 Purpose | 1 minute |
| Unit 2 Learning Objectives | 10 minutes |
| Unit 2 Key Topics | 2 minutes |
| Training Videos in Unit 2 | 1 minute |
| Hands-On Activities in Unit 2..... | 15 minutes |
| Tips for Teaching Unit 2 | 13 minutes |
| How Unit 2 Connects to Other <i>Basic Training</i> Units..... | 1 minute |
| <i>T-T-T</i> Unit Summary | 1 minute |
| Total Time: 45 minutes | |

Unit 4: CERT Basic Training Unit 2 Review

| INSTRUCTOR GUIDANCE | CONTENT |
|--|---|
|  <p>Display Slide 4-1</p> | <p><i>T-T-T Unit Overview</i></p> <p>Explain that this unit reviews the content and activities in <i>CERT Basic Training Unit 2</i>. It also looks at how Unit 2 connects to the other units in the <i>CERT Basic Training</i> course.</p> |
| <p>Encourage participants to use the <i>CERT Basic Training</i> Instructor Guide to find the answers to the questions.</p>  <p>Display Slide 4-2</p> <p>Conduct a class discussion based on this question.</p> | <p><i>Unit 2 Purpose</i></p> <p>What is the purpose of <i>CERT Basic Training Unit 2</i>?</p> |

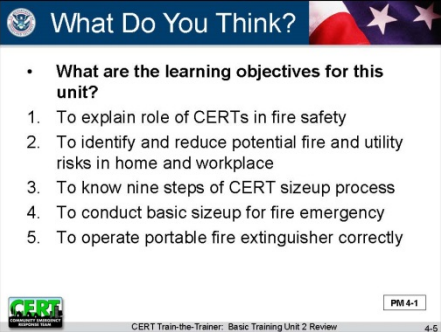
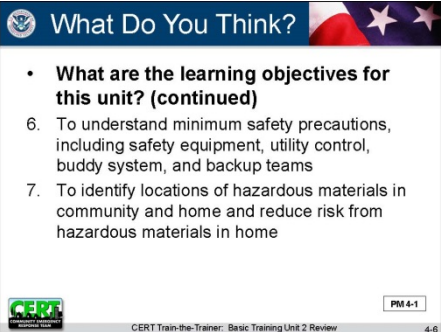
COMMUNITY EMERGENCY RESPONSE TEAM TRAIN-THE-TRAINER COURSE

UNIT 4: CERT BASIC TRAINING UNIT 2 REVIEW

| INSTRUCTOR GUIDANCE | CONTENT |
|---|--|
|  <p>The Purpose of Unit 2</p> <ul style="list-style-type: none">• What is the purpose of <i>CERT Basic Training Unit 2</i>?<ul style="list-style-type: none">– To teach about fire hazards and personal fire safety– To introduce concept of sizeup– To reinforce concept of teamwork <p><small>CERT Train-the-Trainer: Basic Training Unit 2 Review 4-3</small></p> | <p>Summarize the discussion by reviewing the slide.</p> <p>The purpose of <i>CERT Basic Training Unit 2</i> is to:</p> <ul style="list-style-type: none">▪ Teach about fire hazards and personal fire safety▪ Introduce the concept of sizeup▪ Reinforce the concept of teamwork |
|  <p>What Do You Think?</p> <ul style="list-style-type: none">• What are the learning objectives for this unit? <p><small>CERT Train-the-Trainer: Basic Training Unit 2 Review 4-4</small></p> <p>Display Slide 4-4</p> <p>Conduct a class discussion based on this question.</p> | <p><i>Unit 2 Learning Objectives</i></p> <p>What are the learning objectives for this unit?</p> |

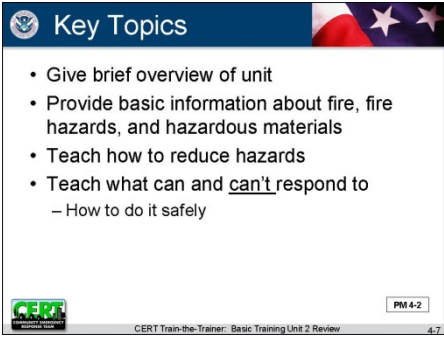
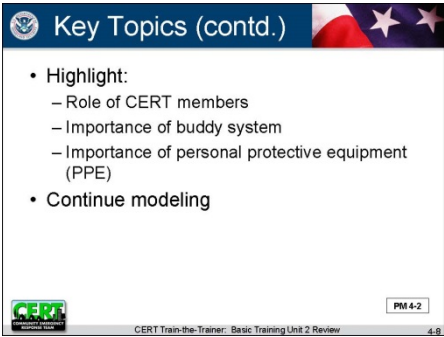
COMMUNITY EMERGENCY RESPONSE TEAM TRAIN-THE-TRAINER COURSE

UNIT 4: CERT BASIC TRAINING UNIT 2 REVIEW

| INSTRUCTOR GUIDANCE | CONTENT |
|---|---|
|  <p>What Do You Think?</p> <ul style="list-style-type: none">• What are the learning objectives for this unit? <ol style="list-style-type: none">1. To explain role of CERTs in fire safety2. To identify and reduce potential fire and utility risks in home and workplace3. To know nine steps of CERT sizeup process4. To conduct basic sizeup for fire emergency5. To operate portable fire extinguisher correctly <p>CERT Train-the-Trainer: Basic Training Unit 2 Review 4-5</p> | <p>Summarize the discussion by reviewing the slides.</p> <p>Give the learning objectives for this unit:</p> <ol style="list-style-type: none">1. To explain the role of CERTs in fire safety2. To identify and reduce potential fire and utility risks in the home and workplace3. To know the nine steps of the CERT sizeup process4. To conduct a basic sizeup for a fire emergency5. To operate a portable fire extinguisher correctly |
| <p>Display Slide 4-5</p>  <p>What Do You Think?</p> <ul style="list-style-type: none">• What are the learning objectives for this unit? (continued) <ol style="list-style-type: none">6. To understand minimum safety precautions, including safety equipment, utility control, buddy system, and backup teams7. To identify locations of hazardous materials in community and home and reduce risk from hazardous materials in home <p>CERT Train-the-Trainer: Basic Training Unit 2 Review 4-6</p> | <ol style="list-style-type: none">6. To understand minimum safety precautions, including safety equipment, utility control, buddy system, and backup teams7. To identify the locations of hazardous materials in the community and home and reduce the risk from hazardous materials in the home |
| <p>Display Slide 4-6</p> | <p>Emphasize that this unit is full of important information – information upon which the rest of the <i>Basic Training</i> is founded (buddy system, sizeup, limitations of CERTs, etc.).</p> |

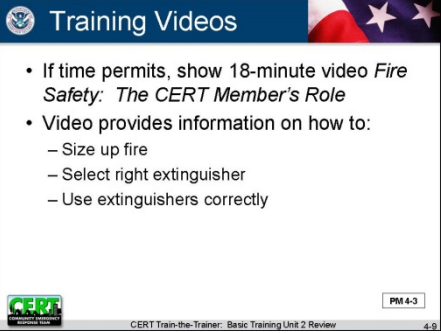


COMMUNITY EMERGENCY RESPONSE TEAM TRAIN-THE-TRAINER COURSE

UNIT 4: CERT BASIC TRAINING UNIT 2 REVIEW

| INSTRUCTOR GUIDANCE | CONTENT |
|--|--|
| <div data-bbox="237 453 678 787"><p>Key Topics</p><ul style="list-style-type: none">• Give brief overview of unit• Provide basic information about fire, fire hazards, and hazardous materials• Teach how to reduce hazards• Teach what can and <u>can't</u> respond to<ul style="list-style-type: none">– How to do it safely<p><small>CERT Train-the-Trainer: Basic Training Unit 2 Review 4-7</small></p></div> <p data-bbox="237 800 490 835">Display Slide 4-7</p> <div data-bbox="237 982 678 1316"><p>Key Topics (contd.)</p><ul style="list-style-type: none">• Highlight:<ul style="list-style-type: none">– Role of CERT members– Importance of buddy system– Importance of personal protective equipment (PPE)• Continue modeling<p><small>CERT Train-the-Trainer: Basic Training Unit 2 Review 4-8</small></p></div> <p data-bbox="237 1329 490 1365">Display Slide 4-8</p> | <p data-bbox="706 380 1019 422"><i>Unit 2 Key Topics</i></p> <p data-bbox="706 457 1464 527">Explain that, in this unit, the instructor needs to do the following:</p> <ul style="list-style-type: none">▪ Give a brief overview of the unit and the material that will be covered.▪ Give basic info about fire and fire hazards:<ul style="list-style-type: none">• 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 <u>can't</u> respond to and how to do it safely.▪ Highlight the:<ul style="list-style-type: none">• Role of CERT members• Importance of the buddy system• Importance of personal protective equipment (PPE)▪ Continue modeling:<ul style="list-style-type: none">• 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.? |

COMMUNITY EMERGENCY RESPONSE TEAM TRAIN-THE-TRAINER COURSE

UNIT 4: CERT BASIC TRAINING UNIT 2 REVIEW

| INSTRUCTOR GUIDANCE | CONTENT |
|--|--|
|  <p>Training Videos</p> <ul style="list-style-type: none">• If time permits, show 18-minute video <i>Fire Safety: The CERT Member's Role</i>• Video provides information on how to:<ul style="list-style-type: none">– Size up fire– Select right extinguisher– Use extinguishers correctly <p>Display Slide 4-9</p> | <h3><i>Training Videos for Unit 2</i></h3> <p>If time permits, the 18-minute video <i>Fire Safety: The CERT Member's Role</i> 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.</p> <p>The video is available for download at the National CERT Web site https://www.fema.gov/cert/.</p> |
|  <p>Hands-On Activities</p> <ul style="list-style-type: none">• Suppressing Small Fires  <p>Display Slide 4-10</p> <p>Refer participants to <i>Basic Training</i> Instructor Guide, p. 2-54, so they can follow the content.</p> | <h3><i>Hands-on Activities in Unit 2</i></h3> <h4>Suppressing Small Fires (<i>Basic Training</i> IG p. 2-54)</h4> <p><u>Purpose</u></p> <p>To provide hands-on practice in two key areas of fire suppression:</p> <ol style="list-style-type: none">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. <p><u>Latitude to Adapt</u></p> <p>Even if you don't use the full burn pan setup, walk participants through the steps to extinguish a fire.</p> |

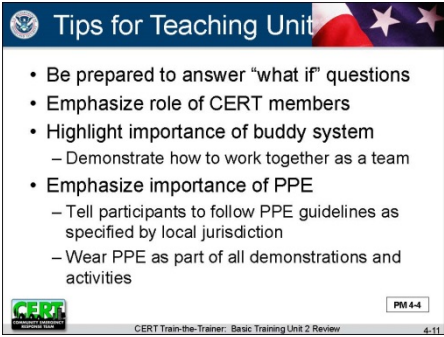
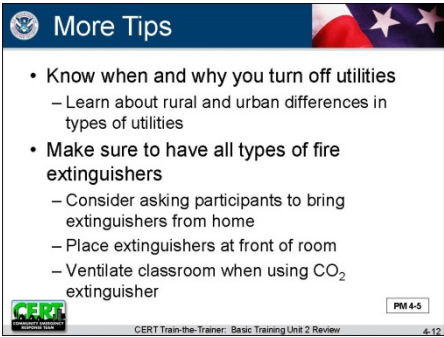
COMMUNITY EMERGENCY RESPONSE TEAM TRAIN-THE-TRAINER COURSE

UNIT 4: CERT BASIC TRAINING UNIT 2 REVIEW

| INSTRUCTOR GUIDANCE | CONTENT |
|---------------------|---|
| | <p data-bbox="703 384 1154 415"><u>How to Do the Activity Correctly</u></p> <ol data-bbox="703 449 1511 1308" style="list-style-type: none"><li data-bbox="703 449 1395 520">1. Ensure that all of the participants are dressed properly and wear safety equipment.<li data-bbox="703 533 1503 604">2. Be sure to work with fire department for assistance in building and operating a fire pan.<li data-bbox="703 617 1479 688">3. Check with your State fire marshal about guidelines for open burning.<li data-bbox="703 701 1511 877">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.<li data-bbox="703 890 1511 995">5. This exercise requires two instructors: Instructor 1 will lead the exercise. Instructor 2 will observe and serve as the exercise Safety Officer.<li data-bbox="703 1008 1365 1045">6. Follow the exercise instructions completely.<li data-bbox="703 1058 1511 1308">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.” |




COMMUNITY EMERGENCY RESPONSE TEAM TRAIN-THE-TRAINER COURSE

UNIT 4: CERT BASIC TRAINING UNIT 2 REVIEW

| INSTRUCTOR GUIDANCE | CONTENT |
|--|---|
| <div data-bbox="237 453 678 787"><p>Tips for Teaching Unit 2</p><ul style="list-style-type: none">• Be prepared to answer “what if” questions• Emphasize role of CERT members• Highlight importance of buddy system<ul style="list-style-type: none">– Demonstrate how to work together as a team• Emphasize importance of PPE<ul style="list-style-type: none">– Tell participants to follow PPE guidelines as specified by local jurisdiction– Wear PPE as part of all demonstrations and activities<p><small>CERT Train-the-Trainer: Basic Training Unit 2 Review 4-11</small></p></div> <p>Display Slide 4-11</p> <div data-bbox="237 934 678 1268"><p>More Tips</p><ul style="list-style-type: none">• Know when and why you turn off utilities<ul style="list-style-type: none">– Learn about rural and urban differences in types of utilities• Make sure to have all types of fire extinguishers<ul style="list-style-type: none">– Consider asking participants to bring extinguishers from home– Place extinguishers at front of room– Ventilate classroom when using CO₂ extinguisher<p><small>CERT Train-the-Trainer: Basic Training Unit 2 Review 4-12</small></p></div> <p>Display Slide 4-12</p> | <p><i>Tips for Teaching Unit 2</i></p> <ul style="list-style-type: none">▪ Be prepared to answer the “what if” questions.▪ Emphasize the role of CERT members. Make the distinction that <i>CERT Basic Training</i> 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.▪ Make sure that you have all types of fire extinguishers.<ul style="list-style-type: none">• 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. |

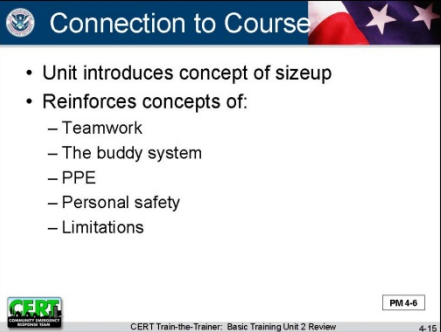

COMMUNITY EMERGENCY RESPONSE TEAM TRAIN-THE-TRAINER COURSE

UNIT 4: CERT BASIC TRAINING UNIT 2 REVIEW

| INSTRUCTOR GUIDANCE | CONTENT |
|---|---|
| <div data-bbox="240 380 678 709"><ul style="list-style-type: none">• Demonstrate each step using a buddy:<ul style="list-style-type: none">– Approaching fire– Discharging extinguisher– Backing out• Explain each step as you demonstrate• Emphasize how quickly fire spreads• Encourage people to think creatively about what would be fire suppression resources<p><small>CERT Train-the-Trainer: Basic Training Unit 2 Review 4-13</small></p></div> <p data-bbox="240 726 509 762">Display Slide 4-13</p> <div data-bbox="240 898 678 1228"><ul style="list-style-type: none">• Emphasize how everyday products can be hazardous, e.g., dairy creamer.• Don't get too in-depth about placards<ul style="list-style-type: none">– Emphasize that they are a "stop sign"• Prepare props for demonstration<ul style="list-style-type: none">– Breaker box– Fuse box– Gas meter• Consider taking cotton ball exercise outside<p><small>CERT Train-the-Trainer: Basic Training Unit 2 Review 4-14</small></p></div> <p data-bbox="240 1245 509 1281">Display Slide 4-14</p> <div data-bbox="240 1717 315 1787"></div> <p data-bbox="240 1787 565 1822">Conduct brief discussion.</p> | <ul style="list-style-type: none">▪ 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. <p data-bbox="708 1713 1133 1749">Do you have any other tips?</p> |

COMMUNITY EMERGENCY RESPONSE TEAM TRAIN-THE-TRAINER COURSE

UNIT 4: CERT BASIC TRAINING UNIT 2 REVIEW

| INSTRUCTOR GUIDANCE | CONTENT |
|--|---|
|  <p>Display Slide 4-15</p> | <p><i>How Unit 2 Connects to Other CERT Basic Training Units</i></p> <p>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.</p> <p>This unit reinforces the concepts of:</p> <ul style="list-style-type: none">▪ Teamwork▪ The buddy system▪ PPE▪ Personal safety▪ Limitations |
|  | <p><i>T-T-T Unit Summary</i></p> <p>This unit has provided information on <i>CERT Basic Training Unit 2</i>.</p> <p>Do you have any questions about anything covered in this unit?</p> <p>Transition</p> <p>The next unit will explore what you need to know and do to maximize learning.</p> |

[This page intentionally left blank]

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.

[This page intentionally left blank]

COMMUNITY EMERGENCY RESPONSE TEAM TRAIN-THE-TRAINER COURSE

UNIT 5: MAXIMIZE LEARNING

| | |
|--|--|
| LEARNING OBJECTIVES/ PERFORMANCE OUTCOMES | <p>At the conclusion of this unit, the participants will be able to:</p> <ul style="list-style-type: none">▪ Describe the ways in which people learn.▪ Explain how to create a positive learning environment.▪ Demonstrate how to maximize learning in a given scenario.▪ State why instructors need to evaluate.▪ List formal and informal ways of evaluating.▪ Provide some guidelines for asking and answering questions.▪ Provide some guidelines for giving feedback. |
| SCOPE | <p>The topics that will be discussed in this unit are:</p> <ul style="list-style-type: none">▪ Unit Overview▪ How People Learn▪ Create a Positive Learning Environment▪ Techniques That Maximize Learning▪ Exercise: Power Outage▪ Why You Need to Evaluate▪ Ways to Evaluate▪ Guidelines for Asking and Answering Questions▪ Guidelines for Giving Feedback▪ Exercise: Develop “What If” Questions▪ Unit Summary |
| ESTIMATED COMPLETION TIME | 90 minutes |

COMMUNITY EMERGENCY RESPONSE TEAM TRAIN-THE-TRAINER COURSE

UNIT 5: MAXIMIZE LEARNING

TRAINING METHODS

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

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

The instructor conducts a discussion about what adults need to learn and how instructors need to respond to those needs. Physical, emotional, and intellectual factors are addressed. The list generated in the beginning of the unit is reviewed to see which items were physical, emotional, or intellectual factors.

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

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

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

The instructor also makes the point that instructors need to evaluate whether the training is meeting learners’ physical, emotional, and intellectual needs.

Next the instructor discusses formal and informal ways to evaluate.

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

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

At the end of the unit, participants develop “what if” questions that they could use when instructing *CERT Basic Training* Units 2-5.

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

COMMUNITY EMERGENCY RESPONSE TEAM TRAIN-THE-TRAINER COURSE

UNIT 5: MAXIMIZE LEARNING

| | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|---|--------------------|------------|-----------------------|------------|---|------------|---|-----------|------------------------------|------------|--------------------------------|------------|------------------------|-----------|--|------------|--|-----------|---|------------|--------------------|----------|-------------|------------|
| RESOURCES REQUIRED | <ul style="list-style-type: none">▪ <i>Community Emergency Response Team Train-the-Trainer Instructor Guide</i> (for Train-the-Trainer instructors)▪ <i>Community Emergency Response Team Train-the-Trainer Participant Manual</i> (for all participants)▪ <i>Community Emergency Response Team Basic Training Instructor Guide</i> (for all participants)▪ PowerPoint slides 5-1 to 5-55 | | | | | | | | | | | | | | | | | | | | | | | | |
| EQUIPMENT | <p>The following additional equipment is required for this unit:</p> <ul style="list-style-type: none">▪ A computer with PowerPoint software▪ A computer projector and screen▪ Easel pad and easel or whiteboard▪ Markers | | | | | | | | | | | | | | | | | | | | | | | | |
| PREPARATION | None required. | | | | | | | | | | | | | | | | | | | | | | | | |
| NOTES | <p>A suggested time plan for this unit is as follows:</p> <table><tr><td>Unit Overview.....</td><td>10 minutes</td></tr><tr><td>How People Learn.....</td><td>13 minutes</td></tr><tr><td>Create a Positive Learning Environment.....</td><td>13 minutes</td></tr><tr><td>Techniques That Maximize Learning</td><td>5 minutes</td></tr><tr><td>Exercise: Power Outage</td><td>10 minutes</td></tr><tr><td>Why You Need to Evaluate</td><td>10 minutes</td></tr><tr><td>Ways to Evaluate</td><td>4 minutes</td></tr><tr><td>Guidelines for Asking and Answering Questions.....</td><td>10 minutes</td></tr><tr><td>Guidelines for Developing Feedback</td><td>4 minutes</td></tr><tr><td>Exercise: Develop “What If” Questions</td><td>10 minutes</td></tr><tr><td>Unit Summary</td><td>1 minute</td></tr><tr><td>Total Time:</td><td>90 minutes</td></tr></table> | Unit Overview..... | 10 minutes | How People Learn..... | 13 minutes | Create a Positive Learning Environment..... | 13 minutes | Techniques That Maximize Learning | 5 minutes | Exercise: Power Outage | 10 minutes | Why You Need to Evaluate | 10 minutes | Ways to Evaluate | 4 minutes | Guidelines for Asking and Answering Questions..... | 10 minutes | Guidelines for Developing Feedback | 4 minutes | Exercise: Develop “What If” Questions | 10 minutes | Unit Summary | 1 minute | Total Time: | 90 minutes |
| Unit Overview..... | 10 minutes | | | | | | | | | | | | | | | | | | | | | | | | |
| How People Learn..... | 13 minutes | | | | | | | | | | | | | | | | | | | | | | | | |
| Create a Positive Learning Environment..... | 13 minutes | | | | | | | | | | | | | | | | | | | | | | | | |
| Techniques That Maximize Learning | 5 minutes | | | | | | | | | | | | | | | | | | | | | | | | |
| Exercise: Power Outage | 10 minutes | | | | | | | | | | | | | | | | | | | | | | | | |
| Why You Need to Evaluate | 10 minutes | | | | | | | | | | | | | | | | | | | | | | | | |
| Ways to Evaluate | 4 minutes | | | | | | | | | | | | | | | | | | | | | | | | |
| Guidelines for Asking and Answering Questions..... | 10 minutes | | | | | | | | | | | | | | | | | | | | | | | | |
| Guidelines for Developing Feedback | 4 minutes | | | | | | | | | | | | | | | | | | | | | | | | |
| Exercise: Develop “What If” Questions | 10 minutes | | | | | | | | | | | | | | | | | | | | | | | | |
| Unit Summary | 1 minute | | | | | | | | | | | | | | | | | | | | | | | | |
| Total Time: | 90 minutes | | | | | | | | | | | | | | | | | | | | | | | | |


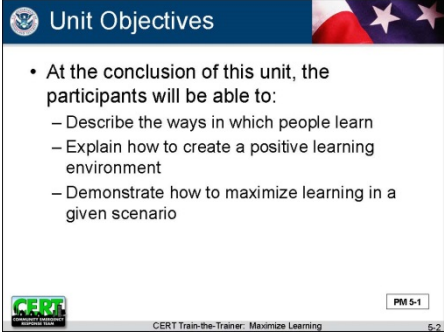
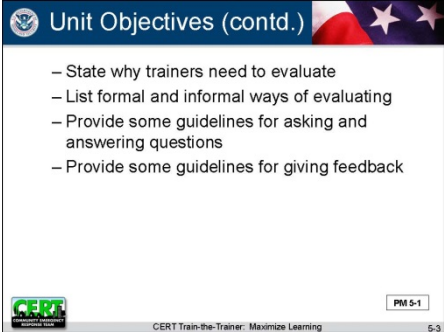
COMMUNITY EMERGENCY RESPONSE TEAM TRAIN-THE-TRAINER COURSE

UNIT 5: MAXIMIZE LEARNING

REMARKS

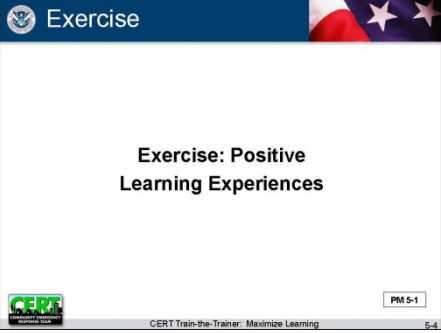
Evaluation may not be a role that instructors are comfortable taking on. They should be reminded that the *CERT Basic Training* course Instructor Guide includes evaluation techniques. Evaluation isn't something that they have to add to the Instructor Guide.

Unit 5: Maximize Learning

| INSTRUCTOR GUIDANCE | CONTENT |
|---|--|
|  <p>Unit 5: Maximize Learning CERT Basic Train-the-Trainer</p> <p>FEMA CERT</p> <p>Display Slide 5-1</p>  <p>Unit Objectives</p> <ul style="list-style-type: none"> • At the conclusion of this unit, the participants will be able to: <ul style="list-style-type: none"> – Describe the ways in which people learn – Explain how to create a positive learning environment – Demonstrate how to maximize learning in a given scenario <p>CERT PM 5-1 5.2</p> <p>Display Slide 5-2</p>  <p>Unit Objectives (contd.)</p> <ul style="list-style-type: none"> – State why trainers need to evaluate – List formal and informal ways of evaluating – Provide some guidelines for asking and answering questions – Provide some guidelines for giving feedback <p>CERT PM 5-1 5.3</p> <p>Display Slide 5-3</p> | <p>Unit Overview</p> <p>Say that in Unit 2 the roles of effective instructors were discussed. One of the roles – probably the most important one – is trainer. Another role that was discussed was evaluator.</p> <p>Explain that this unit looks at some of the things a trainer needs to know to be an effective instructor:</p> <ul style="list-style-type: none"> ▪ How people learn ▪ How to create a positive learning environment ▪ Techniques that maximize learning <ul style="list-style-type: none"> ▪ Why trainers need to evaluate ▪ Formal and informal ways of evaluating ▪ Some guidelines for asking and answering questions ▪ Some guidelines for giving feedback |


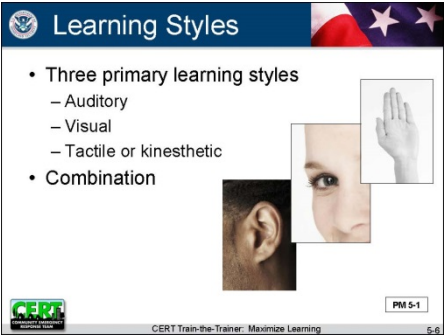
COMMUNITY EMERGENCY RESPONSE TEAM TRAIN-THE-TRAINER COURSE

UNIT 5: MAXIMIZE LEARNING

| INSTRUCTOR GUIDANCE | CONTENT |
|---|--|
|  <p>Exercise: Positive Learning Experiences</p> <p>Display Slide 5-4</p> <p>Record the list on an easel pad.</p> | <h3>Exercise: Positive Learning Experiences</h3> <p><u>Purpose:</u> Participants identify positive learning experiences.</p> <p><u>Instructions:</u> Ask participants to work in pairs. They should remember positive learning experiences and generate a list of the <u>things that made that experience positive</u>.</p> <p>Report out.</p> <p><u>Debrief:</u> Explain that you will return to the list later in the unit.</p> |

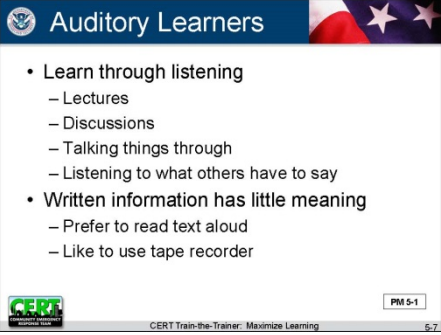
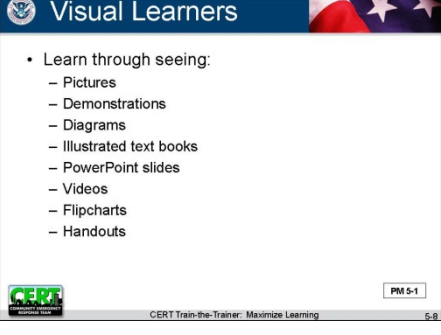
COMMUNITY EMERGENCY RESPONSE TEAM TRAIN-THE-TRAINER COURSE

UNIT 5: MAXIMIZE LEARNING

| INSTRUCTOR GUIDANCE | CONTENT |
|---|---|
|  <p>Display Slide 5-5</p> <p>Conduct a class discussion based on this question.</p>  <p>Display Slide 5-6</p> | <h3><i>How People Learn</i></h3> <p>Pose this question and then ask for a show of hands to the follow-up questions.</p> <p>Ask the class:</p> <p>When you get a new gadget, how do you learn how to use it? Imagine you bought a new iPhone.</p> <ul style="list-style-type: none">▪ How many people open the box, pull out the manual, and start reading?▪ How many people try to find someone to show them how the thing works?▪ How many people just start pushing buttons to see what happens? <p>Say that we each have a way that we like to learn. Learning styles are generally grouped into three primary types:</p> <ul style="list-style-type: none">▪ Auditory▪ Visual▪ Tactile or kinesthetic <p>However, no one only learns one way. We may have a preferred style but we also use parts of the other styles as well.</p> |







COMMUNITY EMERGENCY RESPONSE TEAM TRAIN-THE-TRAINER COURSE

UNIT 5: MAXIMIZE LEARNING

| INSTRUCTOR GUIDANCE | CONTENT |
|---|--|
|  <p>Auditory Learners</p> <ul style="list-style-type: none">• Learn through listening<ul style="list-style-type: none">– Lectures– Discussions– Talking things through– Listening to what others have to say• Written information has little meaning<ul style="list-style-type: none">– Prefer to read text aloud– Like to use tape recorder <p><small>CERT Train-the-Trainer: Maximize Learning 5-7</small></p> | <h3>Auditory Learners</h3> <p>Explain that auditory learners learn through listening:</p> <ul style="list-style-type: none">▪ Lectures▪ Discussions▪ Talking things through▪ Listening to what others have to say <p>The instructor's tone of voice, pitch, and speed help them interpret and remember what they hear.</p> <p>Written information may have little meaning until it is heard so auditory learners often benefit from reading text aloud and using a tape recorder.</p> |
|  <p>Visual Learners</p> <ul style="list-style-type: none">• Learn through seeing:<ul style="list-style-type: none">– Pictures– Demonstrations– Diagrams– Illustrated text books– PowerPoint slides– Videos– Flipcharts– Handouts <p><small>CERT Train-the-Trainer: Maximize Learning 5-8</small></p> | <h3>Visual Learners</h3> <p>Explain that visual learners learn through seeing:</p> <ul style="list-style-type: none">▪ Pictures▪ Demonstrations▪ Diagrams▪ Illustrated text books▪ PowerPoint slides▪ Videos▪ Flipcharts▪ Handouts |

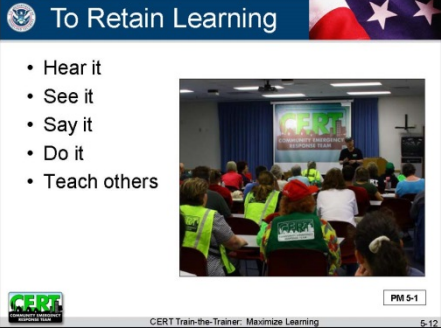
COMMUNITY EMERGENCY RESPONSE TEAM TRAIN-THE-TRAINER COURSE

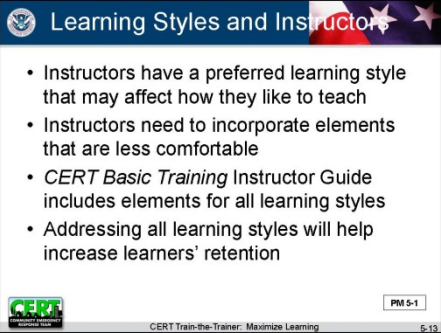
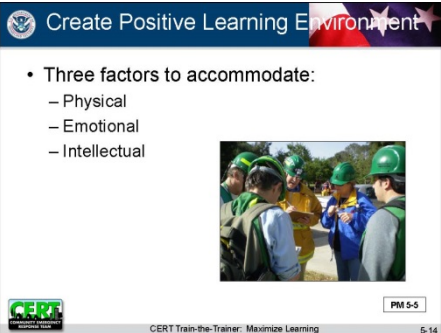
UNIT 5: MAXIMIZE LEARNING

| INSTRUCTOR GUIDANCE | CONTENT |
|---|---|
|  <ul style="list-style-type: none">• Instructor's body language and facial expressions help them understand• Sit at front of room• Remember by seeing• Like to take detailed notes to absorb information  <p>CERT Train-the-Trainer: Maximize Learning 5-9</p> | <p>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.</p> <p>They remember something by seeing it in their minds.</p> <p>Visual learners like to take detailed notes to absorb the information.</p> |
| <p>Display Slide 5-9</p>  <ul style="list-style-type: none">• Learn by doing, moving, touching<ul style="list-style-type: none">– Hands-on activities• Find it hard to sit still for very long• Want to actively explore physical world around them  <p>CERT Train-the-Trainer: Maximize Learning 5-10</p> | <p>Tactile Learners</p> <p>Explain that tactile learners learn by doing, moving, and touching. They find it hard to sit still for very long.</p> <p>Hands-on activities and games are great for tactile learners. They want to actively explore the physical world around them.</p> |
| <p>Display Slide 5-10</p>  <ul style="list-style-type: none">• Good instruction should combine auditory, visual, and tactile• Retention increases dramatically when learning involves more senses and is more active  <p>CERT Train-the-Trainer: Maximize Learning 5-11</p> | <p>Learning Styles and Teaching</p> <p>Explain that good instruction has something for each type of learner. The best approach is a combination of auditory, visual, and tactile.</p> |
| <p>Display Slide 5-11</p> | |

COMMUNITY EMERGENCY RESPONSE TEAM TRAIN-THE-TRAINER COURSE

UNIT 5: MAXIMIZE LEARNING

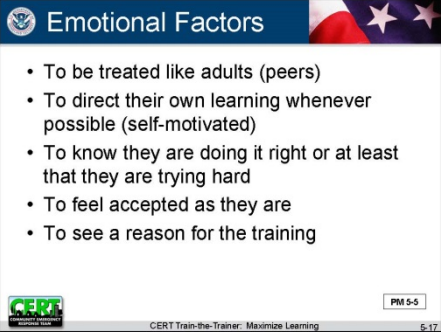
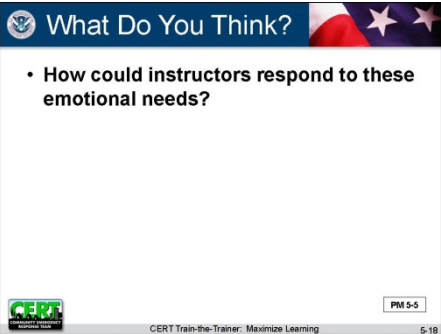
| INSTRUCTOR GUIDANCE | CONTENT |
|--|---|
|  <p>To Retain Learning</p> <ul style="list-style-type: none">• Hear it• See it• Say it• Do it• Teach others <p>Display Slide 5-12</p> | <p>Explain that to really grasp a new piece of information or a new skill, we need to:</p> <ul style="list-style-type: none">▪ 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) <p>The <i>CERT Basic Training</i> 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.</p> |

| Instructor Guidance | CONTENT |
|--|--|
|  <p>Display Slide 5-13</p> | <p>Learning Styles and Instructors</p> <p>Point out that, just like their learners, instructors have a preferred learning style. That learning style will affect the way they like to teach.</p> <ul style="list-style-type: none"> ▪ 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. <p>Each instructor will need to stretch himself or herself to incorporate the elements that are less comfortable. The <i>CERT Basic Training</i> Instructor Guide is written to include elements for all learning styles.</p> <p>Emphasize that addressing all learning styles will increase each participant's retention of the material.</p> |
| <p>For more detailed information on adult learning, research adult learning principles and adult learning theory.</p>  <p>Display Slide 5-14</p> | <p>Create a Positive Learning Environment</p> <p>Say that knowing about and teaching for multiple learning styles are one way to maximize learning. In addition, instructors need to understand how adults learn best.</p> <p>There are three sets of factors that need to be accommodated to create a positive learning environment:</p> <ul style="list-style-type: none"> ▪ Physical factors ▪ Emotional factors ▪ Intellectual factors |

| INSTRUCTOR GUIDANCE | CONTENT |
|---|---|
| <div data-bbox="237 384 678 716"> <p>What Do You Think?</p> <ul style="list-style-type: none"> • What is a physically comfortable learning environment? <p>CERT Train-the-Trainer: Maximize Learning 5-15</p> </div> <p>Display Slide 5-15</p> <p>Conduct a class discussion based on this question.</p> <div data-bbox="237 945 678 1276"> <p>Physical Factors</p> <ul style="list-style-type: none"> • What is a physically comfortable learning environment? <ul style="list-style-type: none"> – Room not too hot or too cold – People can see and hear instructor – Lighting and amplification for people with reduced vision and hearing – Don't have to sit too long; take regular breaks – Expectations account for reduced flexibility, reaction times, time of day <p>CERT Train-the-Trainer: Maximize Learning 5-16</p> </div> <p>Display Slide 5-16</p> | <p>Physical Factors</p> <p>Say that adults need to be physically comfortable or they can't focus on learning.</p> <p>Ask the class:</p> <p>What is a physically comfortable learning environment?</p> <p>Summarize the discussion by reviewing the slide.</p> <p>The following factors help create a physically comfortable learning environment:</p> <ul style="list-style-type: none"> ▪ 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. <p>Expectations for performance take into account reduced flexibility, reduced reaction times, time of day (evening may not be the best time to be sharp).</p> |

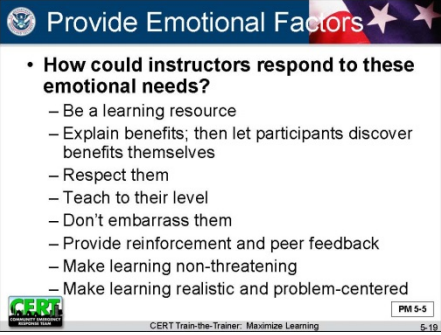
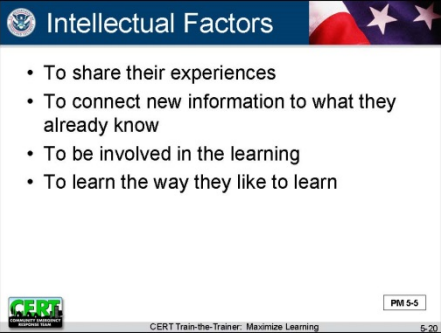
COMMUNITY EMERGENCY RESPONSE TEAM TRAIN-THE-TRAINER COURSE

UNIT 5: MAXIMIZE LEARNING

| INSTRUCTOR GUIDANCE | CONTENT |
|---|--|
|  <p>Emotional Factors</p> <ul style="list-style-type: none">• To be treated like adults (peers)• To direct their own learning whenever possible (self-motivated)• To know they are doing it right or at least that they are trying hard• To feel accepted as they are• To see a reason for the training <p>Display Slide 5-17</p>  <p>What Do You Think?</p> <ul style="list-style-type: none">• How could instructors respond to these emotional needs? <p>Display Slide 5-18</p> <p>Conduct a class discussion based on this question.</p> | <h3>Emotional Factors</h3> <p>Say that adults also have to be comfortable emotionally. Adults have definite emotional needs:</p> <ul style="list-style-type: none">▪ 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.) <p>Ask the class:</p> <p>How could instructors respond to these emotional needs?</p> |

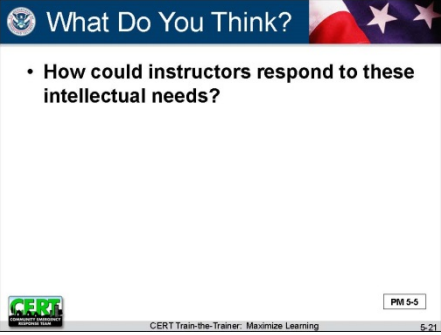
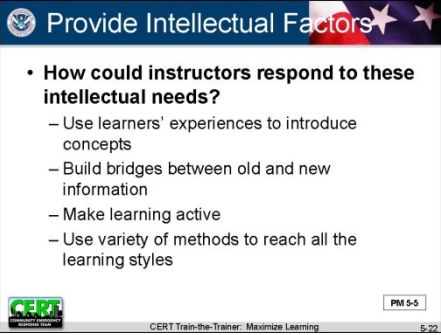
COMMUNITY EMERGENCY RESPONSE TEAM TRAIN-THE-TRAINER COURSE

UNIT 5: MAXIMIZE LEARNING

| INSTRUCTOR GUIDANCE | CONTENT |
|--|---|
|  <p>Provide Emotional Factors</p> <ul style="list-style-type: none">• How could instructors respond to these emotional needs?<ul style="list-style-type: none">– Be a learning resource– Explain benefits; then let participants discover benefits themselves– Respect them– Teach to their level– Don't embarrass them– Provide reinforcement and peer feedback– Make learning non-threatening– Make learning realistic and problem-centered <p><small>CERT Train-the-Trainer: Maximize Learning 5-19</small></p> <p>Display Slide 5-19</p> | <p>Summarize the discussion by reviewing the slide.</p> <p>An instructor can respond to emotional needs by:</p> <ul style="list-style-type: none">▪ 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 |
|  <p>Intellectual Factors</p> <ul style="list-style-type: none">• To share their experiences• To connect new information to what they already know• To be involved in the learning• To learn the way they like to learn <p><small>CERT Train-the-Trainer: Maximize Learning 5-20</small></p> <p>Display Slide 5-20</p> | <p>Intellectual Factors</p> <p>Explain that, in addition to needing to be physically and emotionally comfortable, adults have intellectual needs:</p> <ul style="list-style-type: none">▪ 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). |

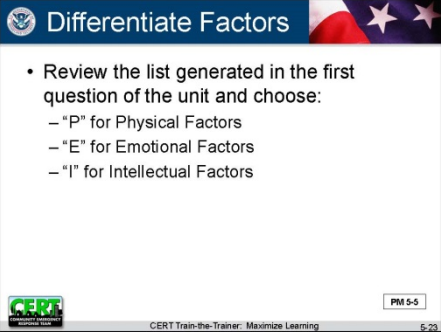
COMMUNITY EMERGENCY RESPONSE TEAM TRAIN-THE-TRAINER COURSE

UNIT 5: MAXIMIZE LEARNING

| INSTRUCTOR GUIDANCE | CONTENT |
|--|--|
|  <p>What Do You Think?</p> <ul style="list-style-type: none">• How could instructors respond to these intellectual needs? <p><small>CERT Train-the-Trainer: Maximize Learning 5-21</small></p> <p>Display Slide 5-21</p> <p>Conduct a class discussion based on this question.</p>  <p>Provide Intellectual Factors</p> <ul style="list-style-type: none">• How could instructors respond to these intellectual needs?<ul style="list-style-type: none">– Use learners' experiences to introduce concepts– Build bridges between old and new information– Make learning active– Use variety of methods to reach all the learning styles <p><small>CERT Train-the-Trainer: Maximize Learning 5-22</small></p> <p>Display Slide 5-22</p> | <p>Ask the class:</p> <p>How could instructors respond to these intellectual needs?</p> <p>Summarize the discussion by reviewing the slide.</p> <p>An instructor can respond to intellectual needs by:</p> <ul style="list-style-type: none">▪ 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 <i>CERT Basic Training Participant Manual</i> 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) |

COMMUNITY EMERGENCY RESPONSE TEAM TRAIN-THE-TRAINER COURSE

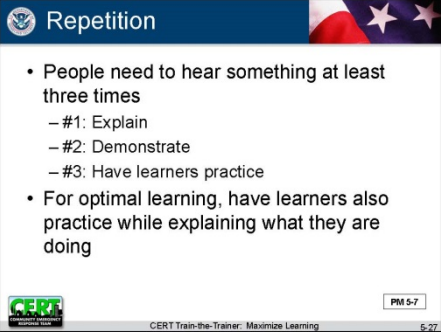
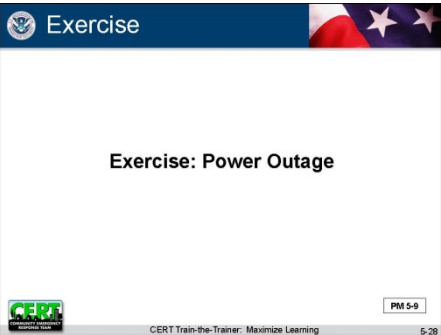
UNIT 5: MAXIMIZE LEARNING

| INSTRUCTOR GUIDANCE | CONTENT |
|--|--|
|  <p>Display Slide 5-23</p> <p>Some of the items may deal with teaching style, which was addressed in Unit 2.</p> | <p>Review the list generated in the first question of the unit. Mark the list with:</p> <ul style="list-style-type: none"> ▪ “P” next to any items that dealt with Physical Factors ▪ “E” next to any items that dealt with Emotional Factors ▪ “I” next to any items that dealt with Intellectual Factors <p>Remind participants that, when they are teaching, knowing the content is not enough. To create a positive learning environment the instructor also needs to pay attention to:</p> <ul style="list-style-type: none"> ▪ Physical factors ▪ Emotional factors ▪ Intellectual factors |
| | |
| | |
| | |
| | |
| | |
| | |

| INSTRUCTOR GUIDANCE | CONTENT |
|--|--|
|  <p>Techniques to Maximize Learning</p> <ul style="list-style-type: none"> • Motivation <ul style="list-style-type: none"> – Especially at beginning of training – What’s in it for me (WIIFM) • Reinforcement <ul style="list-style-type: none"> – Frequently and positively • Repetition <ul style="list-style-type: none"> – At least 3 times for learning retention <p><small>CERT Train-the-Trainer: Maximize Learning 5-24</small></p> | <p><i>Techniques That Maximize Learning</i></p> <p>Say that 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:</p> <ul style="list-style-type: none"> ▪ Motivation ▪ Reinforcement ▪ To be told something more than once |
| <p>Display Slide 5-24</p> | |
|  <p>Motivation</p> <ul style="list-style-type: none"> • Motivation is critical, especially at beginning of training • Adults need to know how it will benefit them • To motivate, instructors need to: <ul style="list-style-type: none"> – Establish rapport – Create open, friendly training atmosphere – Keep stress low – Challenge but don’t frustrate participants <p><small>CERT Train-the-Trainer: Maximize Learning 5-25</small></p> | <p>Motivation</p> <p>Explain that 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:</p> <ul style="list-style-type: none"> ▪ Establish a rapport ▪ Create an open, friendly training atmosphere ▪ Keep stress low ▪ Challenge participants but not frustrate them |
| <p>Display Slide 5-25</p> | |
|  <p>Reinforcement</p> <ul style="list-style-type: none"> • Instructors need to encourage and reinforce throughout training • Reward good behavior positively and frequently <p><small>CERT Train-the-Trainer: Maximize Learning 5-26</small></p> | <p>Reinforcement</p> <p>Say that 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.</p> |
| <p>Display Slide 5-26</p> | |

COMMUNITY EMERGENCY RESPONSE TEAM TRAIN-THE-TRAINER COURSE

UNIT 5: MAXIMIZE LEARNING

| INSTRUCTOR GUIDANCE | CONTENT |
|---|---|
|  <p>Repetition</p> <ul style="list-style-type: none">• People need to hear something at least three times<ul style="list-style-type: none">– #1: Explain– #2: Demonstrate– #3: Have learners practice• For optimal learning, have learners also practice while explaining what they are doing <p>CERT Train-the-Trainer: Maximize Learning 5-27</p> | <h3>Repetition</h3> <p>Explain that repetition is a cornerstone of learning. People need to hear something at least three times before they learn it.</p> <p>That’s why the process for teaching a skill is to:</p> <ul style="list-style-type: none">▪ #1, explain it (description)▪ #2, show it (demonstration)▪ #3, have the learners do it (practice) <p>The very best process would be to add a fourth step: Have the learners do it and say what they are doing while they do it.</p> |
|  <p>Exercise</p> <p>Exercise: Power Outage</p> <p>CERT Train-the-Trainer: Maximize Learning 5-28</p> | <h3>Exercise: Power Outage</h3> <p>Purpose: This exercise allows participants to apply what they have learned about adults and learning.</p> |

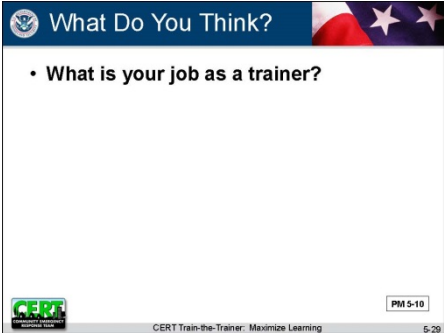
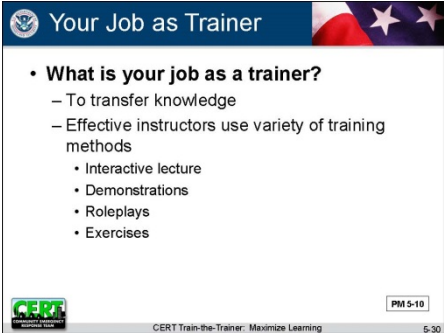
COMMUNITY EMERGENCY RESPONSE TEAM TRAIN-THE-TRAINER COURSE

UNIT 5: MAXIMIZE LEARNING

| INSTRUCTOR GUIDANCE | CONTENT |
|--|--|
| <p>Suggested responses:</p> <p>Physical:</p> <p>Temperature</p> <p>Safety in the dark</p> <p>Claustrophobia</p> <p>Make the situation work:</p> <p>Have people imagine exploring a dark building during a disaster.</p> <p>Present “what if” scenarios that might happen in an individual’s home or work and get them to talk about them.</p> <p>How to remember key points:</p> <p>Ask review questions.</p> <p>Make up a game.</p> | <p>Instructions: Follow the steps below to conduct the exercise.</p> <ol style="list-style-type: none">1. Present this scenario to the whole group. 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. Ask 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.3. Add to the scenario. 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.4. What can you do to make sure that participants remember the key points that you have covered so far? Remember all three learning styles. <p>Debrief: Instructors should be prepared to adapt to different learning situations as they arise. Instructors should keep the physical, emotional, and intellectual needs, as well as the different learning styles, of adult learners in mind.</p> |

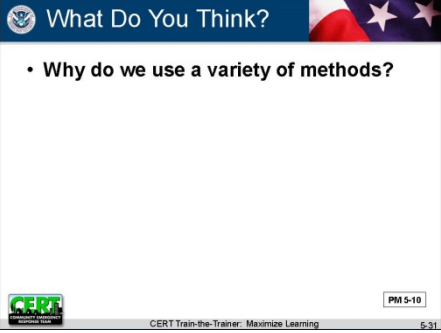
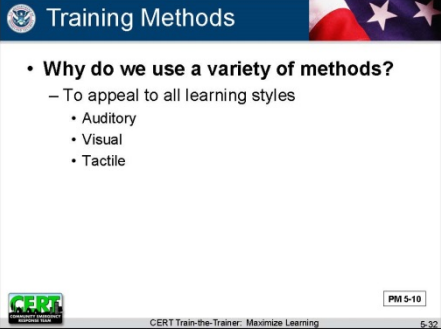
COMMUNITY EMERGENCY RESPONSE TEAM TRAIN-THE-TRAINER COURSE

UNIT 5: MAXIMIZE LEARNING

| INSTRUCTOR GUIDANCE | CONTENT |
|---|---|
|  <p>Display Slide 5-29</p> <p>This is a review question from Unit 2, Your Role as Instructor.</p> <p>Conduct a class discussion based on this slide.</p>  <p>Display Slide 5-30</p> | <h3><i>Why You Need to Evaluate</i></h3> <p>Ask the class:</p> <h3>What is your job as a trainer?</h3> <p>Summarize the discussion by reviewing the slide.</p> <p>Your job as a trainer is to transfer knowledge: to get what you have in your head into someone else's head.</p> <p>Explain that many trainers think that they have done a wonderful job because they have told the class everything they know. "I said it, therefore you know it."</p> <p>But effective instructors take it much further. They use a variety of training methods to help transfer the knowledge:</p> <ul style="list-style-type: none">▪ Interactive lecture (lecture with discussion questions)▪ Demonstrations▪ Roleplays▪ Exercises |

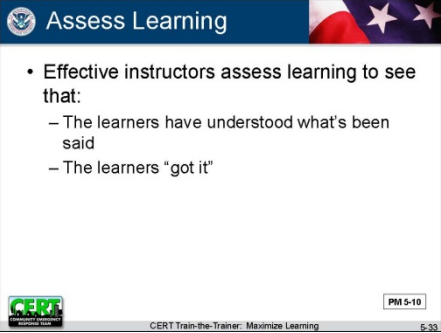
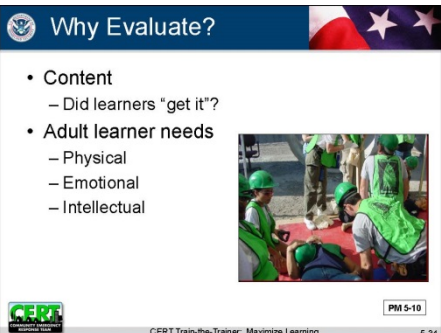

COMMUNITY EMERGENCY RESPONSE TEAM TRAIN-THE-TRAINER COURSE

UNIT 5: MAXIMIZE LEARNING

| INSTRUCTOR GUIDANCE | CONTENT |
|---|---|
|  <p>What Do You Think?</p> <ul style="list-style-type: none">• Why do we use a variety of methods? <p><small>CERT Train-the-Trainer: Maximize Learning 5-31</small></p> <p>Display Slide 5-31</p> <p>Conduct a class discussion based on this question.</p> <p>This is a review question from earlier in this lesson.</p> | <p>Ask the class:</p> <p>Why do we use a variety of methods?</p> |
|  <p>Training Methods</p> <ul style="list-style-type: none">• Why do we use a variety of methods?<ul style="list-style-type: none">– To appeal to all learning styles<ul style="list-style-type: none">• Auditory• Visual• Tactile <p><small>CERT Train-the-Trainer: Maximize Learning 5-32</small></p> <p>Display Slide 5-32</p> | <p>Summarize the discussion by reviewing the slide.</p> <p>We use a variety of training methods to appeal to all the learning styles (auditory, visual, tactile).</p> |

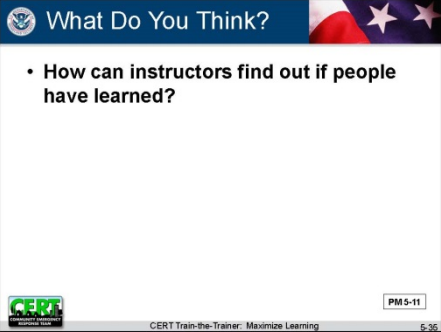
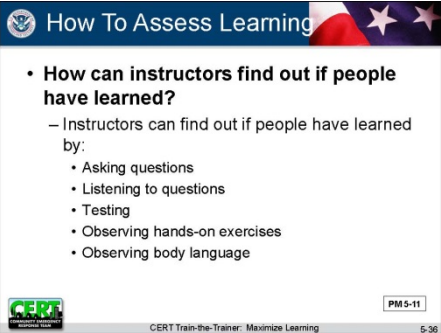
COMMUNITY EMERGENCY RESPONSE TEAM TRAIN-THE-TRAINER COURSE

UNIT 5: MAXIMIZE LEARNING

| INSTRUCTOR GUIDANCE | CONTENT |
|--|---|
|  <p>Assess Learning</p> <ul style="list-style-type: none">• Effective instructors assess learning to see that:<ul style="list-style-type: none">– The learners have understood what's been said– The learners “got it” <p><small>CERT Train-the-Trainer: Maximize Learning 5-33</small></p> | <p>Say that effective instructors also know that periodically they have to assess whether what they have been saying has been learned.</p> <p>This is the responsibility of effective instructors. They need to know that:</p> <ol style="list-style-type: none">1. They said it in ways that the learners could understand2. The learners “got it” |
| <p>Display Slide 5-33</p>  <p>Why Evaluate?</p> <ul style="list-style-type: none">• Content<ul style="list-style-type: none">– Did learners “get it”?• Adult learner needs<ul style="list-style-type: none">– Physical– Emotional– Intellectual  <p><small>CERT Train-the-Trainer: Maximize Learning 5-34</small></p> | <p>Explain that 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.</p> <p>In addition to making sure that participants have learned, there are other things that CERT trainers want to evaluate too:</p> <ul style="list-style-type: none">▪ 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? |

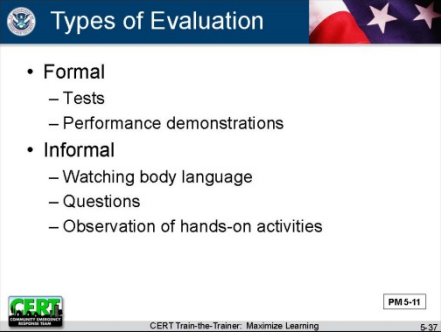
COMMUNITY EMERGENCY RESPONSE TEAM TRAIN-THE-TRAINER COURSE

UNIT 5: MAXIMIZE LEARNING

| INSTRUCTOR GUIDANCE | CONTENT |
|--|--|
|  <p>Display Slide 5-35 Conduct a class discussion based on this question.</p>  <p>Display Slide 5-36</p> | <p><i>Ways to Evaluate</i></p> <p>Say that there are a number of ways to evaluate progress.</p> <p>Ask the class:</p> <p>How can instructors find out if people have learned?</p> <ul style="list-style-type: none">▪ Summarize the discussion by reviewing the slide.▪ Instructors can find out if people have learned by:<ul style="list-style-type: none">• Asking questions• Listening to questions asked• Testing• Observing hands-on exercises• Observing body language |

COMMUNITY EMERGENCY RESPONSE TEAM TRAIN-THE-TRAINER COURSE

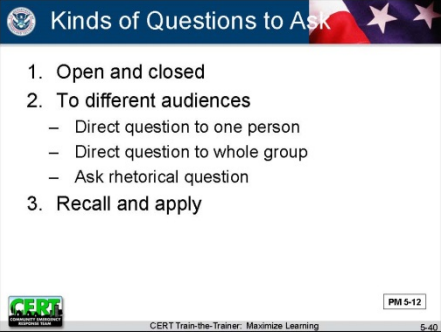
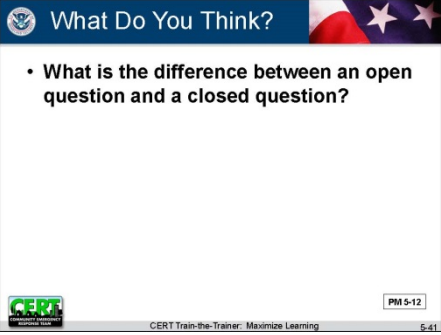
UNIT 5: MAXIMIZE LEARNING

| INSTRUCTOR GUIDANCE | CONTENT |
|---|--|
|  <p>Types of Evaluation</p> <ul style="list-style-type: none">• Formal<ul style="list-style-type: none">– Tests– Performance demonstrations• Informal<ul style="list-style-type: none">– Watching body language– Questions– Observation of hands-on activities <p>Display Slide 5-37</p> | <p>Formal Evaluation</p> <p>Explain that some evaluation is formal. The final exam is a formal evaluation as is the Unit 9 exercise in the <i>CERT Basic Training</i> course.</p> <p>Informal Evaluation</p> <p>Explain that some evaluation is informal.</p> <ul style="list-style-type: none">▪ 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 <i>CERT Basic Training</i> 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. |

| INSTRUCTOR GUIDANCE | CONTENT |
|---|---|
| <div data-bbox="237 760 678 1094" data-label="Image"> <p>What Do You Think?</p> <ul style="list-style-type: none"> • What are some other reasons for asking questions? <p>CERT Train-the-Trainer: Maximize Learning 5-38</p> </div> <p>Display Slide 5-38</p> <p>Conduct a class discussion based on this question.</p> <div data-bbox="237 1257 678 1591" data-label="Image"> <p>Why We Ask Questions</p> <ul style="list-style-type: none"> • What are some other reasons for asking questions? <ul style="list-style-type: none"> – Ask questions to: <ul style="list-style-type: none"> • Get people involved/interested • Stimulate discussion • Channel thinking <p>CERT Train-the-Trainer: Maximize Learning 5-39</p> </div> <p>Display Slide 5-39</p> | <p>Guidelines for Asking and Answering Questions</p> <p>Review guidelines for asking and answering questions.</p> <p>Why We Ask Questions</p> <p>There are lots of reasons to ask questions. Evaluation is only one of the reasons.</p> <p>Ask the class:</p> <p>What are some other reasons for asking questions?</p> <ul style="list-style-type: none"> ▪ Summarize the discussion by reviewing the slide. ▪ Ask questions to: <ul style="list-style-type: none"> • Get people involved and interested • Stimulate discussion • Channel thinking (use questions as a discovery process, allow participants to facilitate and guide the training) |

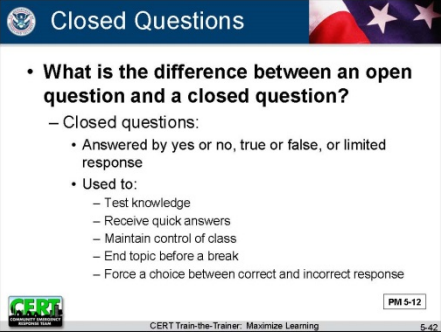
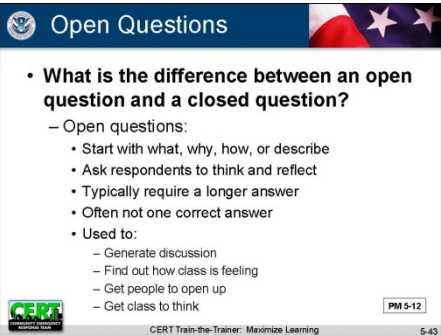
COMMUNITY EMERGENCY RESPONSE TEAM TRAIN-THE-TRAINER COURSE

UNIT 5: MAXIMIZE LEARNING

| INSTRUCTOR GUIDANCE | CONTENT |
|---|---|
|  <p>Kinds of Questions to Ask</p> <ol style="list-style-type: none">1. Open and closed2. To different audiences<ul style="list-style-type: none">- Direct question to one person- Direct question to whole group- Ask rhetorical question3. Recall and apply <p>Display Slide 5-40</p>  <p>What Do You Think?</p> <ul style="list-style-type: none">• What is the difference between an open question and a closed question? <p>Display Slide 5-41</p> <p>Conduct a class discussion based on this question.</p> | <p>Kinds of Questions to Ask</p> <p>There are several kinds of questions.</p> <p><i>#1. Open and Closed Questions</i></p> <p>Ask the class:</p> <p>What is the difference between an open question and a closed question?</p> |

COMMUNITY EMERGENCY RESPONSE TEAM TRAIN-THE-TRAINER COURSE

UNIT 5: MAXIMIZE LEARNING

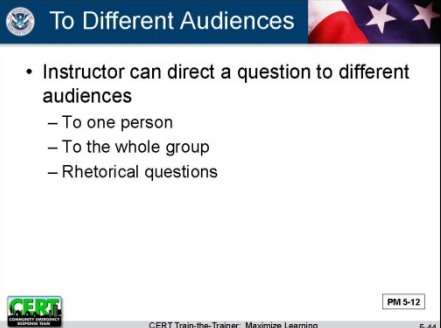
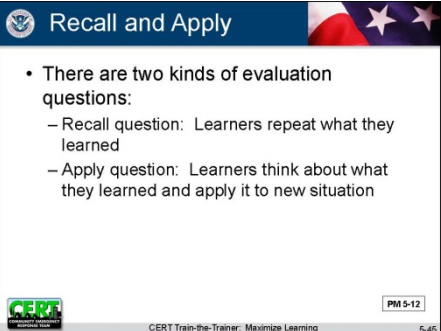
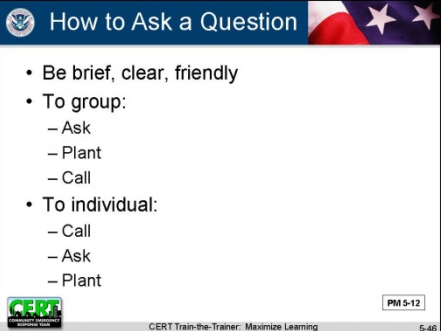
| INSTRUCTOR GUIDANCE | CONTENT |
|---|---|
|  <p>Closed Questions</p> <ul style="list-style-type: none">• What is the difference between an open question and a closed question?<ul style="list-style-type: none">– Closed questions:<ul style="list-style-type: none">• Answered by yes or no, true or false, or limited response• Used to:<ul style="list-style-type: none">– Test knowledge– Receive quick answers– Maintain control of class– End topic before a break– Force a choice between correct and incorrect response <p><small>CERT Train-the-Trainer: Maximize Learning 5-42</small></p> | <p>Summarize the discussion by reviewing the next two slides.</p> <p>Closed Questions:</p> <ul style="list-style-type: none">▪ 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:<ul style="list-style-type: none">• 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.”) |
|  <p>Open Questions</p> <ul style="list-style-type: none">• What is the difference between an open question and a closed question?<ul style="list-style-type: none">– Open questions:<ul style="list-style-type: none">• Start with what, why, how, or describe• Ask respondents to think and reflect• Typically require a longer answer• Often not one correct answer• Used to:<ul style="list-style-type: none">– Generate discussion– Find out how class is feeling– Get people to open up– Get class to think <p><small>CERT Train-the-Trainer: Maximize Learning 5-43</small></p> | <p>Open Questions:</p> <ul style="list-style-type: none">▪ 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:<ul style="list-style-type: none">• Generate discussion• Find out how the class is feeling• Get people to open up• Get the class to think about what they’ve learned |

Display Slide 5-42

Display Slide 5-43

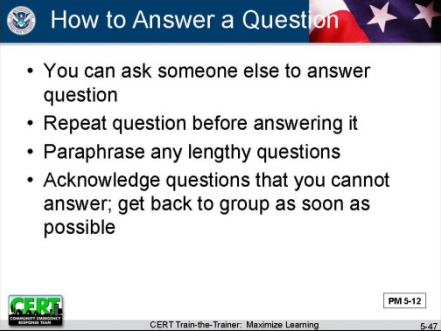
COMMUNITY EMERGENCY RESPONSE TEAM TRAIN-THE-TRAINER COURSE

UNIT 5: MAXIMIZE LEARNING

| INSTRUCTOR GUIDANCE | CONTENT |
|--|---|
|  <p>To Different Audiences</p> <ul style="list-style-type: none">• Instructor can direct a question to different audiences<ul style="list-style-type: none">– To one person– To the whole group– Rhetorical questions <p><small>CERT Train-the-Trainer: Maximize Learning 5-44</small></p> | <h3>#2. Questions to Different Audiences</h3> <p>Explain that an instructor can direct a question to different audiences.</p> <ul style="list-style-type: none">▪ 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) |
| <p>Display Slide 5-44</p>  <p>Recall and Apply</p> <ul style="list-style-type: none">• There are two kinds of evaluation questions:<ul style="list-style-type: none">– Recall question: Learners repeat what they learned– Apply question: Learners think about what they learned and apply it to new situation <p><small>CERT Train-the-Trainer: Maximize Learning 5-45</small></p> | <h3>#3. Recall and Apply Questions</h3> <p>Describe the two kinds of evaluation questions that an instructor can ask:</p> <ul style="list-style-type: none">▪ 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.<ul style="list-style-type: none">• Explain that “what if” questions are apply questions. Apply questions will tell you the most about what a learner has learned. |
| <p>Display Slide 5-45</p>  <p>How to Ask a Question</p> <ul style="list-style-type: none">• Be brief, clear, friendly• To group:<ul style="list-style-type: none">– Ask– Plant– Call• To individual:<ul style="list-style-type: none">– Call– Ask– Plant <p><small>CERT Train-the-Trainer: Maximize Learning 5-46</small></p> | <h3>How to Ask a Question</h3> <p>Explain that good questions:</p> <ul style="list-style-type: none">▪ Are brief▪ Are easy to understand▪ Are asked with a friendly tone▪ Allow people time to think about the answer |
| <p>Display Slide 5-46</p> | |

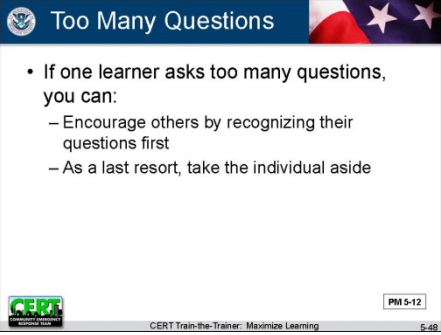
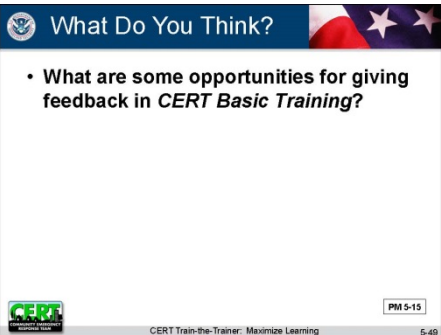
COMMUNITY EMERGENCY RESPONSE TEAM TRAIN-THE-TRAINER COURSE

UNIT 5: MAXIMIZE LEARNING

| INSTRUCTOR GUIDANCE | CONTENT |
|---|---|
| <p>“Plant” means that you stand still and don’t walk around.</p>  <p>Display Slide 5-47</p> | <p>Note that there are also some guidelines for how to ask questions to a group and how to ask questions to an individual.</p> <p>To a group, you:</p> <ul style="list-style-type: none">▪ Ask the question▪ Plant yourself (to give people time to think)▪ Call on someone <p>To an individual, you:</p> <ul style="list-style-type: none">▪ Call on the person (to make sure they are listening)▪ Ask the question▪ Plant yourself (to give the person time to think) <p>How to Answer a Question</p> <p>Say that questions asked by the participants can tell trainers where learners are having difficulties. Here are some tips:</p> <ul style="list-style-type: none">▪ Don’t feel obligated to answer the question yourself. Turn the question into a relay question and ask someone else to answer it.▪ Repeat the question before answering it.▪ Paraphrase 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 with an answer as soon as possible. |

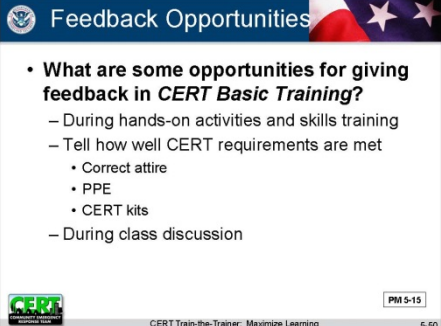
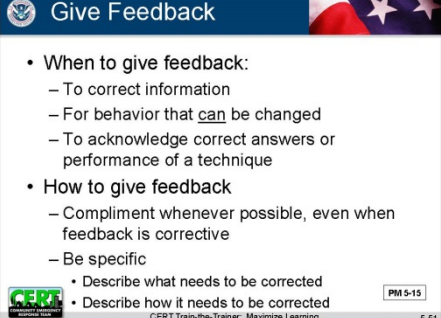
COMMUNITY EMERGENCY RESPONSE TEAM TRAIN-THE-TRAINER COURSE

UNIT 5: MAXIMIZE LEARNING

| INSTRUCTOR GUIDANCE | CONTENT |
|--|--|
|  <p>• If one learner asks too many questions, you can:</p> <ul style="list-style-type: none">– Encourage others by recognizing their questions first– As a last resort, take the individual aside <p>Display Slide 5-48</p> | <p>Some learners may ask questions about everything. Their questions may appear to be habitual or an indication that the learner is not understanding a lot of the material. If their many questions are slowing down the entire group, trainers may note some frustration on the part of other participants.</p> <p>When that is the case, trainers should:</p> <ul style="list-style-type: none">▪ 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. |
|  <p>• What are some opportunities for giving feedback in <i>CERT Basic Training</i>?</p> <p>Display Slide 5-49</p> <p>Conduct a class discussion based on this question.</p> | <p><i>Some Guidelines for Giving Feedback</i></p> <p>Review guidelines for giving feedback.</p> <p>Ask the class:</p> <p><i>What are some opportunities for giving feedback in CERT Basic Training?</i></p> |

COMMUNITY EMERGENCY RESPONSE TEAM TRAIN-THE-TRAINER COURSE

UNIT 5: MAXIMIZE LEARNING

| INSTRUCTOR GUIDANCE | CONTENT |
|---|---|
|  <p>Feedback Opportunities</p> <ul style="list-style-type: none">• What are some opportunities for giving feedback in <i>CERT Basic Training</i>?<ul style="list-style-type: none">– During hands-on activities and skills training– Tell how well CERT requirements are met<ul style="list-style-type: none">• Correct attire• PPE• CERT kits– During class discussion <p><small>CERT Train-the-Trainer: Maximize Learning 5-50</small></p> | <p>Summarize the discussion by reviewing the slide.</p> <p>Some opportunities for feedback in <i>CERT Basic Training</i> are:</p> <ul style="list-style-type: none">▪ 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 |
| <p>Display Slide 5-50</p> | |
|  <p>Give Feedback</p> <ul style="list-style-type: none">• When to give feedback:<ul style="list-style-type: none">– To correct information– For behavior that <u>can</u> be changed– To acknowledge correct answers or performance of a technique• How to give feedback<ul style="list-style-type: none">– Compliment whenever possible, even when feedback is corrective– Be specific<ul style="list-style-type: none">• Describe what needs to be corrected• Describe how it needs to be corrected <p><small>CERT Train-the-Trainer: Maximize Learning 5-51</small></p> | <p>Say that instructors should give feedback:</p> <ul style="list-style-type: none">▪ To correct information▪ For behavior that can be changed▪ To acknowledge correct answers or performance of a technique <p>Point out that when giving feedback, instructors should:</p> <ul style="list-style-type: none">▪ 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. |
| <p>Display Slide 5-51</p> | |

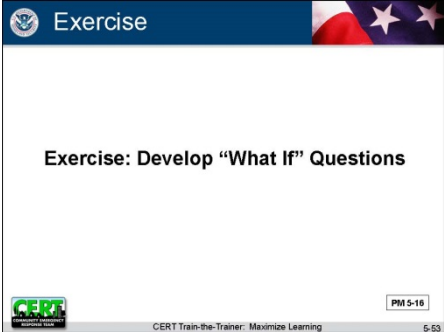
COMMUNITY EMERGENCY RESPONSE TEAM TRAIN-THE-TRAINER COURSE

UNIT 5: MAXIMIZE LEARNING

| INSTRUCTOR GUIDANCE | CONTENT |
|--|--|
|  <p>Display Slide 5-52</p> <p>Conduct a class discussion based on this question. Note: This is an apply question.</p> <p>The correct response is that the instructor should compliment first and then correct. For example: "You were half right. You do leave the room after the fire is out but you need to back out."</p> <p>Note to instructor: To model the correct behavior, you should respond by complimenting and correcting, if necessary.</p> | <p>Explain that one place that instructors give feedback is when they check to see what participants have learned by asking questions.</p> <p>Ask the class:</p> <p>What if you ask a question and someone gives you a wrong answer? What would you do?</p> |

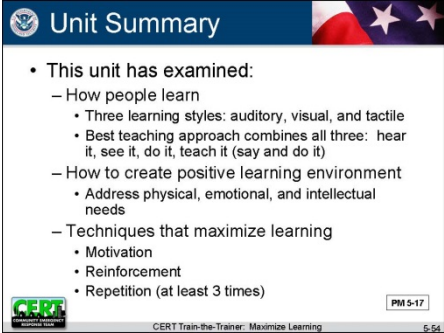
COMMUNITY EMERGENCY RESPONSE TEAM TRAIN-THE-TRAINER COURSE

UNIT 5: MAXIMIZE LEARNING

| INSTRUCTOR GUIDANCE | CONTENT |
|---|--|
|  <p>Exercise: Develop “What If” Questions</p> <p>Display Slide 5-53</p> <p>For example, for Unit 7, you might develop this question:</p> <p>“Suppose your CERT was recently mobilized to help with a bad flood in a neighboring community. Several weeks later you run into one of your fellow CERT members at the park and he mentions that his daughter’s home was severely damaged in the flood. You get the sense that he might want to talk about it. What do you do?”</p> <p>[Answers: Ask if he wants to talk. Don’t force it. If he wants to talk, listen (for words and for nonverbal communication). Empathize. Be supportive.]</p> | <h3><i>Exercise: Develop “What If” Questions</i></h3> <p><u>Purpose:</u> Participants work in pairs to develop “what if” questions.</p> <p><u>Instructions:</u> Follow the steps below to conduct the exercise.</p> <ol style="list-style-type: none">1. Tell participants that each person should develop an apply question for a unit of the <i>CERT Basic Training</i> course.2. Give them 5 minutes to work.3. Circulate and provide assistance as needed.4. Report out as many questions as possible. Discuss the validity of the questions. <p><u>Debrief:</u> Encourage participants to develop “what if” questions for all the units they instruct. If they have trouble developing these questions (some people are more creative than others), they should ask other instructors for suggestions.</p> |




COMMUNITY EMERGENCY RESPONSE TEAM TRAIN-THE-TRAINER COURSE

UNIT 5: MAXIMIZE LEARNING

| INSTRUCTOR GUIDANCE | CONTENT |
|--|--|
|  <p>Unit Summary</p> <ul style="list-style-type: none">• This unit has examined:<ul style="list-style-type: none">– How people learn<ul style="list-style-type: none">• Three learning styles: auditory, visual, and tactile• Best teaching approach combines all three: hear it, see it, do it, teach it (say and do it)– How to create positive learning environment<ul style="list-style-type: none">• Address physical, emotional, and intellectual needs– Techniques that maximize learning<ul style="list-style-type: none">• Motivation• Reinforcement• Repetition (at least 3 times) <p>Display Slide 5-54</p> | <p><i>Unit Summary</i></p> <p>Say that this unit has examined some of the things a trainer needs to know to be an effective instructor:</p> <ul style="list-style-type: none">▪ How people learn<ul style="list-style-type: none">• 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<ul style="list-style-type: none">• Address physical needs, emotional needs, and intellectual needs.▪ Techniques that maximize learning<ul style="list-style-type: none">• Motivation• Reinforcement• Repetition |

COMMUNITY EMERGENCY RESPONSE TEAM TRAIN-THE-TRAINER COURSE

UNIT 5: MAXIMIZE LEARNING

| INSTRUCTOR GUIDANCE | CONTENT |
|--|--|
| <p data-bbox="240 386 678 424"> Unit Summary (contd.)</p> <ul data-bbox="285 443 656 562" style="list-style-type: none">- Why instructors need to evaluate- Formal and informal ways to evaluate- Guidelines for asking and answering questions- Guidelines for when and how to give feedback <p data-bbox="240 674 678 716"> PM 5-17 CERT Train-the-Trainer: Maximize Learning 5-55</p> <p data-bbox="240 730 509 768">Display Slide 5-55</p>  | <p data-bbox="706 386 1321 424">Say that this unit also examined evaluation:</p> <ul data-bbox="706 443 1451 1230" style="list-style-type: none">▪ Why instructors need to evaluate<ul data-bbox="764 491 1451 646" style="list-style-type: none">• 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<ul data-bbox="764 722 1312 856" style="list-style-type: none">• Tests and performance evaluations• Asking questions• Observation▪ Guidelines for asking and answering questions<ul data-bbox="764 932 1393 1125" style="list-style-type: none">• 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<ul data-bbox="764 1192 1451 1230" style="list-style-type: none">• To change incorrect information and behavior <p data-bbox="706 1262 906 1299">Ask the class:</p> <p data-bbox="706 1318 1484 1383">Do you have any questions about anything covered in this unit?</p> <p data-bbox="706 1419 862 1457">Transition</p> <p data-bbox="706 1472 1409 1545">The next unit will review Unit 3 of the <i>CERT Basic Training</i> course.</p> |

[This page intentionally left blank]

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**

[This page intentionally left blank]

COMMUNITY EMERGENCY RESPONSE TEAM TRAIN-THE-TRAINER COURSE

UNIT 6: CERT BASIC TRAINING UNIT 3 REVIEW

| | |
|--|--|
| LEARNING OBJECTIVES/ PERFORMANCE OUTCOMES | At the conclusion of this unit, the participants will be able to demonstrate knowledge of the <i>CERT Basic Training</i> course Unit 3. |
| SCOPE | <p>The topics that will be discussed in this unit are:</p> <ul style="list-style-type: none">▪ <i>T-T-T</i> Unit Overview▪ Unit 3 Purpose▪ Unit 3 Learning Objectives▪ Unit 3 Key Topics▪ Training Videos in Unit 3▪ Hands-On Activities in Unit 3▪ Tips for Teaching Unit 3▪ How Unit 3 Connects to Other <i>Basic Training</i> Units▪ <i>T-T-T</i> Unit Summary |
| ESTIMATED COMPLETION TIME | 45 minutes |
| TRAINING METHODS | <p>The instructor begins by asking what the purpose and learning objectives of the <i>Basic Training</i> unit are. The instructor then asks participants to identify how the objectives are met in the unit.</p> <p>Next the instructor reviews the key topics of the <i>Basic Training</i> unit and indicates what training videos are recommended for the unit.</p> <p>The focus of this <i>T-T-T</i> unit is on the hands-on activities: their purpose, what latitude instructors have in conducting them, and the correct way to conduct them.</p> <p>Finally the instructor reviews how the <i>Basic Training</i> unit is connected to the other units in the <i>CERT Basic Training</i> course.</p> <p>Please be advised that, as a general rule, the instructor is encouraged to add pertinent information to this guide, but should never subtract material.</p> |

COMMUNITY EMERGENCY RESPONSE TEAM TRAIN-THE-TRAINER COURSE

UNIT 6: CERT BASIC TRAINING UNIT 3 REVIEW


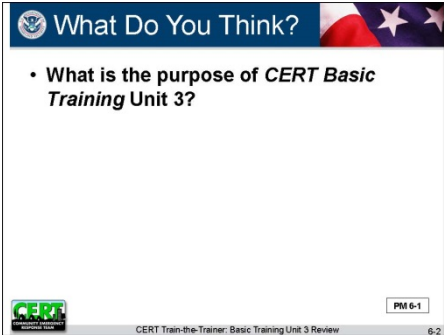
- | | |
|---------------------------|--|
| RESOURCES REQUIRED | <ul style="list-style-type: none">▪ <i>Community Emergency Response Team Train-the-Trainer Instructor Guide</i> (for Train-the-Trainer instructors)▪ <i>Community Emergency Response Team Train-the-Trainer Participant Manual</i> (for all participants)▪ <i>Community Emergency Response Team Basic Training Instructor Guide</i> (for all participants)▪ PowerPoint slides 6-1 to 6-15 |
|---------------------------|--|

- | | |
|------------------|--|
| EQUIPMENT | <p>The following additional equipment is required for this unit:</p> <ul style="list-style-type: none">▪ A computer with PowerPoint software▪ A computer projector and screen |
|------------------|--|

| | |
|--------------------|----------------|
| PREPARATION | None required. |
|--------------------|----------------|

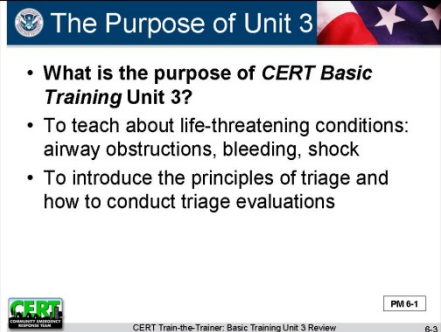
| | |
|--------------|--|
| NOTES | <p>A suggested time plan for this unit is as follows:</p> <p><i>T-T-T</i> Unit Overview 1 mi</p> <p>Unit 3 Purpose..... 1 mi</p> <p>Unit 3 Learning Objectives 5 min</p> <p>Unit 3 Key Topics 2 min</p> <p>Training Videos in Unit 3 1 mi</p> <p>Hands-On Activities in Unit 3..... 22 min</p> <p>Tips for Teaching Unit 3 10 min</p> <p>How Unit 3 Connects to Other <i>Basic Training</i> Units 2 min</p> <p><i>T-T-T</i> Unit Summary..... 1 mi</p> <p>Total Time: 45 minutes</p> |
|--------------|--|

Unit 6: CERT Basic Training Unit 3 Review

| INSTRUCTOR GUIDANCE | CONTENT |
|--|---|
|  <p>Display Slide 6-1</p> | <p><i>T-T-T Unit Overview</i></p> <p>Explain that this unit reviews the content and activities in <i>CERT Basic Training</i> Unit 3. It also looks at how Unit 3 connects to the other units in the <i>CERT Basic Training</i> course.</p> |
| <p>Encourage participants to use the <i>CERT Basic Training</i> Instructor Guide to find the answers to the questions.</p>  <p>Display Slide 6-2</p> <p>Conduct a class discussion based on this question.</p> | <p><i>Unit 3 Purpose</i></p> <p>What is the purpose of <i>CERT Basic Training</i> Unit 3?</p> |

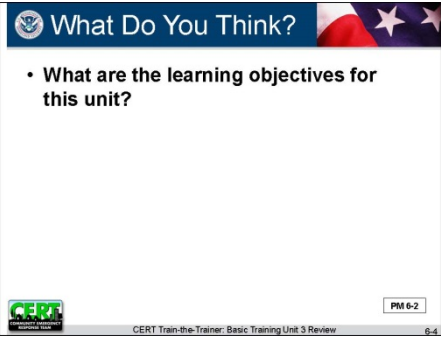
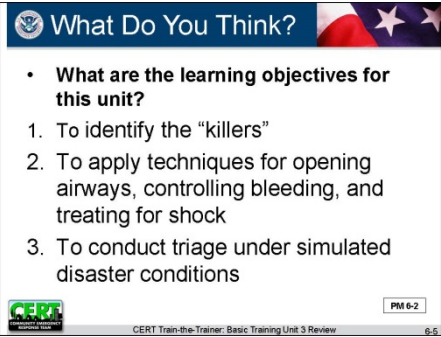
COMMUNITY EMERGENCY RESPONSE TEAM TRAIN-THE-TRAINER COURSE

UNIT 6: CERT BASIC TRAINING UNIT 3 REVIEW

| INSTRUCTOR GUIDANCE | CONTENT |
|---|---|
|  <p>Display Slide 6-3</p> | <p>Summarize the discussion by reviewing the slide.</p> <p>The purpose of <i>CERT Basic Training</i> Unit 3 is:</p> <ul style="list-style-type: none">▪ To teach about life-threatening conditions: airway obstructions, bleeding, shock▪ To introduce the principles of triage and how to conduct triage evaluations <p>Discuss some particular concerns for Unit 3:</p> <ul style="list-style-type: none">▪ Unit 3 typically brings out in participants potential “squeamishness” or resistance to touching others.<ul style="list-style-type: none">• Everyone who goes through the <i>CERT Basic Training</i> 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.<ul style="list-style-type: none">• The way things are done on <i>MacGyver</i> and <i>House</i> 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. |

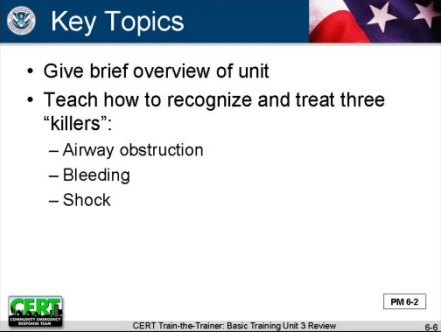
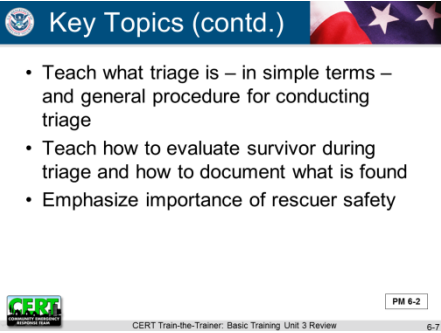
COMMUNITY EMERGENCY RESPONSE TEAM TRAIN-THE-TRAINER COURSE

UNIT 6: CERT BASIC TRAINING UNIT 3 REVIEW

| INSTRUCTOR GUIDANCE | CONTENT |
|--|--|
|  <p>Display Slide 6-4</p> <p>Conduct a class discussion based on this question.</p>  <p>Display Slide 6-5</p> | <p>Unit 3 Learning Objectives</p> <p>What are the learning objectives for this unit?</p> <p>Summarize the discussion by reviewing the slide.</p> <p>Give the learning objectives for this unit:</p> <ol style="list-style-type: none">1. To identify the “killers”2. To apply techniques for opening airways, controlling bleeding, and treating for shock3. To conduct triage under simulated disaster conditions |

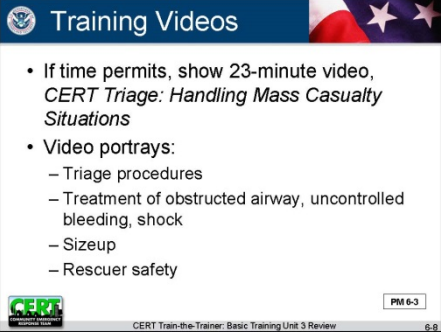
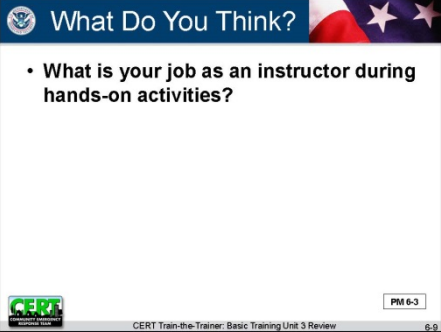
COMMUNITY EMERGENCY RESPONSE TEAM TRAIN-THE-TRAINER COURSE

UNIT 6: CERT BASIC TRAINING UNIT 3 REVIEW

| INSTRUCTOR GUIDANCE | CONTENT |
|--|---|
| <p data-bbox="240 457 678 787"><ul style="list-style-type: none">• Give brief overview of unit• Teach how to recognize and treat three “killers”:<ul style="list-style-type: none">– Airway obstruction– Bleeding– Shock<p data-bbox="240 804 493 840">Display Slide 6-6</p><p data-bbox="240 869 678 1199"><ul style="list-style-type: none">• Teach what triage is – in simple terms – and general procedure for conducting triage• Teach how to evaluate survivor during triage and how to document what is found• Emphasize importance of rescuer safety<p data-bbox="240 1215 493 1251">Display Slide 6-7</p></p></p> | <p data-bbox="706 384 1019 424"><i>Unit 3 Key Topics</i></p> <p data-bbox="706 457 1463 527">Explain that, in this unit, the instructor needs to do the following:</p> <ul data-bbox="706 548 1502 1228" style="list-style-type: none">▪ Give a brief overview of the unit and the material that will be covered.▪ Teach how to recognize and treat the three “killers”:<ul style="list-style-type: none">• 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. |

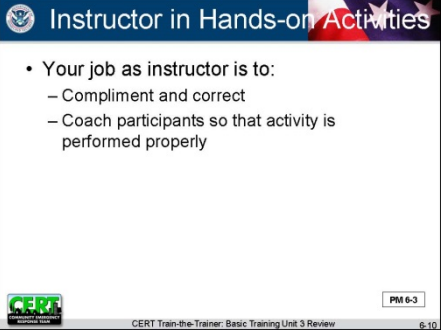
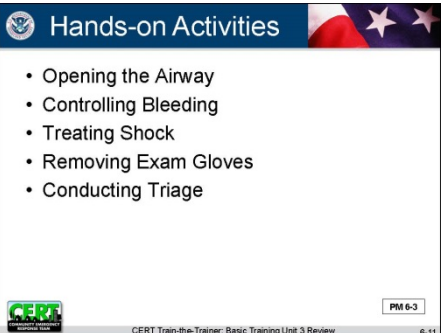
COMMUNITY EMERGENCY RESPONSE TEAM TRAIN-THE-TRAINER COURSE

UNIT 6: CERT BASIC TRAINING UNIT 3 REVIEW

| INSTRUCTOR GUIDANCE | CONTENT |
|--|---|
|  <p>Training Videos</p> <ul style="list-style-type: none">• If time permits, show 23-minute video, <i>CERT Triage: Handling Mass Casualty Situations</i>• Video portrays:<ul style="list-style-type: none">– Triage procedures– Treatment of obstructed airway, uncontrolled bleeding, shock– Sizeup– Rescuer safety <p>Display Slide 6-8</p> | <h3><i>Training Videos for Unit 3</i></h3> <p>If time permits, the 23-minute video <i>CERT Triage: Handling Mass Casualty Situations</i> 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.</p> <p>The video is available for download at the National CERT Web site: www.fema.gov/cert/.</p> |
|  <p>What Do You Think?</p> <ul style="list-style-type: none">• What is your job as an instructor during hands-on activities? <p>Display Slide 6-9</p> <p>Conduct a class discussion based on this question.</p> | <h3><i>Hands-on Activities in Unit 3</i></h3> <p>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.</p> <p>What is your job as an instructor during hands-on activities?</p> |

COMMUNITY EMERGENCY RESPONSE TEAM TRAIN-THE-TRAINER COURSE

UNIT 6: CERT BASIC TRAINING UNIT 3 REVIEW

| INSTRUCTOR GUIDANCE | CONTENT |
|---|--|
|  <p>Instructor in Hands-on Activities</p> <ul style="list-style-type: none">Your job as instructor is to:<ul style="list-style-type: none">Compliment and correctCoach participants so that activity is performed properly <p>Display Slide 6-10</p>  <p>Hands-on Activities</p> <ul style="list-style-type: none">Opening the AirwayControlling BleedingTreating ShockRemoving Exam GlovesConducting Triage <p>Display Slide 6-11</p> <p>Refer participants to the <i>Basic Training</i> Instructor Guide p. 3-19 so that they can follow the content.</p> | <p>Summarize the discussion by reviewing the slide.</p> <p>Your job as instructor is to:</p> <ul style="list-style-type: none">Compliment and correctCoach participants so that the activity is performed properly <p>Everyone can learn from what was not done correctly as well as what was done correctly.</p> <p>Opening the Airway (<i>Basic Training</i> IG p. 3-19)</p> <p><u>Purpose</u></p> <p>To allow pairs of participants to practice using the Head-Tilt/Chin-Lift method on each other</p> <p><u>Latitude to Adapt</u></p> <p>Teach this skill in accordance with your local protocols.</p> <p><u>How to Do the Activity Correctly</u></p> <ul style="list-style-type: none">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. |

COMMUNITY EMERGENCY RESPONSE TEAM TRAIN-THE-TRAINER COURSE

UNIT 6: CERT BASIC TRAINING UNIT 3 REVIEW

| INSTRUCTOR GUIDANCE | CONTENT |
|---------------------|---|
| | <p>Controlling Bleeding (<i>Basic Training IG p. 3-28</i>)</p> <p><u>Purpose</u></p> <p>To allow participants to practice the techniques for controlling bleeding on each other</p> <p><u>Latitude to Adapt</u></p> <p>Conduct the activity as it is written.</p> <p><u>How to Do the Activity Correctly</u></p> <ul style="list-style-type: none">▪ 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. <p>Treating Shock (<i>Basic Training IG p. 3-35</i>)</p> <p><u>Purpose</u></p> <p>To allow participants to practice the steps for treating shock on each other</p> <p><u>Latitude to Adapt</u></p> <p>Conduct the activity as it is written.</p> |

COMMUNITY EMERGENCY RESPONSE TEAM TRAIN-THE-TRAINER COURSE

UNIT 6: CERT BASIC TRAINING UNIT 3 REVIEW

| INSTRUCTOR GUIDANCE | CONTENT |
|---------------------|--|
| | <p data-bbox="704 380 1154 415"><u>How to Do the Activity Correctly</u></p> <ul data-bbox="704 432 1503 751" style="list-style-type: none"><li data-bbox="704 432 1263 468">▪ Observe each rescuer at least once.<li data-bbox="704 485 1503 594">▪ Reinforce that participants should use simple commands. For instance: “Raise your hand.” “Follow my finger.”<li data-bbox="704 611 1503 751">▪ 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. <p data-bbox="704 842 1471 877">Removing Exam Gloves (<i>Basic Training IG p. 3-41</i>)</p> <p data-bbox="704 894 824 930"><u>Purpose</u></p> <p data-bbox="704 947 1503 1014">To allow participants to practice the proper technique for removing soiled exam gloves</p> <p data-bbox="704 1104 946 1140"><u>Latitude to Adapt</u></p> <p data-bbox="704 1157 1195 1192">Conduct the activity as it is written.</p> <p data-bbox="704 1272 1154 1308"><u>How to Do the Activity Correctly</u></p> <ul data-bbox="704 1325 1503 1623" style="list-style-type: none"><li data-bbox="704 1325 1438 1360">▪ Provide exam gloves in medium and large sizes.<li data-bbox="704 1377 1304 1413">▪ Explain why non-latex gloves are used.<li data-bbox="704 1430 1471 1497">▪ Demonstrate the shaving cream activity. Be sure to relate this activity to rescuer safety.<li data-bbox="704 1514 1503 1623">▪ Participants should repeat the exercise until they are able to complete the technique quickly and comfortably, without “snapping” the gloves. |

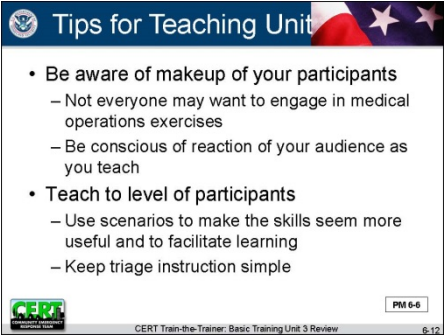
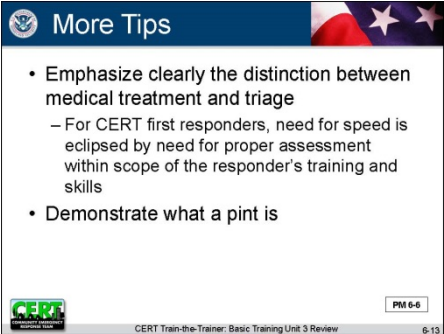
COMMUNITY EMERGENCY RESPONSE TEAM TRAIN-THE-TRAINER COURSE

UNIT 6: CERT BASIC TRAINING UNIT 3 REVIEW

| INSTRUCTOR GUIDANCE | CONTENT |
|---------------------|--|
| | <p>Conducting Triage (<i>Basic Training</i> IG p. 3-51)</p> <p><u>Purpose</u></p> <p>To allow participants to practice conducting triage in a high-pressure situation</p> <p><u>Latitude to Adapt</u></p> <p>You may want to prepare a different set of survivor status cards for each group of rescuers.</p> <p><u>How to Do the Activity Correctly</u></p> <ul style="list-style-type: none">▪ 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. |






COMMUNITY EMERGENCY RESPONSE TEAM TRAIN-THE-TRAINER COURSE

UNIT 6: CERT BASIC TRAINING UNIT 3 REVIEW

| INSTRUCTOR GUIDANCE | CONTENT |
|---|---|
| <div data-bbox="237 432 678 764"><p>Tips for Teaching Unit 3</p><ul style="list-style-type: none">• Be aware of makeup of your participants<ul style="list-style-type: none">– Not everyone may want to engage in medical operations exercises– Be conscious of reaction of your audience as you teach• Teach to level of participants<ul style="list-style-type: none">– Use scenarios to make the skills seem more useful and to facilitate learning– Keep triage instruction simple<p><small>CERT Train-the-Trainer: Basic Training Unit 3 Review 6-12</small></p></div> <p data-bbox="237 779 509 814">Display Slide 6-12</p> <div data-bbox="237 989 678 1320"><p>More Tips</p><ul style="list-style-type: none">• Emphasize clearly the distinction between medical treatment and triage<ul style="list-style-type: none">– For CERT first responders, need for speed is eclipsed by need for proper assessment within scope of the responder's training and skills• Demonstrate what a pint is<p><small>CERT Train-the-Trainer: Basic Training Unit 3 Review 6-13</small></p></div> <p data-bbox="237 1335 509 1371">Display Slide 6-13</p> | <p data-bbox="706 384 1133 420"><i>Tips for Teaching Unit 3</i></p> <ul style="list-style-type: none">▪ Be aware of the makeup of your participants.<ul style="list-style-type: none">• Not everyone may want to engage in the medical operations exercises.• Be conscious of the reaction of your audience as you teach.▪ Teach to the level of the participants. You're doing field expedient first aid, not brain surgery.<ul style="list-style-type: none">• 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. |


COMMUNITY EMERGENCY RESPONSE TEAM TRAIN-THE-TRAINER COURSE

UNIT 6: CERT BASIC TRAINING UNIT 3 REVIEW

| INSTRUCTOR GUIDANCE | CONTENT |
|---|--|
| <p data-bbox="240 384 678 426"> More Tips</p> <ul data-bbox="264 443 651 615" style="list-style-type: none">• You may need to explain Good Samaritan law in more detail• Key to liability issue:<ul data-bbox="289 520 651 562" style="list-style-type: none">– Make sure that participants stay within scope of the training/skills provided• Model correct step-by-step procedures and safety equipment <p data-bbox="240 674 678 716"> CERT Train-the-Trainer: Basic Training Unit 3 Review PM 6-6 6-14</p> <p data-bbox="240 730 509 762">Display Slide 6-14</p> <p data-bbox="240 800 315 873"></p> <p data-bbox="240 890 565 921">Conduct brief discussion.</p> | <ul data-bbox="706 384 1511 667" style="list-style-type: none">▪ 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. <p data-bbox="706 800 1133 831">Do you have any other tips?</p> |
| <p data-bbox="240 955 678 997"> Connection to Course</p> <ul data-bbox="264 1014 659 1213" style="list-style-type: none">• Another application of sizeup principle from Unit 2• Prepares participants for disaster medical operations covered in Unit 4• Participants are learning and practicing increasingly complex teamwork as they progress through previous unit, this unit, and next unit <p data-bbox="240 1251 678 1293"> CERT Train-the-Trainer: Basic Training Unit 3 Review PM 6-7 6-15</p> <p data-bbox="240 1308 509 1339">Display Slide 6-15</p> | <p data-bbox="706 955 1458 1039"><i>How Unit 3 Connects to Other CERT Basic Training Units</i></p> <ul data-bbox="706 1056 1484 1413" style="list-style-type: none">▪ 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. |

COMMUNITY EMERGENCY RESPONSE TEAM TRAIN-THE-TRAINER COURSE

UNIT 6: CERT BASIC TRAINING UNIT 3 REVIEW

| INSTRUCTOR GUIDANCE | CONTENT |
|---|---|
|  | <p><i>T-T-T Unit Summary</i></p> <p>This unit has provided information on <i>CERT Basic Training</i> Unit 3.</p> <p>Do you have any questions about anything covered in this unit?</p> <p>Transition</p> <p>The next unit will review Unit 4 of the <i>CERT Basic Training</i> course.</p> |

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**

[This page intentionally left blank]

COMMUNITY EMERGENCY RESPONSE TEAM TRAIN-THE-TRAINER COURSE

UNIT 7: CERT BASIC TRAINING UNIT 4 REVIEW

**LEARNING
OBJECTIVES/
PERFORMANCE
OUTCOMES**

At the conclusion of this unit, the participants will be able to demonstrate knowledge of the *CERT Basic Training* course Unit 4.

SCOPE

The topics that will be discussed in this unit are:

- *T-T-T* Unit Overview
 - Unit 4 Purpose
 - Unit 4 Learning Objectives
 - Unit 4 Key Topics
 - Training Videos in Unit 4
 - Hands-On Activities in Unit 4
 - Tips for Teaching Unit 4
 - How Unit 4 Connects to Other *Basic Training* Units
 - *T-T-T* Unit Summary
-

**ESTIMATED
COMPLETION TIME**

60 minutes

**TRAINING
METHODS**

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

Next the instructor reviews the key topics of the *Basic Training* unit and indicates what training videos are recommended for the unit.

The focus of this *T-T-T* unit is on the hands-on activities: their purpose, what latitude instructors have in conducting them, and the correct way to conduct them.

Finally the instructor reviews how the *Basic Training* unit is connected to the other units in the *CERT Basic Training* course.

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

COMMUNITY EMERGENCY RESPONSE TEAM TRAIN-THE-TRAINER COURSE

UNIT 7: CERT BASIC TRAINING UNIT 4 REVIEW

RESOURCES REQUIRED

- *Community Emergency Response Team Train-the-Trainer* Instructor Guide (for Train-the-Trainer instructors)
- *Community Emergency Response Team Train-the-Trainer* Participant Manual (for all participants)
- *Community Emergency Response Team Basic Training* Instructor Guide (for all participants)
- PowerPoint slides 7-1 to 7-11

OTHER RESOURCES

The 5-6 minute video, *Demonstrating Head-to-Toe Assessment*, should be shown when discussing how to demonstrate technique effectively. The video is available at the National CERT Web site:
<http://www.fema.gov/cert>.

EQUIPMENT

The following additional equipment is required for this unit:

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

PREPARATION


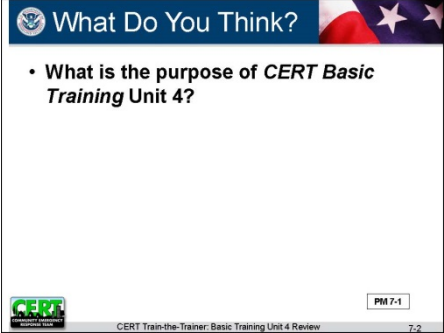
None required.

NOTES

A suggested time plan for this unit is as follows:

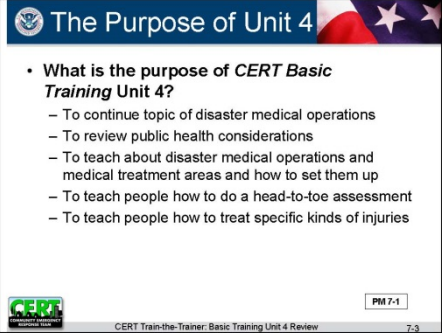
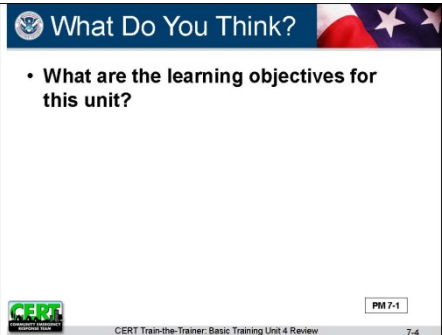
| | |
|--|------------|
| <i>T-T-T</i> Unit Overview | 1 minute |
| Unit 4 Purpose..... | 1 minute |
| Unit 4 Learning Objectives | 10 minutes |
| Unit 4 Key Topics | 5 minutes |
| Training Videos in Unit 4 | 1 minute |
| Hands-On Activities in Unit 4..... | 30 minutes |
| Tips for Teaching Unit 4 | 9 minutes |
| How Unit 4 Connects to Other <i>Basic Training</i> Units | 2 minutes |
| <i>T-T-T</i> Unit Summary..... | 1 minute |
| Total Time: 60 minutes | |

Unit 7: CERT Basic Training Unit 4 Review

| INSTRUCTOR GUIDANCE | CONTENT |
|--|---|
|  <p>Display Slide 7-1</p> | <p><i>T-T-T Unit Overview</i></p> <p>Explain that this unit reviews the content and activities in <i>CERT Basic Training</i> Unit 4. It also looks at how Unit 4 connects to the other units in the <i>CERT Basic Training</i> course.</p> |
| <p>Encourage participants to use the <i>CERT Basic Training</i> Instructor Guide to find the answers to the questions.</p>  <p>Display Slide 7-2</p> <p>Conduct a class discussion based on this question.</p> | <p><i>Unit 4 Purpose</i></p> <p>What is the purpose of <i>CERT Basic Training</i> Unit 4?</p> |

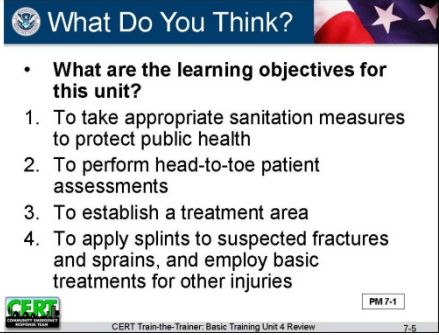
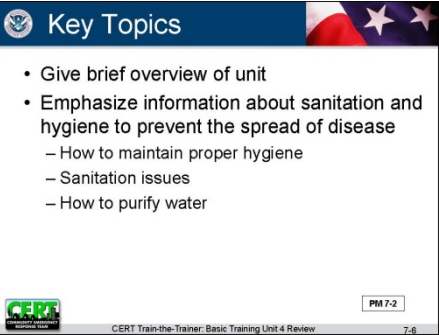
COMMUNITY EMERGENCY RESPONSE TEAM TRAIN-THE-TRAINER COURSE

UNIT 7: CERT BASIC TRAINING UNIT 4 REVIEW

| INSTRUCTOR GUIDANCE | CONTENT |
|--|--|
|  <p>The Purpose of Unit 4</p> <ul style="list-style-type: none">• What is the purpose of <i>CERT Basic Training Unit 4</i>?<ul style="list-style-type: none">– To continue 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 <p><small>CERT Train-the-Trainer: Basic Training Unit 4 Review 7-3</small></p> <p>Display Slide 7-3</p> | <p>Summarize the discussion by reviewing the slide.</p> <p>The purpose of <i>CERT Basic Training Unit 4</i> is:</p> <ul style="list-style-type: none">▪ 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 |
|  <p>What Do You Think?</p> <ul style="list-style-type: none">• What are the learning objectives for this unit? <p><small>CERT Train-the-Trainer: Basic Training Unit 4 Review 7-4</small></p> <p>Display Slide 7-4</p> <p>Conduct a class discussion based on this question.</p> | <p><i>Unit 4 Learning Objectives</i></p> <p>What are the learning objectives for this unit?</p> |





COMMUNITY EMERGENCY RESPONSE TEAM TRAIN-THE-TRAINER COURSE

UNIT 7: CERT BASIC TRAINING UNIT 4 REVIEW

| INSTRUCTOR GUIDANCE | CONTENT |
|---|---|
|  <p>What Do You Think?</p> <ul style="list-style-type: none">• What are the learning objectives for this unit? <ol style="list-style-type: none">1. To take appropriate sanitation measures to protect public health2. To perform head-to-toe patient assessments3. To establish a treatment area4. To apply splints to suspected fractures and sprains, and employ basic treatments for other injuries <p><small>CERT Train-the-Trainer: Basic Training Unit 4 Review 7-5</small></p> <p>Display Slide 7-5</p> | <p>Summarize the discussion by reviewing the slide.</p> <p>Give the learning objectives for this unit:</p> <ol style="list-style-type: none">1. To take appropriate sanitation measures to protect public health2. To perform head-to-toe patient assessments3. To establish a treatment area4. To apply splints to suspected fractures and sprains, and employ basic treatments for other injuries |
|  <p>Key Topics</p> <ul style="list-style-type: none">• Give brief overview of unit• Emphasize information about sanitation and hygiene to prevent the spread of disease<ul style="list-style-type: none">– How to maintain proper hygiene– Sanitation issues– How to purify water <p><small>CERT Train-the-Trainer: Basic Training Unit 4 Review 7-6</small></p> <p>Display Slide 7-6</p> | <p>Unit 4 Key Topics</p> <p>Explain that in this unit, the instructor needs to do the following:</p> <ul style="list-style-type: none">▪ 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.<ul style="list-style-type: none">• How to maintain proper hygiene• Sanitation issues• How to purify water |

COMMUNITY EMERGENCY RESPONSE TEAM TRAIN-THE-TRAINER COURSE

UNIT 7: CERT BASIC TRAINING UNIT 4 REVIEW

| INSTRUCTOR GUIDANCE | CONTENT |
|---|--|
| <p> Key Topics (contd.)</p> <ul style="list-style-type: none">• Teach five functions of disaster medical operations: triage, treatment, transport, morgue, and supply<ul style="list-style-type: none">– How to set them up to maintain good patient flow• Teach how to lay out treatment areas: immediate, delayed, minor• Teach how to evaluate survivors using head-to-toe assessment• Teach how to treat variety of injuries <p> <small>CERT Train-the-Trainer: Basic Training Unit 4 Review 7-7</small> <small>PM 7-2</small></p> <p>Display Slide 7-7</p> | <ul style="list-style-type: none">▪ 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 survivors using a head-to-toe assessment.▪ Teach how to treat a variety of injuries. |
| | <p><i>Training Videos for Unit 4</i></p> <p>There are no training videos for Unit 4.</p> |
| <p> Hands-on Activities</p> <ul style="list-style-type: none">• Conducting Head-to-Toe Assessments• Splinting• Demonstrations:<ul style="list-style-type: none">– 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 survivor who needs help retrieving his or her medications <p> <small>CERT Train-the-Trainer: Basic Training Unit 4 Review 7-8</small> <small>PM 7-2</small></p> <p>Display Slide 7-8</p> | <p><i>Hands-on Activities in Unit 4</i></p> <p>Conducting Head-to-Toe Assessments (<i>Basic Training IG p.4-32</i>)</p> <p><u>Purpose</u></p> <p>To practice conducting head-to-toe assessments on each other</p> <p><u>Latitude to Adapt</u></p> <p>The activity should be conducted as it is written.</p> |

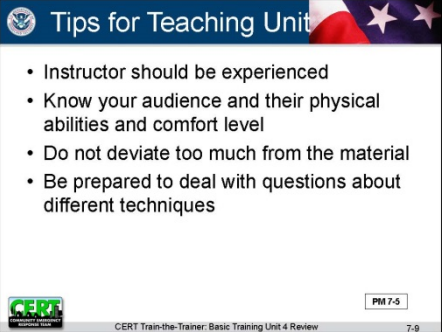
COMMUNITY EMERGENCY RESPONSE TEAM TRAIN-THE-TRAINER COURSE

UNIT 7: CERT BASIC TRAINING UNIT 4 REVIEW

| INSTRUCTOR GUIDANCE | CONTENT |
|---|---|
| <p>Show the 5-6 minute video on how to demonstrate the head-to-toe assessment.</p> <p>Emphasize how important it is to demonstrate the assessment when teaching <i>CERT Basic Training</i>.</p> | <p><u>How to Do the Activity Correctly</u></p> <ul style="list-style-type: none">▪ As part of this unit review, ask for a volunteer and demonstrate a head-to-toe assessment.<ul style="list-style-type: none">• Put on gloves, goggles, and mask.• Explain who you are.• Ask permission to touch the survivor.• 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." <p>Splinting (<i>Basic Training</i> IG p. 4-55)</p> <p><u>Purpose</u></p> <p>To practice the procedures for splinting</p> <p><u>Latitude to Adapt</u></p> <p>Provide a variety of materials that participants might use for splinting.</p> <p>Observe each group and correct improper technique. Be sure to check for bandages that are too tight or too loose.</p> |




COMMUNITY EMERGENCY RESPONSE TEAM TRAIN-THE-TRAINER COURSE

UNIT 7: CERT BASIC TRAINING UNIT 4 REVIEW

| INSTRUCTOR GUIDANCE | CONTENT |
|---|---|
| | <p>Demonstrations</p> <p>There are a number of demonstrations in this unit. Prepare for them and practice them:</p> <ul style="list-style-type: none">▪ 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 |
|  <p>Display Slide 7-9</p> | <p><i>Tips for Teaching Unit 4</i></p> <ul style="list-style-type: none">▪ 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 <i>CERT Basic Training</i> Instructor Guide.▪ Be prepared to deal with questions about different techniques (e.g., do you treat burns with wet or dry bandages). |


COMMUNITY EMERGENCY RESPONSE TEAM TRAIN-THE-TRAINER COURSE

UNIT 7: CERT BASIC TRAINING UNIT 4 REVIEW

| INSTRUCTOR GUIDANCE | CONTENT |
|---|---|
| <p data-bbox="164 386 602 428"> More Tips</p> <ul data-bbox="188 443 578 575" style="list-style-type: none">• Follow State protocols• Reinforce CERT sizeup and PPE• Emphasize:<ul style="list-style-type: none">– Ask for permission to touch patient– Respect what the patient says <p data-bbox="164 680 602 716"> PM 7-5 CERT Train-the-Trainer: Basic Training Unit 4 Review 7-10</p> <p data-bbox="164 730 435 768">Display Slide 7-10</p> <p data-bbox="164 848 240 926"></p> <p data-bbox="164 936 488 968">Conduct brief discussion.</p> | <ul data-bbox="638 386 1406 758" style="list-style-type: none">▪ 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.<ul style="list-style-type: none">• Document as much as possible, including witnesses present. <p data-bbox="638 848 1065 884">Do you have any other tips?</p> |
| <p data-bbox="164 1056 602 1098"> Connection to Course</p> <ul data-bbox="188 1113 578 1262" style="list-style-type: none">• It continues message of teamwork• Overlap with Search and Rescue Operations in Unit 5<ul style="list-style-type: none">– Treatment and treatment areas (Units 3 and 4)– Triage (Unit 3) <p data-bbox="164 1346 602 1381"> PM 7-5 CERT Train-the-Trainer: Basic Training Unit 4 Review 7-11</p> <p data-bbox="164 1398 435 1436">Display Slide 7-11</p> | <p data-bbox="638 1050 1390 1129"><i>How Unit 4 Connects to Other CERT Basic Training Units</i></p> <ul data-bbox="638 1150 1463 1310" style="list-style-type: none">▪ 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. |

COMMUNITY EMERGENCY RESPONSE TEAM TRAIN-THE-TRAINER COURSE

UNIT 7: CERT BASIC TRAINING UNIT 4 REVIEW

| INSTRUCTOR GUIDANCE | CONTENT |
|---|---|
|  | <p><i>T-T-T Unit Summary</i></p> <p>This unit has provided information on <i>CERT Basic Training</i> Unit 4.</p> <p>Do you have any questions about anything covered in this unit?</p> <p>Transition</p> <p>The next unit will review Unit 6 of the <i>CERT Basic Training</i> course. Unit 5 will be reviewed this afternoon.</p> |

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**

[This page intentionally left blank]

COMMUNITY EMERGENCY RESPONSE TEAM BASIC TRAIN-THE-TRAINER COURSE

UNIT 8: CERT BASIC TRAINING UNIT 6 REVIEW

**LEARNING
OBJECTIVES/
PERFORMANCE
OUTCOMES**

At the conclusion of this unit, the participants will be able to demonstrate knowledge of the *CERT Basic Training* course Unit 6.

SCOPE

The topics that will be discussed in this unit are:

- *T-T-T* Unit Overview
 - Unit 6 Purpose
 - Unit 6 Learning Objectives
 - Unit 6 Key Topics
 - Training Videos in Unit 6
 - Hands-On Activities in Unit 6
 - Tips for Teaching Unit 6
 - How Unit 6 Connects to Other *Basic Training* Units
 - *T-T-T* Unit Summary
-

**ESTIMATED
COMPLETION TIME**

45 minutes

**TRAINING
METHODS**

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

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

The focus of this *CERT Basic T-T-T* unit is on the hands-on activities: their purpose, what latitude instructors have in conducting them, and the correct way to conduct them.

Finally, the instructor reviews how the *CERT Basic Training* unit is connected to the other units in the *CERT Basic Training* course.

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

COMMUNITY EMERGENCY RESPONSE TEAM BASIC TRAIN-THE-TRAINER COURSE

UNIT 8: CERT BASIC TRAINING UNIT 6 REVIEW

**RESOURCES
REQUIRED**

- *Community Emergency Response Team Basic Train-the-Trainer Instructor Guide* (for Train-the-Trainer instructors)
- *Community Emergency Response Team Basic Train-the-Trainer Participant Manual* (for all participants)
- *Community Emergency Response Team Basic Training Instructor Guide* (for all participants)
- PowerPoint slides 8-1 to 8-10

EQUIPMENT

The following additional equipment is required for this unit:

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

PREPARATION


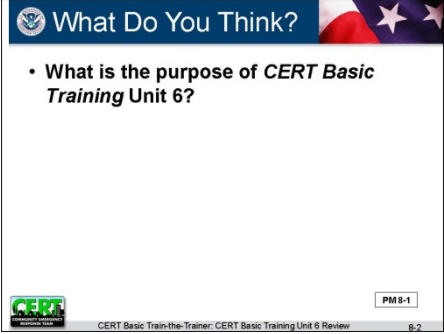
None required

NOTES

A suggested time plan for this unit is as follows:

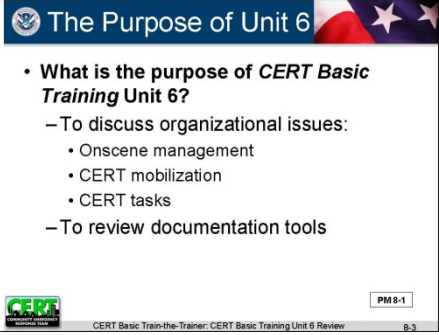
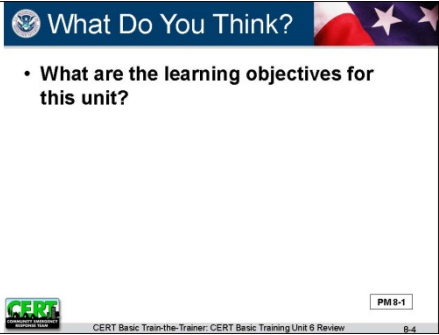
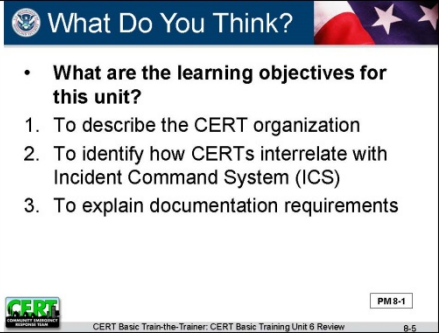
| | |
|---|------------|
| <i>T-T-T</i> Unit Overview | 1 minute |
| Unit 6 Purpose..... | 1 minute |
| Unit 6 Learning Objectives | 5 minutes |
| Unit 6 Key Topics | 2 minutes |
| Training Videos in Unit 6 | 1 minute |
| Hands-On Activities in Unit 6..... | 30 minutes |
| Tips for Teaching Unit 6 | 2 minutes |
| How Unit 6 Connects to Other Basic Training Units | 2 minutes |
| <i>T-T-T</i> Unit Summary..... | 1 minute |
| Total Time: 45 minutes | |

Unit 8: CERT Basic Training Unit 6 Review

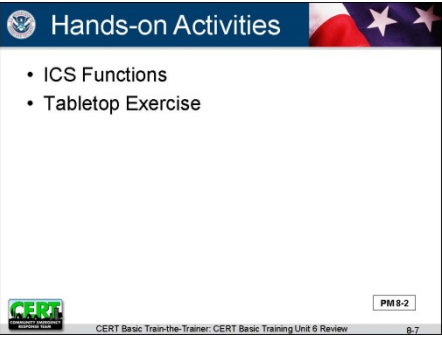
| INSTRUCTOR GUIDANCE | CONTENT |
|---|---|
|  <p>Unit 8: CERT Basic Training Unit 6 Review CERT Basic Train-the-Trainer</p> <p>FEMA CERT</p> <p>Display Slide 8-1</p> | <p><i>T-T-T Unit Overview</i></p> <p>Explain that this unit reviews the content and activities in <i>CERT Basic Training</i> Unit 6. It also looks at how Unit 6 connects to the other units in the <i>CERT Basic Training</i> course.</p> |
| <p>Encourage participants to use the <i>CERT Basic Training</i> Instructor Guide to find the answers to the questions.</p>  <p>What Do You Think?</p> <ul style="list-style-type: none"> What is the purpose of <i>CERT Basic Training</i> Unit 6? <p>PM 8-1</p> <p>CERT Basic Train-the-Trainer: CERT Basic Training Unit 6 Review 8-2</p> <p>Display Slide 8-2</p> <p>Conduct a class discussion based on this question.</p> | <p><i>Unit 6 Purpose</i></p> <p>What is the purpose of <i>CERT Basic Training</i> Unit 6?</p> |

COMMUNITY EMERGENCY RESPONSE TEAM BASIC TRAIN-THE-TRAINER COURSE

UNIT 8: CERT BASIC TRAINING UNIT 6 REVIEW








| INSTRUCTOR GUIDANCE | CONTENT |
|---|--|
|  <p>The Purpose of Unit 6</p> <ul style="list-style-type: none">• What is the purpose of <i>CERT Basic Training Unit 6</i>?<ul style="list-style-type: none">–To discuss organizational issues:<ul style="list-style-type: none">• Onscene management• CERT mobilization• CERT tasks–To review documentation tools <p><small>CERT Basic Train-the-Trainer: CERT Basic Training Unit 6 Review 8-3</small></p> | <p>Summarize the discussion by reviewing the slide.</p> <p>The purpose of <i>CERT Basic Training Unit 6</i> is:</p> <ul style="list-style-type: none">▪ To discuss organizational issues:<ul style="list-style-type: none">• Onscene management• CERT mobilization• CERT tasks▪ To review documentation tools |
|  <p>What Do You Think?</p> <ul style="list-style-type: none">• What are the learning objectives for this unit? <p><small>CERT Basic Train-the-Trainer: CERT Basic Training Unit 6 Review 8-4</small></p> | <p><i>Unit 6 Learning Objectives</i></p> <p>What are the learning objectives for this unit?</p> |
| <p>Display Slide 8-4</p> <p>Conduct a class discussion based on this question.</p>  <p>What Do You Think?</p> <ul style="list-style-type: none">• What are the learning objectives for this unit?<ol style="list-style-type: none">1. To describe the CERT organization2. To identify how CERTs interrelate with Incident Command System (ICS)3. To explain documentation requirements <p><small>CERT Basic Train-the-Trainer: CERT Basic Training Unit 6 Review 8-5</small></p> | <p>Summarize the discussion by reviewing the slide.</p> <p>Give the learning objectives for this unit:</p> <ol style="list-style-type: none">1. To describe the CERT organization2. To identify how CERTs interrelate with the Incident Command System (ICS)3. To explain documentation requirements |

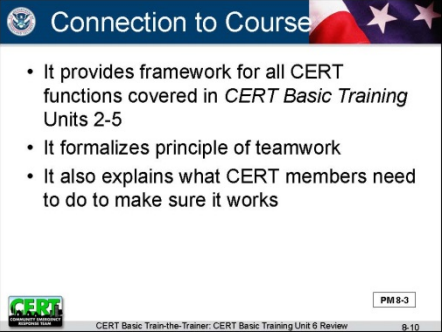

| INSTRUCTOR GUIDANCE | CONTENT |
|--|---|
| <div data-bbox="164 449 602 779" data-label="Image"> </div> <p>Display Slide 8-6</p> <p>Generate a group discussion by asking how to do this, e.g., how do you help participants understand the key concept of the ICS?</p> <p>Generate a group discussion by asking how to do this.</p> <p>Generate a group discussion by asking how to do this.</p> | <p>Unit 6 Key Topics</p> <p>Explain that, in this unit, the instructor needs to do the following:</p> <ul style="list-style-type: none"> ▪ Give a brief overview of the unit and the material that will be covered. ▪ Help participants understand the concept of the Incident Command System (ICS). <p>Emphasize that the correct ICS terms must be used so that the CERT Program is seen as a functioning part of ICS. This helps to build good relationships with the professional first responders.</p> <ul style="list-style-type: none"> ▪ Teach participants how a CERT is mobilized for a disaster. ▪ Emphasize the importance of documentation. <p>Remind participants that, if they don't write it down, it didn't happen.</p> |

| INSTRUCTOR GUIDANCE | CONTENT |
|--|--|
| | <p><i>Training Videos for Unit 6</i></p> <p>If time permits, the 19-minute video <i>CERT in Action</i> 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, www.fema.gov/cert/.</p> |
|  <p>Display Slide 8-7</p> | <p><i>Hands-on Activities in Unit 6</i></p> <p>ICS Functions (<i>CERT Basic Training IG p. 6-45</i>)</p> <p><u>Purpose</u></p> <p>To give the participants an opportunity to relate the ICS functions to specific situations</p> <p><u>Latitude to Adapt</u></p> <p>Conduct the activity as it is written.</p> <ul style="list-style-type: none"> ▪ 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. |

COMMUNITY EMERGENCY RESPONSE TEAM BASIC TRAIN-THE-TRAINER COURSE

UNIT 8: CERT BASIC TRAINING UNIT 6 REVIEW

| INSTRUCTOR GUIDANCE | CONTENT |
|---|---|
| <p data-bbox="164 386 602 428"> Tips for Teaching Unit 6 </p> <ul data-bbox="186 443 560 674" style="list-style-type: none">• Program Manager is great resource• Be sure to teach this unit slowly<ul style="list-style-type: none">– Allow ample time for discussion• Tower exercise can be woven into unit• Consider whether to include basic crime scene protocols<ul style="list-style-type: none">– If so, arrange for information to be delivered• Emphasize that with ICS you only use what you need <p data-bbox="164 680 602 716"> <small>CERT Basic Train-the-Trainer: CERT Basic Training Unit 6 Review</small> PMB-3 p.8</p> <p data-bbox="164 730 415 764">Display Slide 8-8</p> <p data-bbox="164 957 602 999"> More Tips </p> <ul data-bbox="186 1014 574 1161" style="list-style-type: none">• Before conducting unit, determine which documentation forms your CERTs will use• Insert forms into Instructor Guide and Participant Manual for this unit<ul style="list-style-type: none">– Include blank form and example of same form with information filled in <p data-bbox="164 1251 602 1287"> <small>CERT Basic Train-the-Trainer: CERT Basic Training Unit 6 Review</small> PMB-3 p.9</p> <p data-bbox="164 1302 415 1335">Display Slide 8-9</p> <p data-bbox="164 1377 237 1444"></p> <p data-bbox="164 1461 487 1495">Conduct brief discussion.</p> | <p data-bbox="639 380 1062 413"><i>Tips for Teaching Unit 6</i></p> <ul data-bbox="639 436 1463 1171" style="list-style-type: none">▪ 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. <p data-bbox="639 1371 1062 1404">Do you have any other tips?</p> |

| INSTRUCTOR GUIDANCE | CONTENT |
|--|---|
| <div data-bbox="164 384 602 716">  <p>Connection to Course</p> <ul style="list-style-type: none"> • It provides framework for all CERT functions covered in <i>CERT Basic Training</i> Units 2-5 • It formalizes principle of teamwork • It also explains what CERT members need to do to make sure it works <p><small>CERT Basic Train-the-Trainer: CERT Basic Training Unit 6 Review 8-10</small></p> </div> <p>Display Slide 8-10</p> | <p><i>How Unit 6 Connects to Other CERT Basic Training Units</i></p> <p>Unit 6 provides a framework for all CERT functions covered in <i>CERT Basic Training</i> Units 2-5 and formalizes the principle of teamwork.</p> <p>The Unit also explains what CERT members need to do to make sure their training works.</p> |
|  | <p><i>T-T-T Unit Summary</i></p> <p>This unit has provided information on <i>CERT Basic Training</i> Unit 6.</p> <p>Do you have any questions about anything covered in this unit?</p> <p>Transition</p> <p>The next unit will give the assignment for the first teach-back session.</p> |

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**

[This page intentionally left blank]

COMMUNITY EMERGENCY RESPONSE TEAM BASIC TRAIN-THE-TRAINER COURSE

UNIT 9: TEACH-BACK #1

LEARNING OBJECTIVES/ PERFORMANCE OUTCOMES

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

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

SCOPE

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

The topics that will be discussed in Part 1 are:

- Why Do a Teach-Back?
- The Teach-Back Process
- Teach-Back #1 Assignment
- Film Session #1 Explanation

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

ESTIMATED COMPLETION TIME

Part 1: Teach-Back #1 Assignment: 15 minutes

Part 2: Teach-Back #1: 2.5 hours

TRAINING METHODS

Part 1: Teach-Back #1 Assignment

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

Next the instructor explains the teach-back process that will be used.

Then the instructor makes the Teach-Back #1 assignments.

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

COMMUNITY EMERGENCY RESPONSE TEAM BASIC TRAIN-THE-TRAINER COURSE

UNIT 9: TEACH-BACK #1

TRAINING METHODS (CONTINUED)

Part 2: Teach-Back #1

The instructor begins by reviewing the teach-back process.

Next the instructor explains how feedback will be given.

Then each of the five two-person teams makes its presentation and receives feedback.

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

RESOURCES REQUIRED

- *Community Emergency Response Team Basic Train-the-Trainer Instructor Guide* (for Train-the-Trainer instructors)
- *Community Emergency Response Team Basic Train-the-Trainer Participant Manual* (for all participants)
- *Community Emergency Response Team Basic Training Instructor Guide* (for all participants)
- PowerPoint slides for *CERT Basic Training Units 2-4*
- PowerPoint slides 9-1 to 9-7

EQUIPMENT

The following additional equipment is required for this unit:

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

COMMUNITY EMERGENCY RESPONSE TEAM BASIC TRAIN-THE-TRAINER COURSE

UNIT 9: TEACH-BACK #1

EQUIPMENT (CONTINUED)

- Materials and equipment to be used in the teach-back presentations. Each teach-back group of 10 participants will need:
 - CERT kit
 - Two fire extinguishers
 - Non-latex exam gloves
 - 4 x 4 gauze pads
 - Splinting materials
 - USB flash drive with *CERT Basic Training* PowerPoint files
 - Copies of the Feedback Checklist (nine times total number of participants)
-

PREPARATION

Part 1: Teach-Back #1 Assignment

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

Film Session

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

Part 2: Teach-Back #1

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

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

Make copies of the feedback checklist included in the Appendix of this unit. If you have groups of five pairs, you will need 8 feedback checklists for each participant and 10 feedback checklists for the instructor observing the presentations.

NOTES

Part 1: Teach-Back #1 Assignment

A suggested time plan for this part is as follows:

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

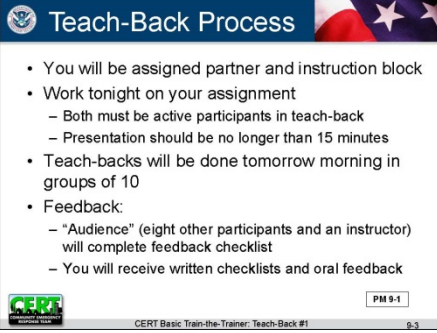
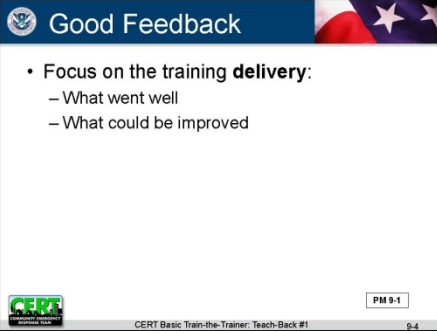
Part 2: Teach-Back #1

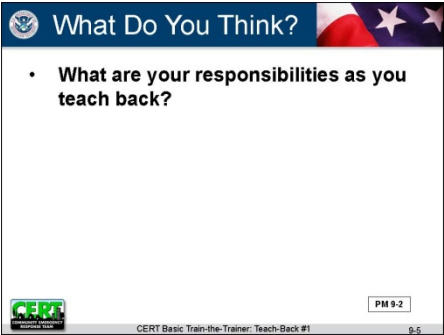

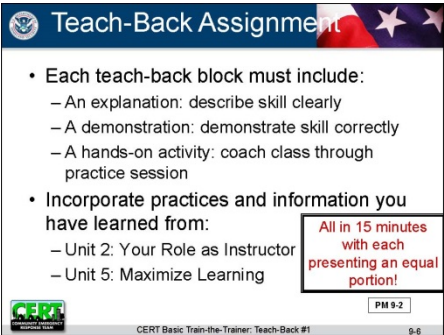

A suggested time plan is as follows:

| | |
|-----------------------|------------|
| Set Up..... | 10 minutes |
| Teach-Back 1..... | 25 minutes |
| Teach-Back 2..... | 25 minutes |
| Break | 15 minutes |
| Teach-Back 3..... | 25 minutes |
| Teach-Back 4..... | 25 minutes |
| Teach-Back 5..... | 25 minutes |
| Total Time: 2.5 hours | |

Unit 9 Part 1: Teach-Back #1 Assignment

| INSTRUCTOR GUIDANCE | CONTENT |
|--|--|
|  <p>Unit 9: Teach-Back #1 CERT Basic Train-the-Trainer</p> <p>FEMA CERT COMMUNITY EMERGENCY RESPONSE TEAM</p> <p>Display Slide 9-1</p>  <p>Why Do a Teach-Back?</p> <ul style="list-style-type: none"> • Practice, practice, practice <ul style="list-style-type: none"> – Practice teaching skills in <i>CERT Basic Training</i> course – Practice incorporating information you are learning in <i>CERT Basic Train-the-Trainer</i> course <p>CERT COMMUNITY EMERGENCY RESPONSE TEAM</p> <p>CERT Basic Train-the-Trainer: Teach-Back #1 PM 9-1 9-2</p> <p>Display Slide 9-2</p> | <p><i>Why Do a Teach-Back?</i></p> <p>Explain that a key part of any successful train-the-trainer class is practice. You need to practice teaching the skills in the <i>CERT Basic Training</i> course, and you need to practice incorporating the information you are learning in this <i>CERT Basic Train-the-Trainer</i> course.</p> |

| INSTRUCTOR GUIDANCE | CONTENT |
|---|---|
|  <p>Teach-Back Process</p> <ul style="list-style-type: none"> You will be assigned partner and instruction block Work tonight on your assignment <ul style="list-style-type: none"> Both must be active participants in teach-back Presentation should be no longer than 15 minutes Teach-backs will be done tomorrow morning in groups of 10 Feedback: <ul style="list-style-type: none"> "Audience" (eight other participants and an instructor) will complete feedback checklist You will receive written checklists and oral feedback <p>Display Slide 9-3</p> | <p><i>The Teach-Back Process</i></p> <p>Explain the process for the teach-back preparation and presentation.</p> <ol style="list-style-type: none"> You will be assigned a partner and a block of instruction. You will work tonight on your assignment. You will both be expected to be active participants in the teach-back. Your presentation should be no longer than 15 minutes. 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. 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. |
|  <p>Good Feedback</p> <ul style="list-style-type: none"> Focus on the training delivery: <ul style="list-style-type: none"> What went well What could be improved <p>Display Slide 9-4</p> | <p><i>Distribute Feedback Checklists</i></p> <p>Distribute feedback checklists to each participant and instructor. Review the assessment criteria that will be used for each presenter.</p> <p>Emphasize that the feedback must focus on the training delivery:</p> <ul style="list-style-type: none"> What went well What could be improved |

| INSTRUCTOR GUIDANCE | CONTENT |
|--|--|
| <p data-bbox="224 317 537 344">INSTRUCTOR GUIDANCE</p> <div data-bbox="162 501 602 833">  <p data-bbox="207 510 456 537">What Do You Think?</p> <ul data-bbox="186 562 565 611" style="list-style-type: none"> • What are your responsibilities as you teach back? <p data-bbox="168 800 224 827"></p> <p data-bbox="293 821 472 831">CERT Basic Train-the-Trainer: Teach-Back #1</p> <p data-bbox="529 795 565 806">PM 9-2</p> <p data-bbox="565 821 578 831">9-5</p> </div> <p data-bbox="162 850 415 884">Display Slide 9-5</p> <p data-bbox="162 903 513 968">Conduct a class discussion based on this question.</p> <div data-bbox="162 997 602 1329">  <p data-bbox="207 1005 488 1033">Teach-Back Assignment</p> <ul data-bbox="186 1058 565 1283" style="list-style-type: none"> • Each teach-back block must include: <ul data-bbox="207 1087 565 1178" style="list-style-type: none"> – An explanation: describe skill clearly – A demonstration: demonstrate skill correctly – A hands-on activity: coach class through practice session • Incorporate practices and information you have learned from: <ul data-bbox="207 1234 456 1283" style="list-style-type: none"> – Unit 2: Your Role as Instructor – Unit 5: Maximize Learning <div data-bbox="461 1209 597 1283" style="border: 1px solid red; padding: 2px;"> <p data-bbox="472 1213 586 1283">All in 15 minutes with each presenting an equal portion!</p> </div> <p data-bbox="168 1293 224 1320"></p> <p data-bbox="293 1314 472 1325">CERT Basic Train-the-Trainer: Teach-Back #1</p> <p data-bbox="529 1289 565 1299">PM 9-2</p> <p data-bbox="565 1314 578 1325">9-6</p> </div> <p data-bbox="162 1346 415 1379">Display Slide 9-6</p> <p data-bbox="162 1467 589 1598">Draw out participants' understanding of these responsibilities by asking of each bullet: "What do I mean by ..."</p> | <p data-bbox="630 380 1114 415">Teach-Back #1 Assignment</p> <p data-bbox="630 506 1386 539">What are your responsibilities as you teach back?</p> <p data-bbox="630 1001 1159 1035">What To Include in the Teach-Back</p> <p data-bbox="630 1056 1430 1161">Explain that each teach-back block should include an explanation, a demonstration, and a hands-on activity. In other words, the audience should:</p> <ul data-bbox="630 1182 773 1318" style="list-style-type: none"> ▪ Hear it ▪ See it ▪ Do it <p data-bbox="630 1470 1169 1503">The presenters' responsibilities are to:</p> <ul data-bbox="630 1524 1312 1661" style="list-style-type: none"> ▪ Describe the skill clearly ▪ Demonstrate the skill correctly ▪ Coach the class through the practice session <p data-bbox="630 1696 1419 1801">Remind participants that each person in a team is responsible for presenting an equal portion of the teach-back content.</p> |

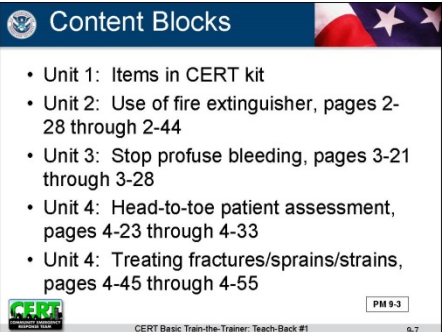
COMMUNITY EMERGENCY RESPONSE TEAM BASIC TRAIN-THE-TRAINER COURSE

UNIT 9: TEACH-BACK #1


| INSTRUCTOR GUIDANCE | CONTENT |
|---|--|
| <p>Unit 2 covered:</p> <ul style="list-style-type: none">▪ The roles and qualities of the <i>CERT Basic Training</i> instructor▪ The qualities of a good presenter <p>Unit 5 covered:</p> <ul style="list-style-type: none">▪ How people learn▪ Creating a positive learning environment▪ Techniques that maximize learning▪ Why you need to evaluate and ways to evaluate▪ Guidelines for asking and answering questions▪ Guidelines for giving feedback | <p>Remind participants to incorporate practices and information they have learned from:</p> <ul style="list-style-type: none">▪ Unit 2: Your Role as Instructor▪ Unit 5: Maximize Learning <p>Offer one more tip: don't "hide" behind lecterns or tables in the classroom. This minimizes the instructor's ability to interact with and properly engage learners.</p> <p>All in 15 minutes!</p> <p>Pair Up the Participants</p> <p>Divide the class into pairs. If necessary, create one group of three. Emphasize that a person in the pair should present about half of the material.</p> <p>Assign groups—five pairs of presenters to each group.</p> <p>Explain where each of the groups will be located for the teach-back presentations.</p> |

COMMUNITY EMERGENCY RESPONSE TEAM BASIC TRAIN-THE-TRAINER COURSE

UNIT 9: TEACH-BACK #1

| INSTRUCTOR GUIDANCE | CONTENT |
|--|--|
|  <p>Display Slide 9-7</p> | <p>Content Blocks To Be Assigned</p> <p>Assign one of the following blocks to each of the pairs in a group of 10. For the whole class, each block will be assigned to more than one pair.</p> <p>Note that they will use the <i>CERT Basic Training</i> Instructor Guide for their teach-back content. Topics include:</p> <ul style="list-style-type: none">▪ 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) <p>Emphasize that participants should review the section of the <i>CERT Basic Training</i> Instructor Guide that they are assigned and should follow it in their teach-back.</p> <p>Do you have any questions about Teach-Back #1?</p> |
| | <p>Film Session #1</p> <p>Explain when and where the training videos from Units 1-4 will be shown for anyone who wants to see them.</p> |

Unit 9 Part 2: Teach-Back #1

| INSTRUCTOR GUIDANCE | CONTENT |
|---|---|
| | <p>Setup</p> <p>Review the process for the teach-back presentation.</p> <ol style="list-style-type: none"> 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. <ol style="list-style-type: none"> 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. <p>Make the point that, 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.</p> |
|  | <p>Do you have any questions about the teach-back process?</p> |

| INSTRUCTOR GUIDANCE | CONTENT |
|---------------------|---|
| | <p><i>Manage the Teach-Backs</i></p> <p>Conduct the following activities to facilitate the teach-backs.</p> <ol style="list-style-type: none"> 1. Monitor the time. <ol style="list-style-type: none"> a. 15 minutes for presentation b. 7-8 minutes for feedback c. 2-3 minutes to change teams 2. Use your chosen method to monitor and end the presentation if needed. <ol style="list-style-type: none"> a. For example, use time cue cards to give time cues to the presenters (e.g., 10 minutes, 5 minutes, and 1 minute). 3. Facilitate the feedback (7-8 minutes). <ol style="list-style-type: none"> a. Give the group 2-3 minutes to complete the feedback checklists. b. Remind learners to keep peer feedback focused on teaching methods, interactivity, and effectiveness versus getting caught up on the actual content itself. c. Collect the feedback checklists. d. Ask the presenters how they feel the presentation went. e. Ask the audience for comments (things they liked, things that would improve the presentation). f. Give your comments (things you liked, things that would improve the presentation). Focus in particular on teaching style and handling sensitive topics. g. Give the completed feedback checklists to the presenters. 4. Tell the next team to set up (2-3 minutes). 5. Take a break after the second presentation. |

COMMUNITY EMERGENCY RESPONSE TEAM BASIC TRAIN-THE-TRAINER COURSE

UNIT 9: TEACH-BACK #1

| INSTRUCTOR GUIDANCE | CONTENT |
|---------------------|---|
| | <p><i>Transition</i></p> <p>The next unit will review Unit 5 of the <i>CERT Basic Training</i> course.</p> |

APPENDIX

[This page intentionally left blank]

CERT Train-the-Trainer Feedback Checklist

On a scale of 1-5, how would you rate these parts of the presentation? Circle the number that most closely applies.

| | | | | | |
|------------------------------|-----------------|---|-----------------|---|----------------|
| Lecture: | 1 Inadequate | 2 | 3 Acceptable | 4 | 5 Excellent |
| Demonstration: | 1 Inadequate | 2 | 3 Acceptable | 4 | 5 Excellent |
| Coaching of Activity: | 1 Inadequate | 2 | 3 Acceptable | 4 | 5 Excellent |

On a scale of 1-5, how would you rate the following? Circle the number that most closely applies.

| | | | | | |
|--|------------|----------------|------------|-----------------------|-------------|
| Information presented was accurate. | 1 Never | 2 Sometimes | 3 Often | 4 Most of the time | 5 Always |
| Information presented was clear. | 1 Never | 2 Sometimes | 3 Often | 4 Most of the time | 5 Always |
| Instructors modeled appropriate behavior. | 1 Never | 2 Sometimes | 3 Often | 4 Most of the time | 5 Always |
| Instructors worked well as a team. | 1 Never | 2 Sometimes | 3 Often | 4 Most of the time | 5 Always |
| Instructors demonstrated effective teaching techniques. | 1 Never | 2 Sometimes | 3 Often | 4 Most of the time | 5 Always |
| Instructors communicated the core values of the program. | 1 Never | 2 Sometimes | 3 Often | 4 Most of the time | 5 Always |

Demonstration was conducted in a safe manner. Yes ____ No ____

Activity was conducted in a safe manner. Yes ____ No ____

Please add any comments on the back.

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**

[This page intentionally left blank]

COMMUNITY EMERGENCY RESPONSE TEAM BASIC TRAIN-THE-TRAINER COURSE

UNIT 10: CERT BASIC TRAINING UNIT 5 REVIEW

**LEARNING
OBJECTIVES/
PERFORMANCE
OUTCOMES**

At the conclusion of this unit, the participants will be able to demonstrate knowledge of the *CERT Basic Training* course Unit 5.

SCOPE

The topics that will be discussed in this unit are:

- *T-T-T* Unit Overview
 - Unit 5 Purpose
 - Unit 5 Learning Objectives
 - Unit 5 Key Topics
 - Training Videos in Unit 5
 - Hands-On Activities in Unit 5
 - Tips for Teaching Unit 5
 - How Unit 5 Connects to Other *Basic Training* Units
 - *T-T-T* Unit Summary
-

**ESTIMATED
COMPLETION
TIME**

60 minutes

**TRAINING
METHODS**

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

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

The focus of this *CERT Basic T-T-T* unit is on the hands-on activities: their purpose, what latitude instructors have in conducting them, and the correct way to conduct them.

Finally, the instructor reviews how the *CERT Basic Training* unit is connected to the other units in the *CERT Basic Training* course.

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

COMMUNITY EMERGENCY RESPONSE TEAM BASIC TRAIN-THE-TRAINER COURSE

UNIT 10: CERT BASIC TRAINING UNIT 5 REVIEW

RESOURCES REQUIRED

- *Community Emergency Response Team Basic Train-the-Trainer Instructor Guide* (for Train-the-Trainer instructors)
- *Community Emergency Response Team Basic Train-the-Trainer Participant Manual* (for all participants)
- *Community Emergency Response Team Basic Training Instructor Guide* (for all participants)
- PowerPoint slides 10-1 to 10-13

OTHER RESOURCES

There are two short videos (5-6 minutes each) that should be shown when discussing how to conduct the Unit 5 training activities correctly.

1. *Demonstrating Victim Carries*
2. *Coaching Hands-on Practice: Victim Extrication*

The videos are available at the National CERT Web site:
<http://www.fema.gov/cert>.

EQUIPMENT

The following additional equipment is required for this unit:

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

PREPARATION

None required

COMMUNITY EMERGENCY RESPONSE TEAM BASIC TRAIN-THE-TRAINER COURSE

UNIT 10: CERT BASIC TRAINING UNIT 5 REVIEW

NOTES

A suggested time plan for this unit is as follows:

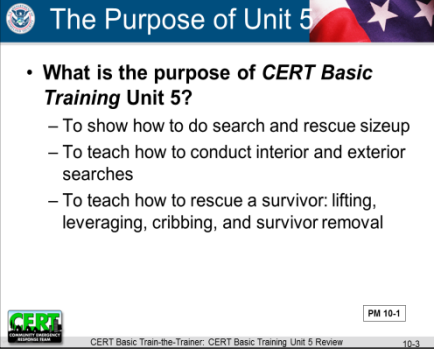
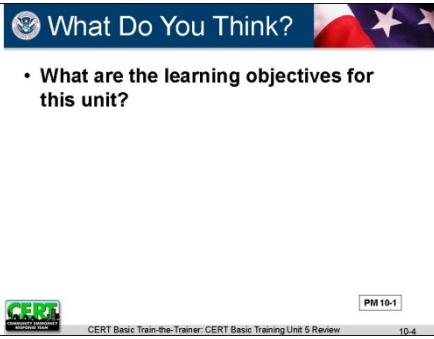
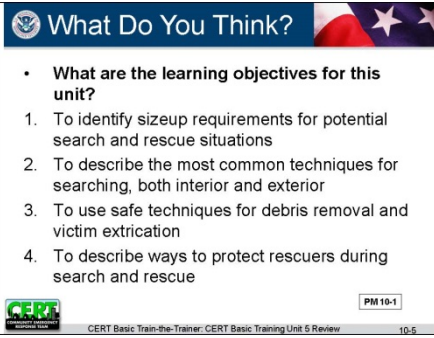
| | |
|---|------------|
| <i>T-T-T</i> Unit Overview | 1 minute |
| Unit 5 Purpose | 1 minute |
| Unit 5 Learning Objectives..... | 5 minutes |
| Unit 5 Key Topics..... | 5 minutes |
| Training Videos in Unit 5..... | 1 minute |
| Hands-On Activities in Unit 5 | 30 minutes |
| Tips for Teaching Unit 5..... | 15 minutes |
| How Unit 5 Connects to Other Basic Training Units | 1 minute |
| <i>T-T-T</i> Unit Summary | 1 minute |
| Total Time: 60 minutes | |

Unit 10: CERT Basic Training Unit 5 Review

| INSTRUCTOR GUIDANCE | CONTENT |
|---|---|
|  <p>Unit 10: CERT Basic Training Unit 5 Review CERT Basic Train-the-Trainer</p> <p>FEMA CERT</p> <p>Display Slide 10-1</p> | <p><i>T-T-T Unit Overview</i></p> <p>Explain that this unit reviews the content and activities in <i>CERT Basic Training Unit 5</i>. It also looks at how Unit 5 connects to the other units in the <i>CERT Basic Training</i> course.</p> |
| <p>Encourage participants to use the <i>CERT Basic Training</i> Instructor Guide to find the answers to the questions.</p>  <p>What Do You Think?</p> <ul style="list-style-type: none"> What is the purpose of <i>CERT Basic Training Unit 5</i>? <p>CERT PM 10-1</p> <p>CERT Basic Train-the-Trainer: CERT Basic Training Unit 5 Review 10-2</p> <p>Display Slide 10-2</p> <p>Conduct a class discussion based on this question.</p> | <p><i>Unit 5 Purpose</i></p> <p>What is the purpose of <i>CERT Basic Training Unit 5</i>?</p> |

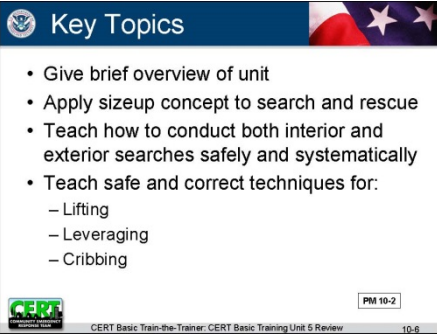
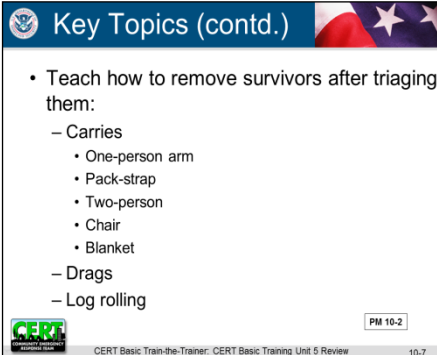
COMMUNITY EMERGENCY RESPONSE TEAM BASIC TRAIN-THE-TRAINER COURSE

UNIT 10: CERT BASIC TRAINING UNIT 5 REVIEW

| INSTRUCTOR GUIDANCE | CONTENT |
|--|--|
|  <p>The Purpose of Unit 5</p> <ul style="list-style-type: none">• What is the purpose of <i>CERT Basic Training Unit 5</i>?<ul style="list-style-type: none">– 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 <p><small>CERT Basic Train-the-Trainer: CERT Basic Training Unit 5 Review 10-3</small></p> <p>Display Slide 10-3</p> | <p>Summarize the discussion by reviewing the slide.</p> <p>The purpose of <i>CERT Basic Training Unit 5</i> is:</p> <ul style="list-style-type: none">▪ 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 |
|  <p>What Do You Think?</p> <ul style="list-style-type: none">• What are the learning objectives for this unit? <p><small>CERT Basic Train-the-Trainer: CERT Basic Training Unit 5 Review 10-4</small></p> <p>Display Slide 10-4</p> <p>Conduct a class discussion based on this question.</p>  <p>What Do You Think?</p> <ul style="list-style-type: none">• What are the learning objectives for this unit?<ol style="list-style-type: none">1. To identify sizeup requirements for potential search and rescue situations2. To describe the most common techniques for searching, both interior and exterior3. To use safe techniques for debris removal and victim extrication4. To describe ways to protect rescuers during search and rescue <p><small>CERT Basic Train-the-Trainer: CERT Basic Training Unit 5 Review 10-5</small></p> <p>Display Slide 10-5</p> | <p>Unit 5 Learning Objectives</p> <p>What are the learning objectives for this unit?</p> <p>Summarize the discussion by reviewing the slide.</p> <p>Give the learning objectives for this unit:</p> <ol style="list-style-type: none">1. To identify sizeup requirements for potential search and rescue situations2. To describe the most common techniques for searching, both interior and exterior3. To use safe techniques for debris removal and survivor extrication4. To describe ways to protect rescuers during search and rescue |

COMMUNITY EMERGENCY RESPONSE TEAM BASIC TRAIN-THE-TRAINER COURSE

UNIT 10: CERT BASIC TRAINING UNIT 5 REVIEW

| INSTRUCTOR GUIDANCE | CONTENT |
|--|--|
|  <p>Key Topics</p> <ul style="list-style-type: none">• Give brief overview of unit• Apply sizeup concept to search and rescue• Teach how to conduct both interior and exterior searches safely and systematically• Teach safe and correct techniques for:<ul style="list-style-type: none">– Lifting– Leveraging– Cribbing <p><small>CERT Basic Train-the-Trainer: CERT Basic Training Unit 5 Review 10-6</small></p> <p>Display Slide 10-6</p>  <p>Key Topics (contd.)</p> <ul style="list-style-type: none">• Teach how to remove survivors after triaging them:<ul style="list-style-type: none">– Carries<ul style="list-style-type: none">• One-person arm• Pack-strap• Two-person• Chair• Blanket– Drags– Log rolling <p><small>CERT Basic Train-the-Trainer: CERT Basic Training Unit 5 Review 10-7</small></p> <p>Display Slide 10-7</p> | <h3><i>Unit 5 Key Topics</i></h3> <p>Explain that, in this unit, the instructor needs to do the following:</p> <ul style="list-style-type: none">▪ 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:<ul style="list-style-type: none">• Carries: one-person arm, pack-strap, two-person, chair, blanket• Drags• Log rolling |
| | <h3><i>Training Videos for Unit 5</i></h3> <p>If time permits, the 32-minute video (or portions of it) <i>CERT Training: Safety in the Post-Disaster Environment</i>, 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 www.fema.gov/cert/.</p> |

| INSTRUCTOR GUIDANCE | CONTENT |
|--|--|
| <div data-bbox="164 459 607 814" data-label="Image"> </div> <p data-bbox="159 835 435 871">Display Slide 10-8</p> | <p data-bbox="630 386 1133 422"><i>Hands-on Activities in Unit 5</i></p> <p data-bbox="630 459 1419 531">Gathering Facts (<i>CERT Basic Training IG pp. 5-18 to 5-19.</i>)</p> <p data-bbox="630 552 748 583"><u>Purpose</u></p> <p data-bbox="630 604 1430 709">To give the participants the opportunity to consider some of the facts that CERT search and rescue teams will need to gather during sizeup</p> <p data-bbox="630 783 870 814"><u>Latitude to Adapt</u></p> <p data-bbox="630 835 1382 898">The scenario may be changed to fit your community's needs.</p> <p data-bbox="630 1031 1078 1062"><u>How to Do the Activity Correctly</u></p> <ul data-bbox="630 1083 1166 1115" style="list-style-type: none"> ▪ Conduct the activity as it is written. <p data-bbox="630 1136 1422 1272">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.</p> <p data-bbox="630 1346 1414 1417">Search and Rescue Sizeup (<i>CERT Basic Training IG p. 5-35.</i>)</p> <p data-bbox="630 1438 748 1470"><u>Purpose</u></p> <p data-bbox="630 1491 1438 1596">To give the participants an opportunity to practice some of the thinking processes involved in planning and search and rescue sizeup</p> <p data-bbox="630 1627 870 1659"><u>Latitude to Adapt</u></p> <p data-bbox="630 1680 1117 1711">Conduct the activity as it is written.</p> |

COMMUNITY EMERGENCY RESPONSE TEAM BASIC TRAIN-THE-TRAINER COURSE

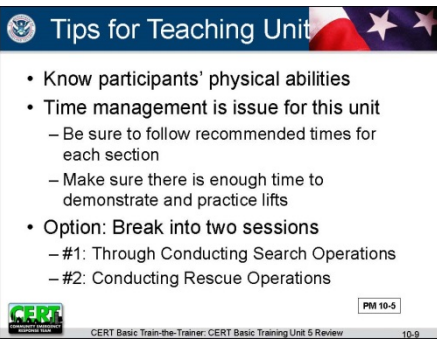
UNIT 10: CERT BASIC TRAINING UNIT 5 REVIEW

| INSTRUCTOR GUIDANCE | CONTENT |
|---------------------|---|
| | <p><u>How to Do the Activity Correctly</u></p> <ul style="list-style-type: none">▪ The exercise is based on several different types of <u>local</u> 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:<ul style="list-style-type: none">• 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. <p>Various Carries (<i>CERT Basic Training</i> IG pp. 5-56 to 5-66)</p> <p><u>Purpose</u> To practice how to do various carries</p> <p><u>Latitude to Adapt</u> Conduct the activities as they are written.</p> |

COMMUNITY EMERGENCY RESPONSE TEAM BASIC TRAIN-THE-TRAINER COURSE

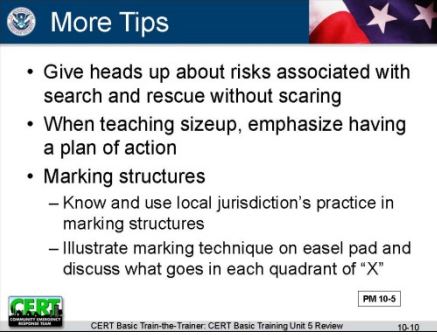
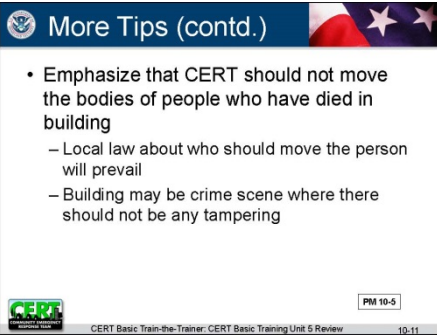
UNIT 10: CERT BASIC TRAINING UNIT 5 REVIEW

| INSTRUCTOR GUIDANCE | CONTENT |
|--|---|
| <p>Show the 5-6 minute video, <i>Demonstrating Victim Carries</i>.</p> <p>Show participants how to test a chair.</p> | <p><u>How to Do the Activity Correctly</u></p> <ul style="list-style-type: none">▪ 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. <p>Survivor Extrication (<i>CERT Basic Training</i> IG p. 5-67)</p> <p><u>Purpose</u></p> <p>To practice the removal of survivors from a collapse situation, using leveraging/cribbing and drags and carries</p> <p><u>Latitude to Adapt</u></p> <ul style="list-style-type: none">▪ 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. |

| INSTRUCTOR GUIDANCE | CONTENT |
|--|---|
| <p>Show the 5-6 minute video on how to conduct and coach the leveraging and cribbing activity.</p> | <p><u>How to Do the Activity Correctly</u></p> <ul style="list-style-type: none"> ▪ Conduct the activity as it is written. ▪ Instructors should observe each group and correct errors that they see. <p>Demonstrations</p> <p>There are a number of demonstrations in this unit. Prepare for them and practice them:</p> <ul style="list-style-type: none"> ▪ How to search a room ▪ Leveraging and cribbing ▪ Survivor carries and log rolling <p>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.</p> |
|  <p>Display Slide 10-9</p> | <p><i>Tips for Teaching Unit 5</i></p> <ul style="list-style-type: none"> ▪ 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. |







COMMUNITY EMERGENCY RESPONSE TEAM BASIC TRAIN-THE-TRAINER COURSE

UNIT 10: CERT BASIC TRAINING UNIT 5 REVIEW

| INSTRUCTOR GUIDANCE | CONTENT |
|---|---|
| <div data-bbox="164 384 597 716"><p>More Tips</p><ul style="list-style-type: none">• Give heads up about risks associated with search and rescue without scaring• When teaching sizeup, emphasize having a plan of action• Marking structures<ul style="list-style-type: none">– Know and use local jurisdiction's practice in marking structures– Illustrate marking technique on easel pad and discuss what goes in each quadrant of "X"<p><small>CERT Basic Train-the-Trainer: CERT Basic Training Unit 5 Review 10-10</small></p></div> <p data-bbox="164 730 451 766">Display Slide 10-10</p> <div data-bbox="164 953 597 1285"><p>More Tips (contd.)</p><ul style="list-style-type: none">• Emphasize that CERT should not move the bodies of people who have died in building<ul style="list-style-type: none">– Local law about who should move the person will prevail– Building may be crime scene where there should not be any tampering<p><small>CERT Basic Train-the-Trainer: CERT Basic Training Unit 5 Review 10-11</small></p></div> <p data-bbox="164 1299 451 1335">Display Slide 10-11</p> | <ul style="list-style-type: none">▪ 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 <i>CERT Basic Training</i> 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."▪ 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. |

COMMUNITY EMERGENCY RESPONSE TEAM BASIC TRAIN-THE-TRAINER COURSE

UNIT 10: CERT BASIC TRAINING UNIT 5 REVIEW

| INSTRUCTOR GUIDANCE | CONTENT |
|--|---|
| <div data-bbox="164 384 602 716">  <ul style="list-style-type: none"> • Slide 5-24 is animated <ul style="list-style-type: none"> – Requires three clicks for entire slide to appear • Instructors must be able to describe and help participants understand when to attempt a rescue <div data-bbox="164 674 602 716">  PM 10-5 <p align="center"><small>CERT Basic Train-the-Trainer: CERT Basic Training Unit 5 Review 10-12</small></p> </div> </div> <p>Display Slide 10-12</p> <div data-bbox="164 800 228 873">  </div> <p>Conduct brief discussion.</p> | <ul style="list-style-type: none"> ▪ 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.” ▪ Instructors must be able to describe and help participants understand when to attempt a rescue. <p>Do you have any other tips?</p> |
| <div data-bbox="164 1003 602 1335">  <ul style="list-style-type: none"> • It continues messages of: <ul style="list-style-type: none"> – Teamwork – The need for sizeup – Team safety • It picks up on concept of triage from Units 3 and 4 <div data-bbox="164 1293 602 1335">  PM 10-6 <p align="center"><small>CERT Basic Train-the-Trainer: CERT Basic Training Unit 5 Review 10-13</small></p> </div> </div> <p>Display Slide 10-13</p> | <p><i>How Unit 5 Connects to Other CERT Basic Training Units</i></p> <p>It continues the messages of:</p> <ul style="list-style-type: none"> ▪ Teamwork ▪ The need for sizeup ▪ Team safety <p>It picks up on the concept of triage from Units 3 and 4.</p> |
| <div data-bbox="164 1671 228 1745">  </div> | <p><i>T-T-T Unit Summary</i></p> <p>This unit has provided information on <i>CERT Basic Training Unit 5</i>.</p> <p>Do you have any questions about anything covered in this unit?</p> |

COMMUNITY EMERGENCY RESPONSE TEAM BASIC TRAIN-THE-TRAINER COURSE

UNIT 10: CERT BASIC TRAINING UNIT 5 REVIEW

| INSTRUCTOR GUIDANCE | CONTENT |
|---------------------|---|
| | <p>Transition</p> <p>The next unit will provide information about how to effectively manage the classroom.</p> |

[This page intentionally left blank]

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 accommodate them.

[This page intentionally left blank]

COMMUNITY EMERGENCY RESPONSE TEAM TRAIN-THE-TRAINER COURSE

UNIT 11: MANAGE THE CLASSROOM

**LEARNING
OBJECTIVES/
PERFORMANCE
OUTCOMES**

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

- Describe ways for an instructor to get to know his or her learners in a regular *CERT Basic Training* class.
- Explain what to do with the information learned.
- Identify ways to work with younger learners.
- State guidelines for responding appropriately to situations that might make a learner feel left out.
- Describe seven kinds of behavior that might be disruptive in the classroom.
- Discuss what motivates those behaviors and how instructors might respond.
- Explain what kinds of accommodations may need to be made for some learners.

SCOPE

The topics that will be discussed in this unit are:

- Unit Overview
- Learn About Your Learners
- Use the Information You Learn
- Teaching for All Ages
- Difficult Situations
- Guidelines for Appropriate Behavior
- Potentially Disruptive Behaviors
- Working with Learners with Functional Limitations
- Unit Summary

**ESTIMATED
COMPLETION TIME**

90 minutes

COMMUNITY EMERGENCY RESPONSE TEAM TRAIN-THE-TRAINER COURSE

UNIT 11: MANAGE THE CLASSROOM

TRAINING METHODS

The unit begins with the instructor presenting a scenario and conducting a discussion by asking several questions about what information participants would like to know about the people in the scenario and how they would like to find it out.

Then the instructor conducts a short exercise with the class role-playing body language. After the exercise, the instructor discusses the importance of cultural sensitivity in the classroom. Then the instructor presents another scenario and discusses what participants could do with the information gathered about the class.

Next the instructor conducts a guided discussion about working with learners of various ages: older learners (veterans), boomers, Gen X (also called Twenty-Something), and Gen Y, or Millennials. The instructor summarizes with listing important considerations for working with younger learners and refers participants to the handout, *Working With Younger Learners*, and the graphic, *How do (did) they learn?*

The instructor then asks learners to name situations that might make learners feel left out. The instructor presents guidelines for appropriate action. Then the instructor asks the class to respond to a “what if” scenario about asking permission to touch.

Next the instructor presents information about being a brain-friendly instructor. During this presentation, three participants act out disruptive behaviors. Then the class discusses potentially disruptive behaviors and their impact on the class. In small groups, participants discuss what might be motivating those behaviors and how an instructor might respond. The small groups share their ideas with each other.

The instructor provides a handout with tips and techniques for dealing with challenging learners.

The instructor concludes the unit by presenting several “what if” scenarios and conducting a discussion with the class. The “what if” scenarios deal with learners with physical limitations.

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

COMMUNITY EMERGENCY RESPONSE TEAM TRAIN-THE-TRAINER COURSE

UNIT 11: MANAGE THE CLASSROOM

- RESOURCES REQUIRED**
- *Community Emergency Response Team Train-the-Trainer Instructor Guide* (for Train-the-Trainer instructors)
 - *Community Emergency Response Team Train-the-Trainer Participant Manual* (for all participants)
 - *Community Emergency Response Team Basic Training Instructor Guide* (for all participants)
 - PowerPoint slides 11-1 to 11-49

- EQUIPMENT**
- The following additional equipment is required for this unit:
- A computer with PowerPoint software
 - A computer projector and screen
 - Easel pad and easel or whiteboard
 - Markers
 - Copies of “Techniques for Dealing with Challenging Learners” handout

- PREPARATION**
- You will need to prepare for the exercise during the section, *Being a Brain-Friendly Instructor*. Carefully read the preparation instructions here and the information about how to conduct the exercise on page 11-32.
- Purpose of Exercise: To provide participants with an opportunity to view disruptive behaviors.
- Preparation Instructions:
1. Make a copy of the “Techniques for Dealing with Challenging Learners” handout for each participant. This handout can be found in the Appendix of this unit.
 2. Copy the page of three roleplays (page 11-5) and cut it into three parts. Also, make three copies of the presentation that begins on page 11-7.
 3. During the first day of the class, identify three participants to act out the behavior listed.

COMMUNITY EMERGENCY RESPONSE TEAM TRAIN-THE-TRAINER COURSE

UNIT 11: MANAGE THE CLASSROOM

PREPARATION (CONTINUED)

4. Speak individually to each participant selected before class begins the second day. Give each person the roleplay instruction sheet and a copy of the presentation so they can prepare. Emphasize that the roleplay is **confidential** and they should not tell anyone about it.
-

COMMUNITY EMERGENCY RESPONSE TEAM TRAIN-THE-TRAINER COURSE

UNIT 11: MANAGE THE CLASSROOM

THREE ROLEPLAYS

In Unit 11 we will be discussing how to manage potentially disruptive behaviors in your class. We need your help. Please don't tell anyone about this.

When the instructor begins the section, *Being a Brain-Friendly Instructor*, please act out the behavior described below. Feel free to be creative. The purpose is to be distracting but not obnoxious.

BEHAVIOR: Be a "know-it-all." Show how much you know about the subject.

In Unit 11 we will be discussing how to manage potentially disruptive behaviors in your class. We need your help. Please don't tell anyone about this.

When the instructor begins the section, *Being a Brain-Friendly Instructor*, please act out the behavior described below. Feel free to be creative. The purpose is to be distracting but not obnoxious.

BEHAVIOR: Engage in conversation with the person next to you. Speak loud enough to be annoying. Laugh aloud.

In Unit 11 we will be discussing how to manage potentially disruptive behaviors in your class. We need your help. Please don't tell anyone about this.

When the instructor begins the section, *Being a Brain-Friendly Instructor*, please act out the behavior described below. Feel free to be creative. The purpose is to be distracting but not obnoxious.

BEHAVIOR: Make a repetitive noise (tapping a pencil, popping gum, cracking knuckles).

COMMUNITY EMERGENCY RESPONSE TEAM TRAIN-THE-TRAINER COURSE

UNIT 11: MANAGE THE CLASSROOM

[This page intentionally left blank]

Being a Brain-Friendly Instructor

Another way to create a positive learning environment is by being a brain-friendly instructor. To be a brain-friendly instructor you need to know how information is received and processed.

1. The brain is taking in visual, auditory, and motor information all 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 overflows and is never processed so learning transfer will not happen.
6. As an instructor, you have to give the hippocampus time to process, package, and send information to storage before you give it more input.

So how do you keep the hippocampus from getting too full?

Follow this rule of thumb:

1. Break large content chunks into smaller chunks.
2. Present 5-10 minutes of content.
3. Then let learners “play” with the content (talk about it, ask/answer questions about it, do an activity with it).
4. During the “play” time the hippocampus processes the information.
5. Then repeat the process.

Another thing you can do is 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.

COMMUNITY EMERGENCY RESPONSE TEAM TRAIN-THE-TRAINER COURSE

UNIT 11: MANAGE THE CLASSROOM

**PREPARATION
(CONTINUED)**

How to conduct the exercise:

1. Your “plants” will do their roleplays while you present this short section.
2. Do not intervene or correct the behaviors. Act as if nothing unusual is happening. Do not laugh!
3. Continue the presentation as long as you can. It is best if one of the participants finally calls a halt. At that point, stop and discuss the exercise.

Note: The content in this section is not essential to the course but participants often find it interesting. After the activity, you may want to quickly repeat the information for those who missed it.

NOTES

A suggested time plan for this unit is as follows:

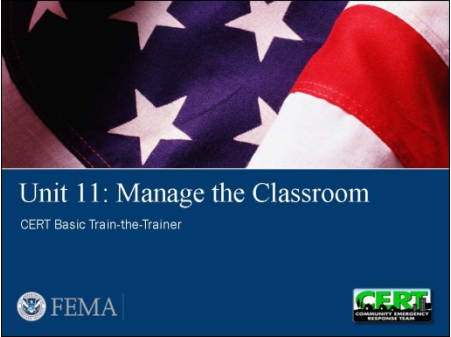
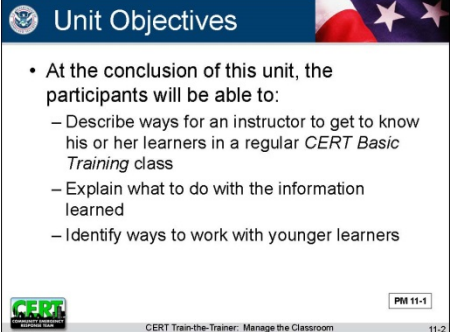
| | |
|--|------------|
| Unit Overview | 5 minutes |
| Learn About Your Learners | 15 minutes |
| Use the Information You Learned..... | 5 minutes |
| Teaching for All Ages | 13 minutes |
| Difficult Situations | 2 minutes |
| Guidelines for Appropriate Action..... | 5 minutes |
| Potentially Disruptive Behaviors | 25 minutes |
| Working with Learners with Functional Limitations..... | 15 minutes |
| Unit Summary..... | 5 minutes |
| Total Time: 90 minutes | |

REMARKS

This is a very interactive unit with the learning happening primarily through discussion and exercise.

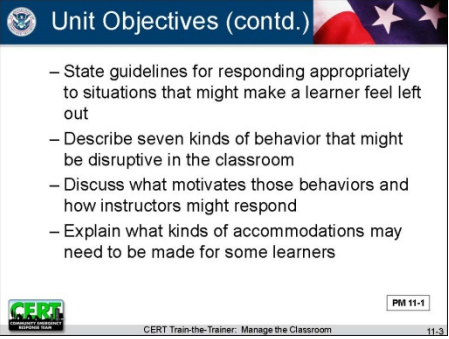
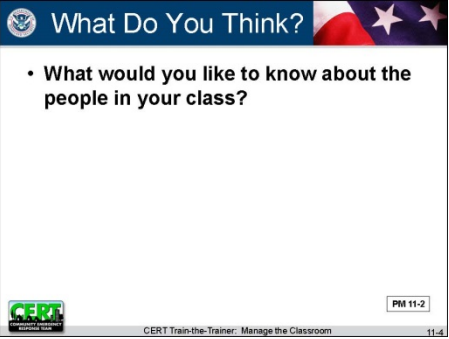
Many instructors-to-be are the most apprehensive about working with challenging learners. Actual instances are few and there are good tips for how to deal with them. This unit provides those tips. Instructors need to be reassured that they can learn to handle any situations that arise.

Unit 11: Manage the Classroom

| INSTRUCTOR GUIDANCE | CONTENT |
|--|--|
|  <p>Display Slide 11-1</p> | <p>Unit Overview</p> <p>Say that, as discussed earlier, effective trainers are not just subject matter experts who spout out what they know and then leave.</p> <p>Effective instructors have a relationship with the learners. They become a friend and a coach. They know:</p> <ul style="list-style-type: none"> ▪ Where the learners are starting from ▪ How they are doing as the course progresses <p>They also use the information as they teach.</p> |
|  <p>Display Slide 11-2</p> | <p>Explain that this unit examines how you can get to know your audience in a regular class and in a “fill-in” situation. It also looks at how you can use the information you learn.</p> <p>Give the unit’s learning objectives.</p> <p>At the conclusion of this unit, the participants will be able to:</p> <ul style="list-style-type: none"> ▪ Describe ways for an instructor to get to know his or her learners in a regular <i>CERT Basic Training</i> class. ▪ Explain what to do with the information learned. ▪ Identify ways to work with younger learners. |

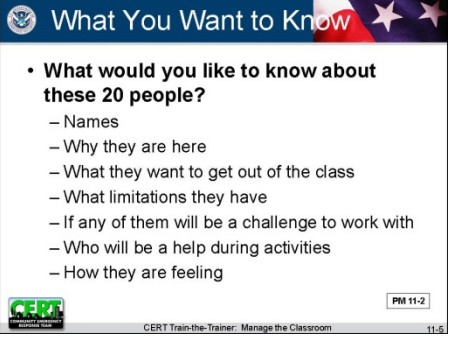
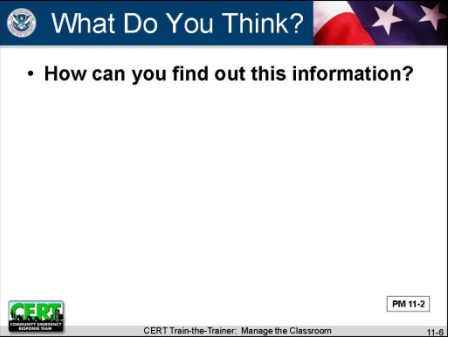
COMMUNITY EMERGENCY RESPONSE TEAM TRAIN-THE-TRAINER COURSE

UNIT 11: MANAGE THE CLASSROOM

| INSTRUCTOR GUIDANCE | CONTENT |
|---|--|
|  <p>Unit Objectives (contd.)</p> <ul style="list-style-type: none">– State guidelines for responding appropriately to situations that might make a learner feel left out– Describe seven kinds of behavior that might be disruptive in the classroom– Discuss what motivates those behaviors and how instructors might respond– Explain what kinds of accommodations may need to be made for some learners <p>CERT Train-the-Trainer: Manage the Classroom 11-3</p> | <ul style="list-style-type: none">▪ State guidelines for responding appropriately to situations that might make a learner feel left out▪ Describe seven kinds of behavior that might be disruptive in the classroom▪ Discuss what motivates those behaviors and how instructors might respond▪ Explain what kinds of accommodations may need to be made for some learners |
|  <p>What Do You Think?</p> <ul style="list-style-type: none">• What would you like to know about the people in your class? <p>CERT Train-the-Trainer: Manage the Classroom 11-4</p> <p>Display Slide 11-4</p> <p>Conduct a class discussion based on this question.</p> | <p><i>Learn About Your Learners</i></p> <p>Present this scenario:</p> <p>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 <i>CERT Basic Training</i>. You will be together once a week for the next 9 weeks.</p> <p>Ask the class:</p> <p>What would you like to know about the people in your class?</p> |

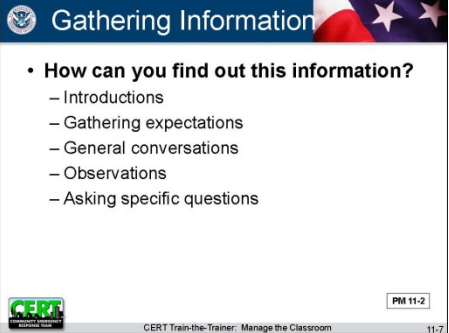
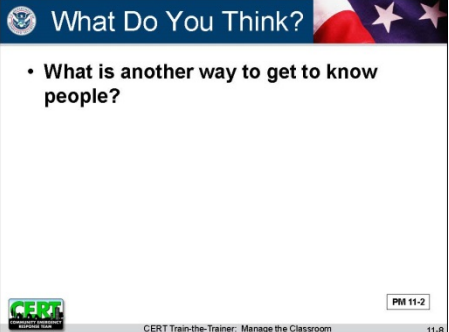
COMMUNITY EMERGENCY RESPONSE TEAM TRAIN-THE-TRAINER COURSE

UNIT 11: MANAGE THE CLASSROOM

| INSTRUCTOR GUIDANCE | CONTENT |
|--|--|
|  <p>What You Want to Know</p> <ul style="list-style-type: none">• What would you like to know about these 20 people?<ul style="list-style-type: none">– Names– Why they are here– What they want to get out of the class– What limitations they have– If any of them will be a challenge to work with– Who will be a help during activities– How they are feeling <p>Display Slide 11-5</p>  <p>What Do You Think?</p> <ul style="list-style-type: none">• How can you find out this information? <p>Display Slide 11-6</p> <p>Conduct a class discussion based on this question.</p> | <p>Summarize the discussion by reviewing the slide.</p> <p>You may want to know the following information about your class:</p> <ul style="list-style-type: none">▪ 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 <p>Ask the class:</p> <p>How can you find out this information?</p> |

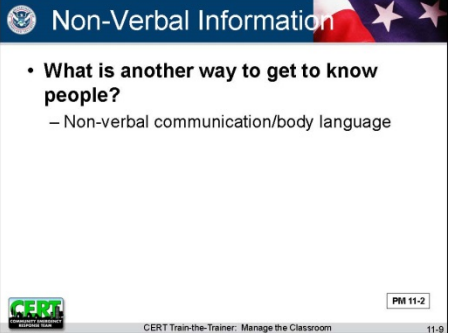
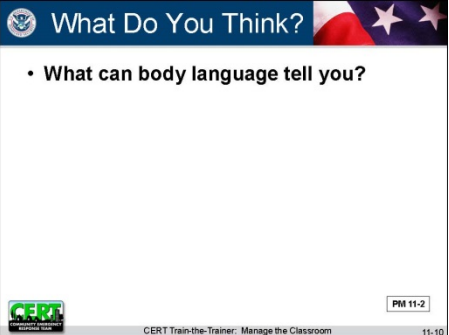
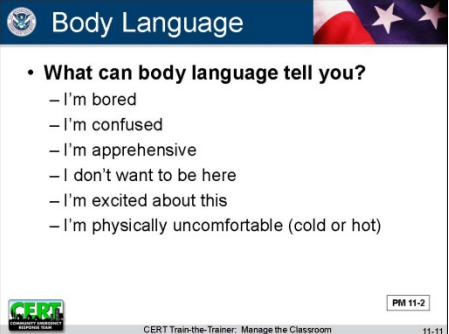
COMMUNITY EMERGENCY RESPONSE TEAM TRAIN-THE-TRAINER COURSE

UNIT 11: MANAGE THE CLASSROOM

| INSTRUCTOR GUIDANCE | CONTENT |
|--|--|
|  <p>Gathering Information</p> <ul style="list-style-type: none">• How can you find out this information?<ul style="list-style-type: none">– Introductions– Gathering expectations– General conversations– Observations– Asking specific questions <p>CERT CERT Train-the-Trainer: Manage the Classroom 11-7</p> <p>Display Slide 11-7</p>  <p>What Do You Think?</p> <ul style="list-style-type: none">• What is another way to get to know people? <p>CERT CERT Train-the-Trainer: Manage the Classroom 11-8</p> <p>Display Slide 11-8</p> <p>Conduct a class discussion based on this question.</p> | <p>Summarize the discussion by reviewing the slide.</p> <p>You can learn about your class by:</p> <ul style="list-style-type: none">▪ Introductions▪ Gathering expectations▪ General conversations▪ Observations▪ Asking specific questions <p>Point out that some of the ways an instructor gets to know the audience is through verbal communication.</p> <p>Ask the class:</p> <p>What is another way to get to know people?</p> |

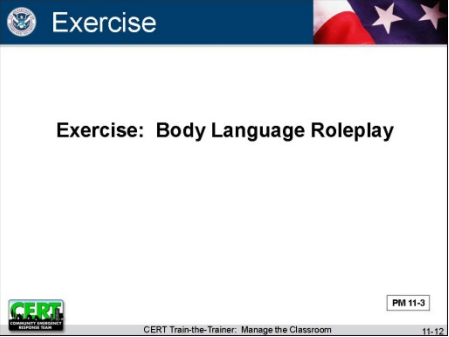
COMMUNITY EMERGENCY RESPONSE TEAM TRAIN-THE-TRAINER COURSE

UNIT 11: MANAGE THE CLASSROOM

| INSTRUCTOR GUIDANCE | CONTENT |
|---|---|
|  <p>• What is another way to get to know people? – Non-verbal communication/body language</p> <p>CERT CERT Train-the-Trainer: Manage the Classroom PM 11-2 11-9</p> | <p>Summarize the discussion by reviewing the slide.</p> <p>Another way to get to know your class is through non-verbal communication and body language.</p> |
| <p>Display Slide 11-9</p>  <p>• What can body language tell you?</p> <p>CERT CERT Train-the-Trainer: Manage the Classroom PM 11-2 11-10</p> | <p>Ask the class:</p> <p>What can body language tell you?</p> |
| <p>Display Slide 11-10</p> <p>Conduct a class discussion based on this question.</p>  <p>• What can body language tell you? – I'm bored – I'm confused – I'm apprehensive – I don't want to be here – I'm excited about this – I'm physically uncomfortable (cold or hot)</p> <p>CERT CERT Train-the-Trainer: Manage the Classroom PM 11-2 11-11</p> | <p>Summarize the discussion by reviewing the slide.</p> <p>Body language can tell you that a participant:</p> <ul style="list-style-type: none">▪ Is bored▪ Is confused▪ Feels apprehensive▪ Doesn't want to be here▪ Is excited about learning▪ Is physically uncomfortable (cold or hot) |
| <p>Display Slide 11-11</p> | |

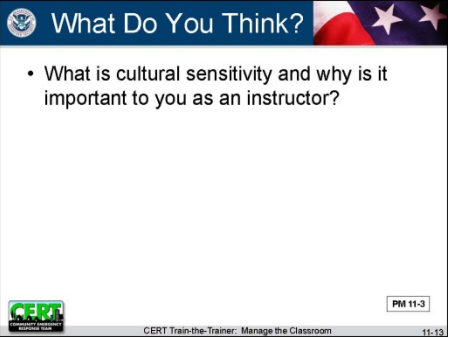
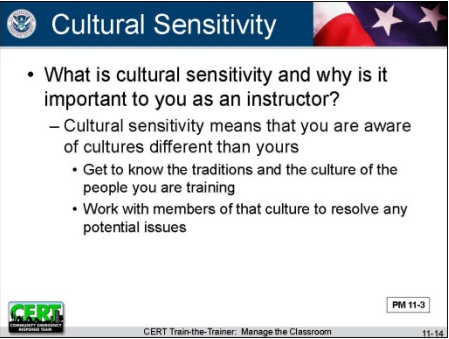
COMMUNITY EMERGENCY RESPONSE TEAM TRAIN-THE-TRAINER COURSE

UNIT 11: MANAGE THE CLASSROOM

| INSTRUCTOR GUIDANCE | CONTENT |
|---|---|
|  <p>Exercise: Body Language Roleplay</p> <p>Display Slide 11-12</p> <p>Keep these roleplays brief.</p> | <p>Exercise: Body Language Roleplay</p> <p><u>Purpose:</u> This short exercise allows participants to role play some of the behaviors they have seen while teaching.</p> <p><u>Instructions:</u> Ask for volunteers to role play the body language of each of the behaviors you have listed with the previous question.</p> <p>As the volunteers demonstrate the behaviors, note features of the body language that can be observed.</p> <p><u>Debrief:</u> Recap by reminding participants to watch the people they are teaching. About 65% of communication is non-verbal: gestures, facial expressions, body stance.</p> |

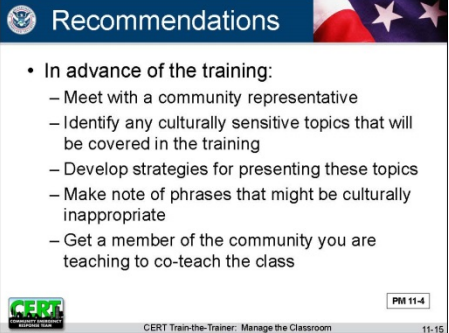
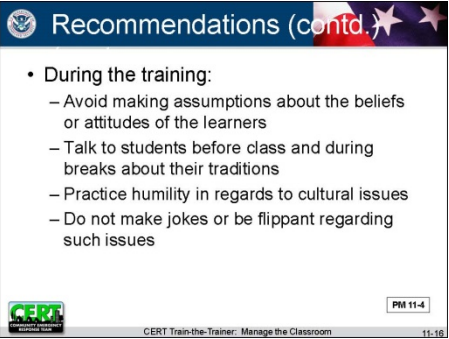
COMMUNITY EMERGENCY RESPONSE TEAM TRAIN-THE-TRAINER COURSE

UNIT 11: MANAGE THE CLASSROOM

| INSTRUCTOR GUIDANCE | CONTENT |
|---|--|
|  <p>Display Slide 11-13</p> <p>Conduct a class discussion based on this question.</p>  <p>Display Slide 11-14</p> | <p>Tell participants that another thing that they need to know or be aware of is the cultural background of the learners they will be training. Discuss what cultural sensitivity is and its importance when teaching a class.</p> <p>Ask the class:</p> <p>What is cultural sensitivity and why is it important to you as an instructor?</p> <p>Review the information on the slide.</p> <ul style="list-style-type: none">▪ Cultural sensitivity means that you are aware of cultures different than yours.▪ Because of the differences in individual cultures, it is essential that you:<ul style="list-style-type: none">• Get to know the traditions and the culture of the people you are training.• Work with members of that culture to resolve any potential issues. |

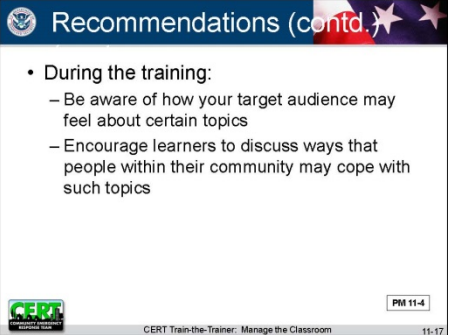
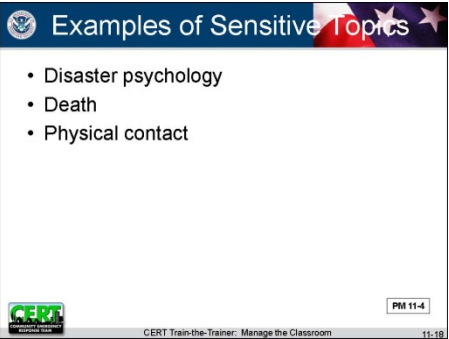

COMMUNITY EMERGENCY RESPONSE TEAM TRAIN-THE-TRAINER COURSE

UNIT 11: MANAGE THE CLASSROOM

| INSTRUCTOR GUIDANCE | CONTENT |
|--|---|
| <div data-bbox="164 386 609 716"><p>Recommendations</p><ul style="list-style-type: none">• In advance of the training:<ul style="list-style-type: none">– Meet with a community representative– Identify any culturally sensitive topics that will be covered in the training– Develop strategies for presenting these topics– Make note of phrases that might be culturally inappropriate– Get a member of the community you are teaching to co-teach the class<p><small>CERT Train-the-Trainer: Manage the Classroom 11:15</small></p></div> <p data-bbox="164 737 451 768">Display Slide 11-15</p> <div data-bbox="164 1241 609 1577"><p>Recommendations (contd.)</p><ul style="list-style-type: none">• During the training:<ul style="list-style-type: none">– Avoid making assumptions about the beliefs or attitudes of the learners– Talk to students 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<p><small>CERT Train-the-Trainer: Manage the Classroom 11:16</small></p></div> <p data-bbox="164 1598 451 1629">Display Slide 11-16</p> | <p data-bbox="646 386 1446 527">Discuss the following recommendations that participants can follow in advance of the training to learn about any potential cultural issues in the community where they are going to be teaching.</p> <p data-bbox="646 548 1013 579">In advance of the training:</p> <ul data-bbox="646 600 1446 1209" style="list-style-type: none">▪ 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. <p data-bbox="646 1241 1446 1346">Discuss the following recommendations that participants can follow during the training to deal with any cultural issues.</p> <p data-bbox="646 1367 915 1398">During the training:</p> <ul data-bbox="646 1419 1446 1755" style="list-style-type: none">▪ 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. |

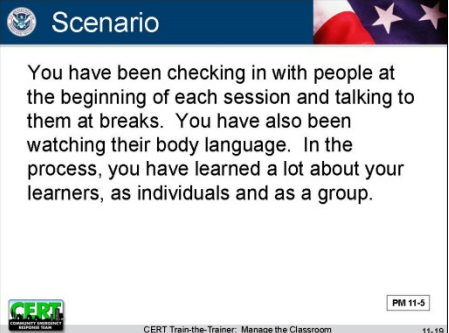
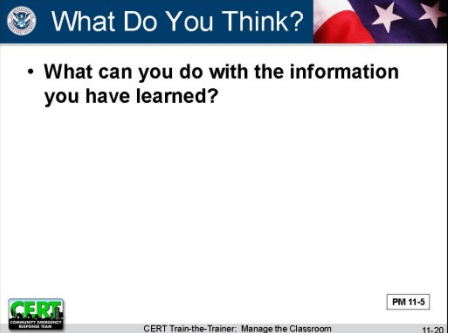
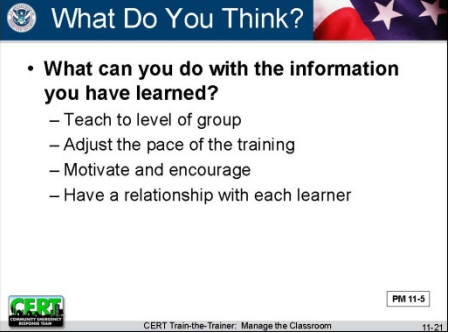
COMMUNITY EMERGENCY RESPONSE TEAM TRAIN-THE-TRAINER COURSE

UNIT 11: MANAGE THE CLASSROOM

| INSTRUCTOR GUIDANCE | CONTENT |
|---|---|
|  <p>Recommendations (contd.)</p> <ul style="list-style-type: none">• During the training:<ul style="list-style-type: none">– Be aware of how your target audience may feel about certain topics– Encourage learners to discuss ways that people within their community may cope with such topics <p>CERT COMMUNITY EMERGENCY RESPONSE TEAM CERT Train-the-Trainer: Manage the Classroom 11-17</p> | <p>Continue discussing the recommendations on the slide.</p> <p>During the training:</p> <ul style="list-style-type: none">▪ 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. |
| <p>Display Slide 11-17</p>  <p>Examples of Sensitive Topics</p> <ul style="list-style-type: none">• Disaster psychology• Death• Physical contact <p>CERT COMMUNITY EMERGENCY RESPONSE TEAM CERT Train-the-Trainer: Manage the Classroom 11-18</p> | <p>Review the examples on the slide of some sensitive topics that participants may encounter when teaching. Ask participants to provide you with more examples.</p> <p>These are some examples of sensitive topics that you may encounter when teaching a class:</p> <ul style="list-style-type: none">▪ 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. |
|  <p>Do not spend more than a few minutes on this activity.</p> | <p>Ask participants who are already conducting CERT Basic Training:</p> <ul style="list-style-type: none">▪ Have you made any adjustments to the content to help tailor it to the participants’ culture? |

COMMUNITY EMERGENCY RESPONSE TEAM TRAIN-THE-TRAINER COURSE




UNIT 11: MANAGE THE CLASSROOM

| INSTRUCTOR GUIDANCE | CONTENT |
|--|---|
|  <p>Scenario</p> <p>You have been checking in with people at the beginning of each session and talking to them at breaks. You have also been watching their body language. In the process, you have learned a lot about your learners, as individuals and as a group.</p> <p><small>CERT Train-the-Trainer: Manage the Classroom 11:19</small></p> | <h3><i>Use the Information You Learn</i></h3> <p>Present this scenario:</p> <p>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.</p> |
| <p>Display Slide 11-19</p>  <p>What Do You Think?</p> <ul style="list-style-type: none">• What can you do with the information you have learned? <p><small>CERT Train-the-Trainer: Manage the Classroom 11:20</small></p> | <p>Ask the class:</p> <p>So what can you do with the information you have learned?</p> |
| <p>Display Slide 11-20</p> <p>Conduct a class discussion based on this question.</p>  <p>What Do You Think?</p> <ul style="list-style-type: none">• What can you do with the information you have learned?<ul style="list-style-type: none">– Teach to level of group– Adjust the pace of the training– Motivate and encourage– Have a relationship with each learner <p><small>CERT Train-the-Trainer: Manage the Classroom 11:21</small></p> | <p>Summarize the discussion by reviewing the slide.</p> <p>You can use the information learned about the class to:</p> <ul style="list-style-type: none">▪ 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 |

| INSTRUCTOR GUIDANCE | CONTENT |
|---|---|
| <div data-bbox="162 384 609 718"> <p>Teaching for All Ages</p> <p>Veteran</p> <p>Boomer</p> <p>Gen X</p> <p>Gen Y</p> <p>CERT</p> <p>CERT Train-the-Trainer: Manage the Classroom</p> <p>11-22</p> </div> <p data-bbox="159 732 451 770">Display Slide 11-22</p> <div data-bbox="162 808 240 882"> </div> <div data-bbox="162 1312 240 1386"> </div> | <p data-bbox="646 384 1031 426"><i>Teaching for All Ages</i></p> <p data-bbox="646 443 1446 585">Explain that the learning environment has changed a great deal over the past 70-80 years. It is a good idea to think about the different learning needs and expectations of learners of different ages.</p> <p data-bbox="646 804 781 835">Veterans</p> <p data-bbox="646 856 1398 926">Think about learners who were born in the 1920s and 1930s.</p> <p data-bbox="646 947 1377 1016">As high school and college students, what was their learning environment like?</p> <ul data-bbox="646 1037 1268 1276" style="list-style-type: none"> ▪ Classrooms with blackboards ▪ Lectures ▪ Demonstrations (science) ▪ Reading (books and notes from lectures) ▪ Rote memorization <p data-bbox="646 1312 1276 1346">What tools did they have to gain knowledge?</p> <ul data-bbox="646 1367 802 1451" style="list-style-type: none"> ▪ Books ▪ Experts |




COMMUNITY EMERGENCY RESPONSE TEAM TRAIN-THE-TRAINER COURSE

UNIT 11: MANAGE THE CLASSROOM

| INSTRUCTOR GUIDANCE | CONTENT |
|---|---|
|  | <p>Boomers</p> <p>Think about learners who were born in the 1940s and 1950s.</p> <p>As high school and college students, what was their learning environment like?</p> <ul style="list-style-type: none">▪ 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 |
|  | <p>What new tools did they have to gain knowledge?</p> <ul style="list-style-type: none">▪ Overhead transparencies (began to be widely used in early 1960s)▪ Television▪ Some film |
|  | <p>Gen X or Twenty-Something</p> <p>Think about learners who were born between 1960-65 and 1980-85.</p> <p>As high school and college students, what was their learning environment like?</p> <ul style="list-style-type: none">▪ Classrooms with blackboards/whiteboards▪ Places with computers (library, lab, home)▪ Participatory learning▪ Exploration and hands-on▪ Role-playing |

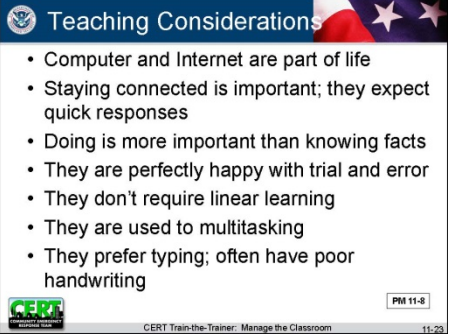
COMMUNITY EMERGENCY RESPONSE TEAM TRAIN-THE-TRAINER COURSE

UNIT 11: MANAGE THE CLASSROOM

| INSTRUCTOR GUIDANCE | CONTENT |
|---|--|
|  | <p>What new tools did they have to gain knowledge?</p> <ul style="list-style-type: none">▪ Videotapes▪ Computer▪ Video games▪ PowerPoint and other presentations (Microsoft Office introduced in 1989) |
|  | <p>Gen Y or Millennial</p> <p>Think about learners who were born between 1980-2000. As high school and college students, what is their learning environment like?</p> <ul style="list-style-type: none">▪ It's everywhere▪ It's multimedia |
|  | <p>What new tools do they have to gain knowledge?</p> <ul style="list-style-type: none">▪ Internet▪ Web 2.0: wikis, blogs, podcasts, social networking▪ Software▪ Mobile devices |

COMMUNITY EMERGENCY RESPONSE TEAM TRAIN-THE-TRAINER COURSE

UNIT 11: MANAGE THE CLASSROOM

| INSTRUCTOR GUIDANCE | CONTENT |
|---|--|
|  <p>Teaching Considerations</p> <ul style="list-style-type: none">• Computer and Internet are part of life• Staying connected is important; they expect quick responses• Doing is more important than knowing facts• They are perfectly happy with trial and error• They don't require linear learning• They are used to multitasking• They prefer typing; often have poor handwriting <p>Display Slide 11-23</p> <p>Refer participants to the handout, <i>Working With Younger Learners</i>, and the graphic, <i>How do (did) they learn?</i></p> | <p>Tell participants that some CERT trainers may relate more to Boomer or early Gen Y. However, many new CERT members may be Gen X or Gen Y.</p> <p>Let's review some things that are important to remember when working with them:</p> <ul style="list-style-type: none">▪ 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. <p>Leave participants with 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.</p> |

Working With Younger Learners

Gen X or Twenty-Something

| Characteristics | What do they want |
|--|---|
| <p>Born between 1960-65 and 1980-85. Their parents were born shortly before or during World War II or in the 1950s when the war was a recent memory.</p> | |
| <p><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.</p> | <p>They want support and feedback, but they don't want to be controlled.</p> |
| <p><i>Technologically literate:</i> They have grown up with and are familiar with computer technology.</p> | <p>They prefer the quick access of Internet, CD-ROMs, and the World Wide Web as their sources for locating information.</p> |
| <p><i>Expect immediate gratification:</i> Generation Xers are conditioned to expect immediate gratification.</p> | <p>They crave stimulation and expect immediate answers and feedback.</p> |
| <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> |

COMMUNITY EMERGENCY RESPONSE TEAM TRAIN-THE-TRAINER COURSE

UNIT 11: MANAGE THE CLASSROOM

| Characteristics | What do they want |
|--|---|
| <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> |

Gen Y or Millennial

| Characteristics | What do they want |
|--|--|
| <p>Born between 1976-1995 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> 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> 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> 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 COURSE

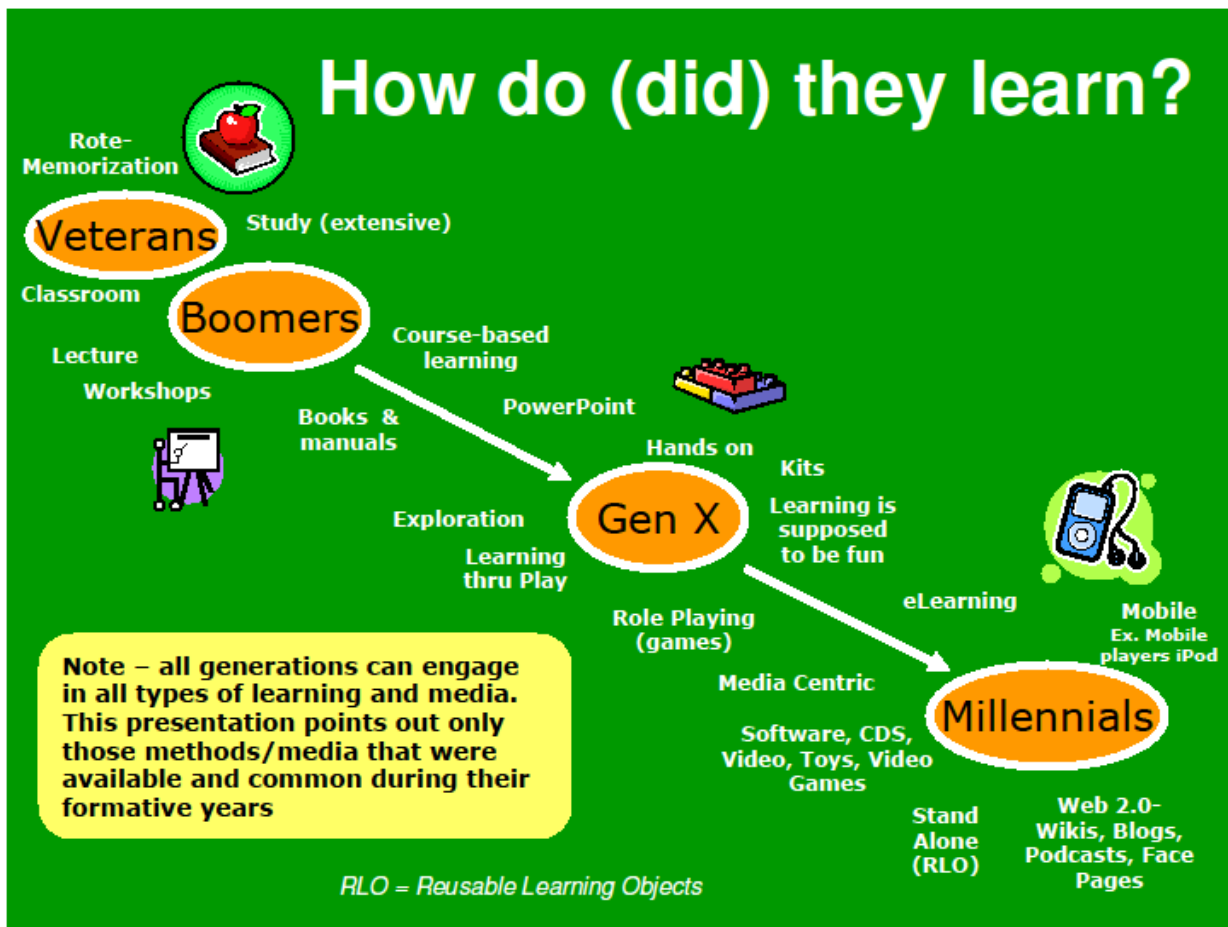
UNIT 11: MANAGE THE CLASSROOM

| Characteristics | What do they want |
|---|--|
| <p><i>Programmed and team oriented:</i></p> <p>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></p> <p>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></p> <p>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.</p> <p>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></p> <p>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> |
| <p><i>Egalitarian, diverse, inclusive:</i></p> <p>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> |

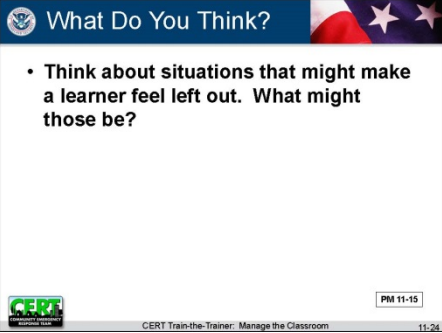
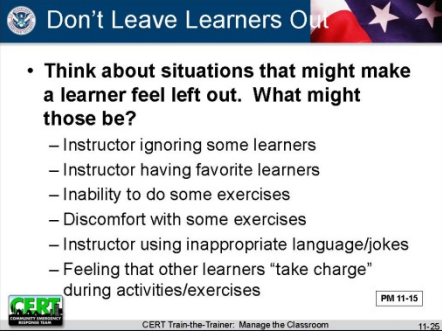
COMMUNITY EMERGENCY RESPONSE TEAM TRAIN-THE-TRAINER COURSE

UNIT 11: MANAGE THE CLASSROOM

| Characteristics | What do they want |
|---|--|
| <p><i>Demanding of themselves and others, impatient, stressed:</i></p> <p>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></p> <p>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.</p> <p>This group is the most visual of all learning groups.</p> |

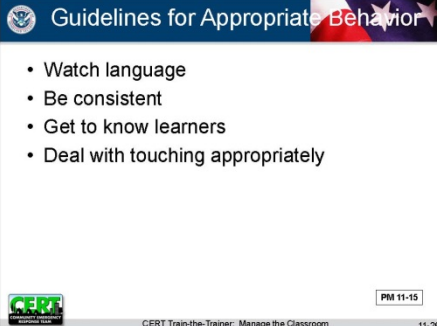
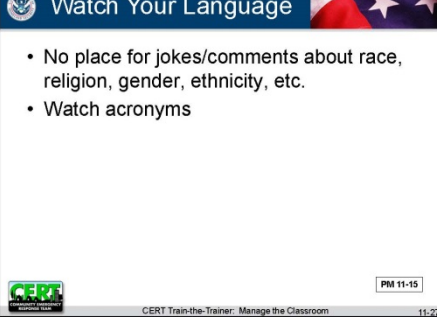
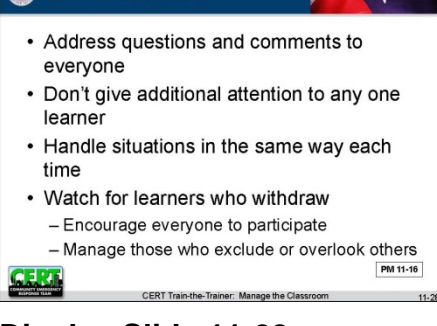


Source: <http://nkilkenny.wordpress.com/creative-commons/>

| INSTRUCTOR GUIDANCE | CONTENT |
|--|---|
| <p data-bbox="224 317 537 348">INSTRUCTOR GUIDANCE</p>  <p data-bbox="159 982 451 1018">Display Slide 11-24</p> <p data-bbox="159 1037 513 1100">Conduct a class discussion based on this question.</p>  <p data-bbox="159 1480 451 1516">Display Slide 11-25</p> | <p data-bbox="630 386 959 422"><i>Difficult Situations</i></p> <p data-bbox="630 464 1438 604">Say that there are some situations in a classroom that can become a bit sensitive. This unit reminds participants to watch out for these situations and offers some guidelines.</p> <p data-bbox="630 638 824 669">Ask the class:</p> <p data-bbox="630 690 1430 762">Think about situations that might make a learner feel left out. What might those be?</p> <p data-bbox="630 1136 1321 1167">Summarize the discussion by reviewing the slide.</p> <p data-bbox="630 1188 1406 1220">Situations that may make a learner feel left out include:</p> <ul style="list-style-type: none"> <li data-bbox="630 1241 1133 1272">▪ Instructor ignores some learners <li data-bbox="630 1293 1192 1325">▪ Instructor has some favorite learners <li data-bbox="630 1346 1430 1417">▪ Some learners don't feel able to do the exercises due to physical limitations <li data-bbox="630 1438 1406 1509">▪ Some learners don't feel comfortable doing some of the exercises (touching) <li data-bbox="630 1530 1360 1602">▪ Instructor uses inappropriate language or makes inappropriate jokes <li data-bbox="630 1623 1382 1694">▪ Learners feel that other learners "take charge" too much during group activities/exercises |

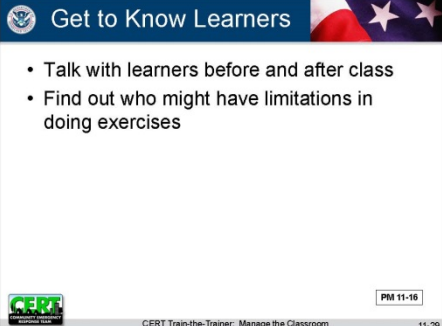
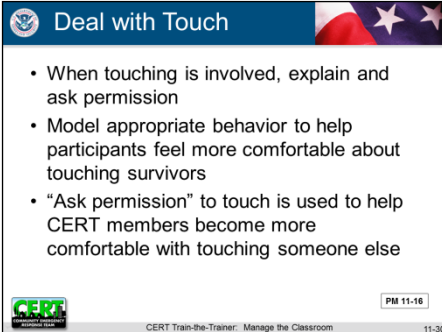
COMMUNITY EMERGENCY RESPONSE TEAM TRAIN-THE-TRAINER COURSE

UNIT 11: MANAGE THE CLASSROOM

| INSTRUCTOR GUIDANCE | CONTENT |
|---|--|
|  <p>Guidelines for Appropriate Behavior</p> <ul style="list-style-type: none">• Watch language• Be consistent• Get to know learners• Deal with touching appropriately <p>CERT Train-the-Trainer: Manage the Classroom 11-26</p> | <h3><i>Guidelines for Appropriate Behavior</i></h3> <p>Offer these guidelines for the appropriate ways for an instructor to behave.</p> |
| <p>Display Slide 11-26</p> | |
|  <p>Watch Your Language</p> <ul style="list-style-type: none">• No place for jokes/comments about race, religion, gender, ethnicity, etc.• Watch acronyms <p>CERT Train-the-Trainer: Manage the Classroom 11-27</p> | <h3>1. Watch your language.</h3> <p>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.</p> <p>Avoid references or comments about any issues not relevant to CERT that could be controversial, e.g., political issues.</p> <p>Watch acronyms. Only use an acronym after you have explained the term at least once.</p> |
| <p>Display Slide 11-27</p> | |
|  <p>Be Consistent</p> <ul style="list-style-type: none">• Address questions and comments to everyone• Don't give additional attention to any one learner• Handle situations in the same way each time• Watch for learners who withdraw<ul style="list-style-type: none">– Encourage everyone to participate– Manage those who exclude or overlook others <p>CERT Train-the-Trainer: Manage the Classroom 11-28</p> | <h3>2. Be consistent.</h3> <p>Address questions and comments to everyone. Don't give additional attention to any one learner.</p> <p>Handle situations in the same way each time.</p> <p>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.</p> |
| <p>Display Slide 11-28</p> | |

COMMUNITY EMERGENCY RESPONSE TEAM TRAIN-THE-TRAINER COURSE

UNIT 11: MANAGE THE CLASSROOM

| INSTRUCTOR GUIDANCE | CONTENT |
|--|--|
|  <p>Get to Know Learners</p> <ul style="list-style-type: none">• Talk with learners before and after class• Find out who might have limitations in doing exercises <p><small>CERT Train-the-Trainer: Manage the Classroom 11-29</small></p> | <p>3. Get to know the learners.</p> <p>Talk with them before and after class. Find out who might have limitations in doing exercises.</p> |
| <p>Display slide 11-29</p>  <p>Deal with Touch</p> <ul style="list-style-type: none">• When touching is involved, explain and ask permission• Model appropriate behavior to help participants feel more comfortable about touching survivors• “Ask permission” to touch is used to help CERT members become more comfortable with touching someone else <p><small>CERT Train-the-Trainer: Manage the Classroom 11-30</small></p> | <p>4. Deal with touching appropriately.</p> <p>Explicitly explain, any time that touching is involved, what you are about to do and ask permission.</p> <p>Remember that one of the outcomes of the <i>CERT Basic Training</i> should be that CERT members have less discomfort with touching people they are trying to help. Throughout the <i>Basic Training</i> course, instructors must model appropriate behavior to help participants feel more comfortable about touching survivors.</p> |
| <p>Display Slide 11-30</p> | <p>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.</p> |

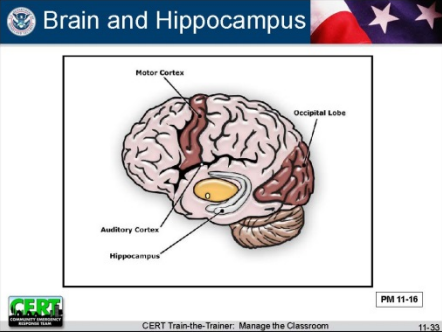
COMMUNITY EMERGENCY RESPONSE TEAM TRAIN-THE-TRAINER COURSE

UNIT 11: MANAGE THE CLASSROOM

| INSTRUCTOR GUIDANCE | CONTENT |
|---|--|
| <p>What Do You Think?</p> <ul style="list-style-type: none">• For those of you who have taught <i>CERT Basic Training</i>, what methods have you found to be effective for asking permission to touch? <p> PM 11-16 CERT Train-the-Trainer: Manage the Classroom 11-31</p> <p>Display Slide 11-31</p> <p>Conduct a class discussion based on this question.</p> | <p>Ask the class:</p> <p>For those of you who have taught <i>CERT Basic Training</i>, what methods have you found to be effective for asking permission to touch?</p> <p>How do you make participants less apprehensive and more comfortable?</p> <p>Do you have any questions or comments about the guidelines for appropriate behavior?</p> |
| <p>Your “plants” will do their roleplays while you present this short section.</p> <p>Continue the presentation as long as you can. It is best if one of the participants finally calls a halt.</p> <p>Review</p> <ul style="list-style-type: none">• Unit 5: Importance of creating positive learning environment<ul style="list-style-type: none">– Teach to various learning styles (auditory, visual, tactile)– Use techniques that maximize learning, like motivation and reinforcement• Unit 11: Create positive learning environment<ul style="list-style-type: none">– Learn about your learners– Control sensitive situations <p> PM 11-16 CERT Train-the-Trainer: Manage the Classroom 11-32</p> <p>Display Slide 11-32</p> | <p><i>Being a Brain-Friendly Instructor</i></p> <p>Remind participants that in Unit 5 they 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.</p> |

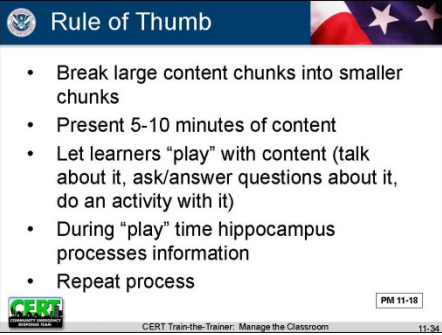
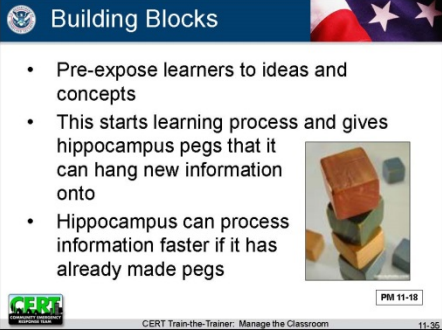
COMMUNITY EMERGENCY RESPONSE TEAM TRAIN-THE-TRAINER COURSE

UNIT 11: MANAGE THE CLASSROOM

| INSTRUCTOR GUIDANCE | CONTENT |
|--|---|
| <p data-bbox="224 317 537 348">INSTRUCTOR GUIDANCE</p>  <p data-bbox="164 999 451 1031">Display Slide 11-33</p> | <p data-bbox="630 390 1425 495">Explain that this unit has been exploring another of the ways that you create a positive learning environment: by managing the classroom. You do this:</p> <ul data-bbox="630 516 1146 611" style="list-style-type: none"><li data-bbox="630 516 1122 548">▪ By learning about your learners<li data-bbox="630 579 1146 611">▪ By controlling sensitive situations <p data-bbox="630 653 1425 800">Say that another way to create a positive learning environment is by being a brain-friendly instructor. To be a brain-friendly instructor you need to know how information is received and processed.</p> <ol data-bbox="630 821 1425 1671" style="list-style-type: none"><li data-bbox="630 821 1357 884">1. The brain is taking in visual, auditory, and motor information all of the time.<li data-bbox="630 905 1398 1052">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.”<li data-bbox="630 1083 1425 1262">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.<li data-bbox="630 1293 1425 1671">4. However, the hippocampus has very limited storage.<ol data-bbox="683 1356 1406 1671" style="list-style-type: none"><li data-bbox="683 1356 1406 1419">a. Imagine you have a water glass and a large jug of water.<li data-bbox="683 1440 1357 1514">b. You start to pour water into the glass and of course the glass begins to fill.<li data-bbox="683 1535 1049 1566">c. You continue pouring.<li data-bbox="683 1587 1260 1619">d. What happens? The water overflows.<li data-bbox="683 1640 1406 1671">e. What happens to the overflow? It’s lost forever. |


COMMUNITY EMERGENCY RESPONSE TEAM TRAIN-THE-TRAINER COURSE

UNIT 11: MANAGE THE CLASSROOM

| INSTRUCTOR GUIDANCE | CONTENT |
|--|--|
|  <p>Rule of Thumb</p> <ul style="list-style-type: none">• Break large content chunks into smaller chunks• Present 5-10 minutes of content• Let learners “play” with content (talk about it, ask/answer questions about it, do an activity with it)• During “play” time hippocampus processes information• Repeat process <p>Display Slide 11-34</p>  <p>Building Blocks</p> <ul style="list-style-type: none">• Pre-expose learners to ideas and concepts• This starts learning process and gives hippocampus pegs that it can hang new information onto• Hippocampus can process information faster if it has already made pegs <p>Display Slide 11-35</p> | <p>5. The same is true of the hippocampus.</p> <ol style="list-style-type: none">a. Just like the lost water, information trying to enter an already full hippocampus is never processed, so learning transfer will not happen. <p>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.</p> <p>So how do you keep the hippocampus from getting too full?</p> <p>Follow this rule of thumb:</p> <ol style="list-style-type: none">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. <p>Another thing you can do is to think about building blocks.</p> <ol style="list-style-type: none">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. |

COMMUNITY EMERGENCY RESPONSE TEAM TRAIN-THE-TRAINER COURSE

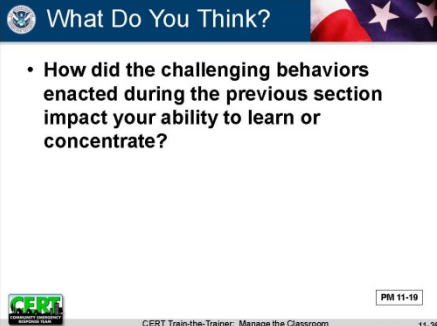
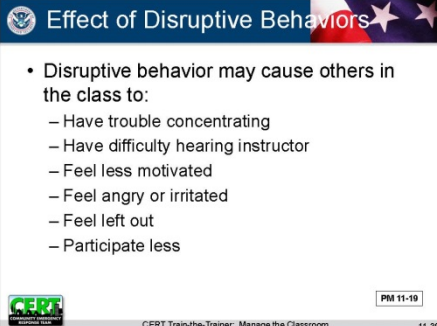
UNIT 11: MANAGE THE CLASSROOM

| INSTRUCTOR GUIDANCE | CONTENT |
|---|---|
| <p>By this time, participants should be agitated about what is going on. Stop and process what just happened.</p>  <p>You may want to quickly go back over the presentation for those who were distracted and missed it.</p> | <p>Can anyone think of an example of this from the <i>CERT Basic Training</i> course?</p> <ul style="list-style-type: none">▪ 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. <p>STOP your presentation and the roleplays.</p> <p>What just happened here?</p> <p>Point out the behaviors that were exhibited during the roleplay. For example:</p> <ul style="list-style-type: none">▪ Sally and Jessie were over in the corner talking.▪ Wally just had to tell us everything he knew.▪ Bob was driving us crazy with that noise he was making. <p>Ask participants (not participating in the roleplays) how they felt with all of the distractions.</p> <p>Thank the role-players.</p> |

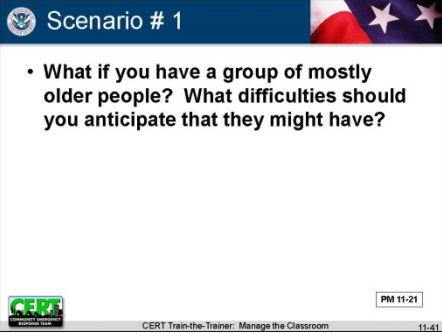
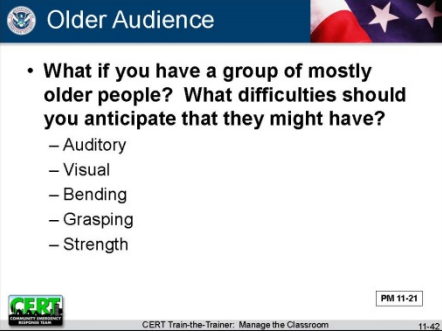
| INSTRUCTOR GUIDANCE | CONTENT |
|---|--|
| <div data-bbox="164 386 602 716"> <p>What Do You Think?</p> <ul style="list-style-type: none"> • What kinds of behaviors have you seen that indicate a learner might not be fully engaged in the class? <p>PM 11-19</p> <p>CERT Train-the-Trainer: Manage the Classroom 11-36</p> </div> <p>Display Slide 11-36</p> <p>Conduct a class discussion based on this question.</p> <div data-bbox="164 886 602 1218"> <p>Disruptive Behaviors</p> <ul style="list-style-type: none"> • What kinds of behaviors have you seen that indicate a learner might not be fully engaged in the class? <ul style="list-style-type: none"> – Side conversationalist – Non-participator – Expert – Dart thrower – Hare – Noisemaker – Class clown <p>PM 11-19</p> <p>CERT Train-the-Trainer: Manage the Classroom 11-37</p> </div> <p>Display Slide 11-37</p> | <p><i>Potentially Disruptive Behaviors</i></p> <p>Explain that instructors need to think about non-traditional learners. Perhaps they have a different agenda than that laid out in the Instructor Guide. Perhaps they have mental or physical limitations. In every situation, the instructor needs to integrate them smoothly into the training class.</p> <p>Ask the class:</p> <p>What kinds of behaviors have you seen that indicate a learner might not be fully engaged in the class?</p> <p>Summarize the discussion by reviewing the slide.</p> <p>Disruptive behavior may include:</p> <ul style="list-style-type: none"> ▪ 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) |

COMMUNITY EMERGENCY RESPONSE TEAM TRAIN-THE-TRAINER COURSE

UNIT 11: MANAGE THE CLASSROOM



| INSTRUCTOR GUIDANCE | CONTENT |
|--|---|
|  <p>What Do You Think?</p> <ul style="list-style-type: none">• How did the challenging behaviors enacted during the previous section impact your ability to learn or concentrate? <p>PM 11-19</p> <p>CERT Train-the-Trainer: Manage the Classroom 11-38</p> | <p>Say to the class:</p> <p>Let's discuss the challenging behaviors that were enacted by the role-players during the previous section. What impact did these behaviors have on your ability to learn or concentrate?</p> |
| <p>Display Slide 11-38</p>  <p>Effect of Disruptive Behaviors</p> <ul style="list-style-type: none">• Disruptive behavior may cause others in the class to:<ul style="list-style-type: none">– Have trouble concentrating– Have difficulty hearing instructor– Feel less motivated– Feel angry or irritated– Feel left out– Participate less <p>PM 11-19</p> <p>CERT Train-the-Trainer: Manage the Classroom 11-39</p> | <p>Summarize the discussion by reviewing the slide.</p> <p>Disruptive behavior may cause others in the class to:</p> <ul style="list-style-type: none">▪ Have trouble concentrating▪ Have difficulty hearing instructor▪ Feel less motivated▪ Feel angry or irritated▪ Feel left out▪ Participate less |
| <p>Display Slide 11-39</p> | |

| INSTRUCTOR GUIDANCE | CONTENT |
|--|--|
| <div data-bbox="164 386 602 716" data-label="Image"> </div> <p data-bbox="159 730 451 766">Display Slide 11-40</p> <p data-bbox="159 1543 565 1612">Distribute the handout from the Appendix.</p> | <p data-bbox="630 386 1284 422">Exercise: Addressing Disruptive Behaviors</p> <p data-bbox="630 800 1422 905">Purpose: Participants work in small groups to identify what motivates disruptive behaviors and how instructors should respond to the behaviors.</p> <p data-bbox="630 940 1365 1010">Instructions: Follow the steps below to conduct the exercise.</p> <ol data-bbox="630 1031 1406 1514" style="list-style-type: none"> 1. Return to the list developed in response to the question on Slide 11-30, What kinds of behaviors have you seen that indicate a learner might not be fully engaged in the class? 2. Assign participants to small groups (one for each of the behaviors identified). 3. Tell the small groups to discuss: <ol data-bbox="724 1335 1365 1461" style="list-style-type: none"> a. What might be motivating these behaviors b. How an instructor should respond to the behavior 4. Regroup and report out. <p data-bbox="630 1545 1214 1581">Debrief: Distribute handout and review it.</p> |

| INSTRUCTOR GUIDANCE | CONTENT |
|---|--|
|  | <p><i>Working With Learners With Functional Limitations</i></p> <p>Present these “what if” scenarios to the class and discuss the questions.</p> <p>Scenario #1</p> <p>Ask the class:</p> <p>What if you have a group of mostly older people? What difficulties should you anticipate that they might have?</p> |
| <p>Display Slide 11-41</p> <p>Conduct a class discussion based on this question.</p> | |
|  | <p>Summarize the discussion by reviewing the slide.</p> <p>A group of older people may have difficulties in the following areas:</p> <ul style="list-style-type: none"> ▪ Auditory ▪ Visual ▪ Bending ▪ Grasping ▪ Strength |
| <p>Display Slide 11-42</p> | |

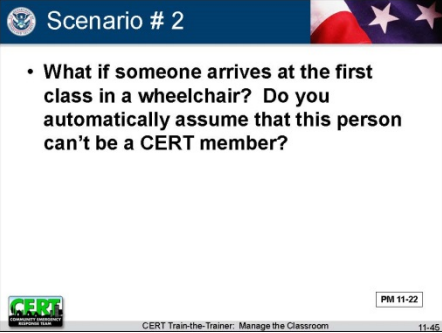

COMMUNITY EMERGENCY RESPONSE TEAM TRAIN-THE-TRAINER COURSE

UNIT 11: MANAGE THE CLASSROOM

| INSTRUCTOR GUIDANCE | CONTENT |
|--|--|
|  <p>What Do You Think?</p> <ul style="list-style-type: none">• What kinds of accommodations will you want to make? <p>CERT Train-the-Trainer: Manage the Classroom 11-43</p> | <p>Ask the class:</p> <p>What kinds of accommodations will you want to make?</p> |
| <p>Display Slide 11-43</p> <p>Conduct a class discussion based on this question.</p> | |
|  <p>Make Accommodations</p> <ul style="list-style-type: none">• What kinds of accommodations will you want to make?<ul style="list-style-type: none">– Don't make assumptions about limitations– Arrange classroom so participants may sit close to front/instructor– Use microphone if possible– Provide <i>CERT Basic Training</i> course Participant Manual in low-vision format if requested– Emphasize that there are functions for every person on a CERT– In exercises requiring physical agility, encourage all participants to try <p>CERT Train-the-Trainer: Manage the Classroom 11-44</p> | <p>Summarize the discussion by reviewing the slide.</p> <ul style="list-style-type: none">▪ 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 <i>CERT Basic Training</i> course Participant Manual in the low-vision format for any participant who requests it (available at the National CERT Web site: 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. |
| <p>Display Slide 11-44</p> | |

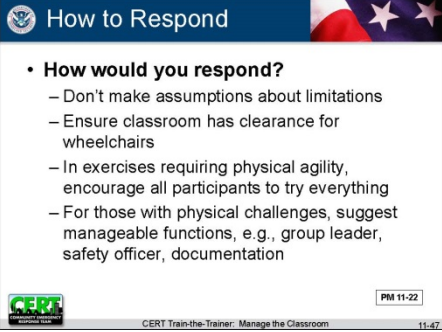
COMMUNITY EMERGENCY RESPONSE TEAM TRAIN-THE-TRAINER COURSE

UNIT 11: MANAGE THE CLASSROOM

| INSTRUCTOR GUIDANCE | CONTENT |
|--|--|
|  <p>Display Slide 11-45</p> <p>Conduct a class discussion based on this question.</p>  <p>Display Slide 11-46</p> <p>Conduct a class discussion based on this question.</p> | <p>Scenario #2</p> <p>Ask the class:</p> <p>What if someone arrives at the first class in a wheelchair? Do you automatically assume that this person can't be a CERT member?</p> <p>Desired response: No</p> <p>Ask the class:</p> <p>How would you respond?</p> |

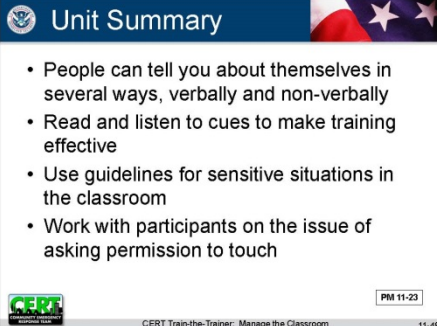
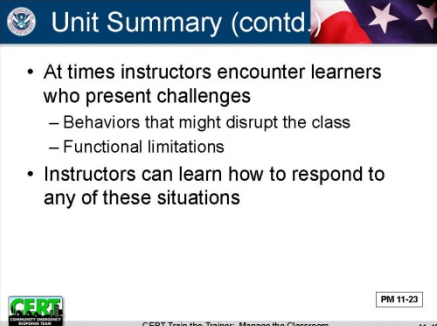

COMMUNITY EMERGENCY RESPONSE TEAM TRAIN-THE-TRAINER COURSE

UNIT 11: MANAGE THE CLASSROOM

| INSTRUCTOR GUIDANCE | CONTENT |
|---|---|
|  <p>How to Respond</p> <ul style="list-style-type: none">• How would you respond?<ul style="list-style-type: none">– Don't make assumptions about limitations– Ensure classroom has clearance for wheelchairs– In exercises requiring physical agility, encourage all participants to try everything– For those with physical challenges, suggest manageable functions, e.g., group leader, safety officer, documentation <p>PM 11-22</p> <p>CERT Train-the-Trainer: Manage the Classroom 11-47</p> <p>Display Slide 11-47</p> <p>To get them to practice developing apply questions, you might ask the participants to present their questions/ideas as a “what if” scenario.</p> | <p>Summarize the discussion by reviewing the slide.</p> <ul style="list-style-type: none">▪ 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. <p>Discuss other physical limitations that an instructor might encounter and how to respond.</p> <p>Emphasize that information sent out to the public to advertise upcoming training should always include a request that those needing accommodation should let the CERT program know in advance.</p> |

COMMUNITY EMERGENCY RESPONSE TEAM TRAIN-THE-TRAINER COURSE

UNIT 11: MANAGE THE CLASSROOM

| INSTRUCTOR GUIDANCE | CONTENT |
|--|---|
|  <p>Unit Summary</p> <ul style="list-style-type: none">• People can tell you about themselves in several ways, verbally and non-verbally• Read and listen to cues to make training effective• Use guidelines for sensitive situations in the classroom• Work with participants on the issue of asking permission to touch <p><small>CERT Train-the-Trainer: Manage the Classroom PM 11-23 11-48</small></p> | <h3>Unit Summary</h3> <p>Say that 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.</p> <p>This unit has provided guidelines for sensitive situations in the classroom. It has also reviewed the issue of asking permission to touch.</p> |
| <p>Display Slide 11-48</p>  <p>Unit Summary (contd.)</p> <ul style="list-style-type: none">• At times instructors encounter learners who present challenges<ul style="list-style-type: none">– Behaviors that might disrupt the class– Functional limitations• Instructors can learn how to respond to any of these situations <p><small>CERT Train-the-Trainer: Manage the Classroom PM 11-23 11-49</small></p> | <p>Finally, this unit examined how to handle challenges from learners:</p> <ul style="list-style-type: none">▪ Behaviors that might disrupt the class<ul style="list-style-type: none">• Side conversationalist• Non-participator• Expert• Dart thrower• Hare• Noisemaker• Class clown▪ Learners with functional limitations |
| <p>Display Slide 11-49</p>  | <p>There are a range of techniques that instructors can use to respond to any of these situations.</p> <p>Ask the class:</p> <p>Do you have any questions about anything covered in this unit?</p> <h3>Transition</h3> <p>The next unit will review Unit 7 of the <i>CERT Basic Training</i> course.</p> |

[This page intentionally left blank]

APPENDIX

[This page intentionally left blank]

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. |

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. |

[This page intentionally left blank]

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**

[This page intentionally left blank]

COMMUNITY EMERGENCY RESPONSE TEAM TRAIN-THE-TRAINER COURSE

UNIT 12: CERT BASIC TRAINING UNIT 7 REVIEW

**LEARNING
OBJECTIVES/
PERFORMANCE
OUTCOMES**

At the conclusion of this unit, the participants will be able to demonstrate knowledge of the *CERT Basic Training* course Unit 7.

SCOPE

The topics that will be discussed in this unit are:

- *T-T-T* Unit Overview
 - Unit 7 Purpose
 - Unit 7 Learning Objectives
 - Unit 7 Key Topics
 - Training Videos in Unit 7
 - Hands-On Activities in Unit 7
 - Tips for Teaching Unit 7
 - How Unit 7 Connects to Other *Basic Training* Units
 - *T-T-T* Unit Summary
-

**ESTIMATED
COMPLETION TIME**

45 minutes

**TRAINING
METHODS**

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

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

The focus of this *CERT Basic T-T-T* unit is on the hands-on activities: their purpose, what latitude instructors have in conducting them, and the correct way to conduct them.

Finally, the instructor reviews how the *CERT Basic Training* unit is connected to the other units in the *CERT Basic Training* course.

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

COMMUNITY EMERGENCY RESPONSE TEAM TRAIN-THE-TRAINER COURSE

UNIT 12: CERT BASIC TRAINING UNIT 7 REVIEW

**RESOURCES
REQUIRED**

- *Community Emergency Response Team Basic Train-the-Trainer Instructor Guide* (for Train-the-Trainer instructors)
- *Community Emergency Response Team Basic Train-the-Trainer Participant Manual* (for all participants)
- *Community Emergency Response Team Basic Training Instructor Guide* (for all participants)
- PowerPoint slides 12-1 to 12-11

EQUIPMENT

The following additional equipment is required for this unit:

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

PREPARATION


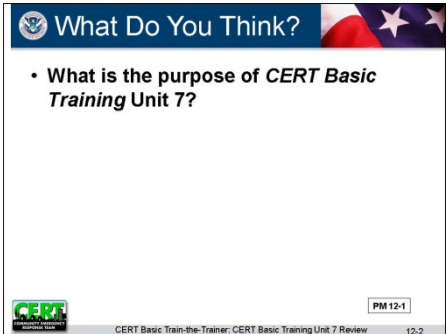
None required

NOTES

A suggested time plan for this unit is as follows:

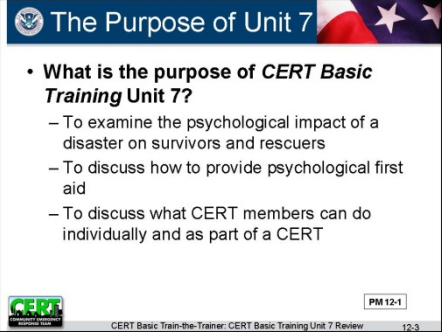
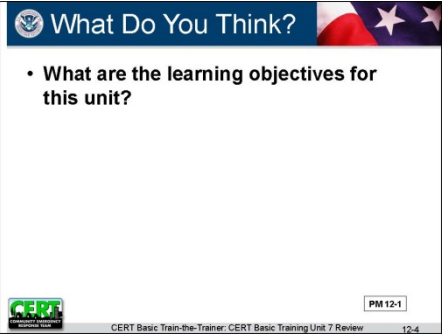
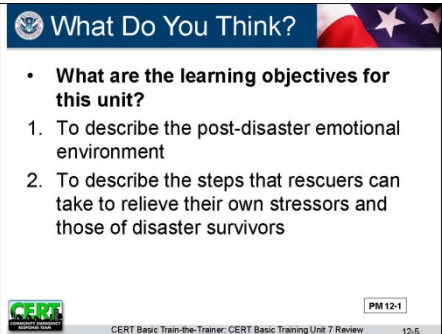
| | |
|--|------------|
| <i>T-T-T</i> Unit Overview | 1 minute |
| Unit 7 Purpose..... | 1 minute |
| Unit 7 Learning Objectives | 5 minutes |
| Unit 7 Key Topics | 5 minutes |
| Training Videos in Unit 7 | 1 minute |
| Hands-On Activities in Unit 7..... | 10 minutes |
| Tips for Teaching Unit 7 | 19 minutes |
| How Unit 7 Connects to Other <i>Basic Training</i> Units | 2 minutes |
| <i>T-T-T</i> Unit Summary..... | 1 minute |
| Total Time: 45 minutes | |

Unit 12: CERT Basic Training Unit 7 Review

| INSTRUCTOR GUIDANCE | CONTENT |
|---|---|
|  <p>Display Slide 12-1</p> | <p><i>T-T-T Unit Overview</i></p> <p>Explain that this unit reviews the content and activities in <i>CERT Basic Training</i> Unit 7. It also looks at how Unit 7 connects to the other units in the <i>CERT Basic Training</i> course.</p> |
| <p>Encourage participants to use the <i>CERT Basic Training</i> Instructor Guide to find the answers to the questions.</p>  <p>Display Slide 12-2</p> <p>Conduct a class discussion based on this question.</p> | <p><i>Unit 7 Purpose</i></p> <p>What is the purpose of <i>CERT Basic Training</i> Unit 7?</p> |

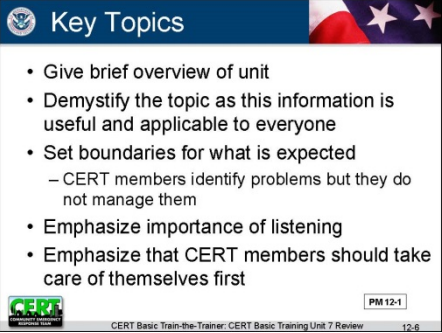
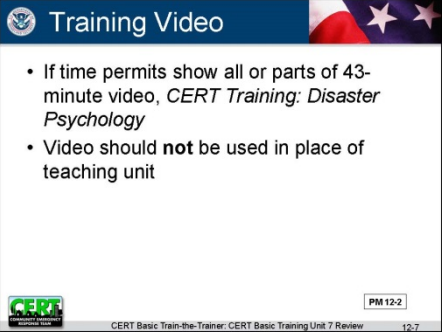
COMMUNITY EMERGENCY RESPONSE TEAM TRAIN-THE-TRAINER COURSE

UNIT 12: CERT BASIC TRAINING UNIT 7 REVIEW

| INSTRUCTOR GUIDANCE | CONTENT |
|---|---|
|  <p>The Purpose of Unit 7</p> <ul style="list-style-type: none">• What is the purpose of <i>CERT Basic Training Unit 7</i>?<ul style="list-style-type: none">– 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 <p><small>CERT Basic Train-the-Trainer: CERT Basic Training Unit 7 Review 12-3</small></p> <p>Display Slide 12-3</p> | <p>Summarize the discussion by reviewing the slide.</p> <p>The purpose of <i>CERT Basic Training Unit 7</i> is:</p> <ul style="list-style-type: none">▪ 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 |
|  <p>What Do You Think?</p> <ul style="list-style-type: none">• What are the learning objectives for this unit? <p><small>CERT Basic Train-the-Trainer: CERT Basic Training Unit 7 Review 12-4</small></p> <p>Display Slide 12-4</p> <p>Conduct a class discussion based on this question.</p>  <p>What Do You Think?</p> <ul style="list-style-type: none">• What are the learning objectives for this unit?<ol style="list-style-type: none">1. To describe the post-disaster emotional environment2. To describe the steps that rescuers can take to relieve their own stressors and those of disaster survivors <p><small>CERT Basic Train-the-Trainer: CERT Basic Training Unit 7 Review 12-5</small></p> <p>Display Slide 12-5</p> | <p>Unit 7 Learning Objectives</p> <p>What are the learning objectives for this unit?</p> <p>Summarize the discussion by reviewing the slide.</p> <p>Give the learning objectives for this unit:</p> <ol style="list-style-type: none">1. To describe the post-disaster emotional environment2. To describe the steps that rescuers can take to relieve their own stressors and those of disaster survivors |

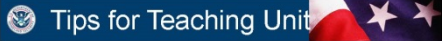

COMMUNITY EMERGENCY RESPONSE TEAM TRAIN-THE-TRAINER COURSE

UNIT 12: CERT BASIC TRAINING UNIT 7 REVIEW

| INSTRUCTOR GUIDANCE | CONTENT |
|--|---|
|  <p>Key Topics</p> <ul style="list-style-type: none">• Give brief overview of unit• Demystify the topic as this information is useful and applicable to everyone• Set boundaries for what is expected<ul style="list-style-type: none">– CERT members identify problems but they do not manage them• Emphasize importance of listening• Emphasize that CERT members should take care of themselves first <p><small>CERT Basic Train-the-Trainer: CERT Basic Training Unit 7 Review 12-6</small></p> <p>Display Slide 12-6</p> | <p><i>Unit 7 Key Topics</i></p> <p>Explain that, in this unit, the instructor needs to do the following:</p> <ul style="list-style-type: none">▪ 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. |
|  <p>Training Video</p> <ul style="list-style-type: none">• If time permits show all or parts of 43-minute video, <i>CERT Training: Disaster Psychology</i>• Video should not be used in place of teaching unit <p><small>CERT Basic Train-the-Trainer: CERT Basic Training Unit 7 Review 12-7</small></p> <p>Display Slide 12-7</p> | <p><i>Training Videos for Unit 7</i></p> <p>If time permits, the 43-minute video <i>CERT Training: Disaster Psychology</i> (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 www.fema.gov/cert/.</p> <p>Please note that the video should not be used in place of teaching the unit.</p> |
| | <p><i>Hands-on Activities in Unit 7</i></p> <p>There are no hands-on activities in this unit.</p> |

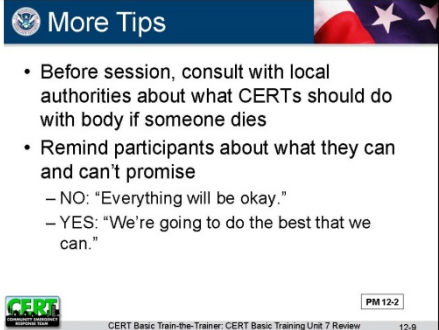
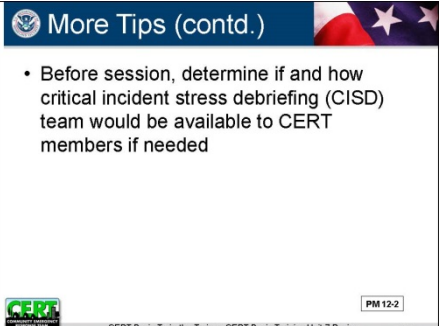

COMMUNITY EMERGENCY RESPONSE TEAM TRAIN-THE-TRAINER COURSE

UNIT 12: CERT BASIC TRAINING UNIT 7 REVIEW

| INSTRUCTOR GUIDANCE | CONTENT |
|--|---|
| <p data-bbox="164 386 602 426"> Tips for Teaching Unit 7</p> <ul data-bbox="188 443 570 674" style="list-style-type: none">• Recognize that this unit may be a challenge for instructor and participants• Emphasize that this is another skill set for CERT member's tool kit• Stick to materials• Model compassion that you are teaching• Emphasize that practice sessions can never fully simulate situations that CERT members will face in an actual disaster <p data-bbox="164 678 602 716"> <small>CERT Basic Train-the-Trainer: CERT Basic Training Unit 7 Review 12-8</small></p> <p data-bbox="164 730 435 766">Display Slide 12-8</p> | <p data-bbox="638 380 1065 420"><i>Tips for Teaching Unit 7</i></p> <ul data-bbox="638 436 1458 1696" style="list-style-type: none">▪ Explain that the topics covered in Unit 7 may be a challenge for instructors and some participants.<ul data-bbox="686 527 1442 856" style="list-style-type: none">• 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. |





COMMUNITY EMERGENCY RESPONSE TEAM TRAIN-THE-TRAINER COURSE

UNIT 12: CERT BASIC TRAINING UNIT 7 REVIEW

| INSTRUCTOR GUIDANCE | CONTENT |
|---|---|
|  <p>More Tips</p> <ul style="list-style-type: none">• Before session, consult with local authorities about what CERTs should do with body if someone dies• Remind participants about what they can and can't promise<ul style="list-style-type: none">– NO: "Everything will be okay."– YES: "We're going to do the best that we can." <p><small>CERT Basic Train-the-Trainer: CERT Basic Training Unit 7 Review 12-9</small></p> | <ul style="list-style-type: none">▪ 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.<ul style="list-style-type: none">• 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. |
|  <p>More Tips (contd.)</p> <ul style="list-style-type: none">• Before session, determine if and how critical incident stress debriefing (CISD) team would be available to CERT members if needed <p><small>CERT Basic Train-the-Trainer: CERT Basic Training Unit 7 Review 12-10</small></p> | <ul style="list-style-type: none">▪ 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. |
|  <p>Conduct brief discussion.</p> | <p>Do you have any other tips?</p> |

COMMUNITY EMERGENCY RESPONSE TEAM TRAIN-THE-TRAINER COURSE

UNIT 12: CERT BASIC TRAINING UNIT 7 REVIEW

| INSTRUCTOR GUIDANCE | CONTENT |
|---|---|
| <p data-bbox="168 386 602 428"> Connection to Course </p> <ul data-bbox="188 445 545 583" style="list-style-type: none">• If CERT members are suffering from trauma stress, they cannot be effective members of the CERT<ul style="list-style-type: none">– So information in this unit affects how well they can carry out skills taught in <i>Basic Training</i> course <p data-bbox="168 680 602 716"> <small>CERT Basic Train-the-Trainer: CERT Basic Training Unit 7 Review 12-11</small> PM 12-3</p> <p data-bbox="159 730 448 768">Display Slide 12-11</p>  | <p data-bbox="638 380 1386 464"><i>How Unit 7 Connects to Other CERT Basic Training units</i></p> <p data-bbox="638 478 1446 625">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 <i>Basic Training</i> course.</p> <p data-bbox="638 793 997 835"><i>T-T-T Unit Summary</i></p> <p data-bbox="638 850 1344 926">This unit has provided information on <i>CERT Basic Training</i> Unit 7.</p> <p data-bbox="638 1003 1455 1079">Do you have any questions about anything covered in this unit?</p> <p data-bbox="638 1163 792 1199">Transition</p> <p data-bbox="638 1213 1382 1249">The next unit will review <i>CERT Basic Training</i> Unit 8.</p> |

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**

[This page intentionally left blank]

COMMUNITY EMERGENCY RESPONSE TEAM BASIC TRAIN-THE-TRAINER COURSE

UNIT 13: CERT BASIC TRAINING UNIT 8 REVIEW

**LEARNING
OBJECTIVES/
PERFORMANCE
OUTCOMES**

At the conclusion of this unit, the participants will be able to demonstrate knowledge of the *CERT Basic Training* course Unit 8.

SCOPE

The topics that will be discussed in this unit are:

- *T-T-T* Unit Overview
 - Unit 8 Purpose
 - Unit 8 Learning Objectives
 - Unit 8 Key Topics
 - Hands-on Activities in Unit 8
 - Tips for Teaching Unit 8
 - How Unit 8 Connects to Other *Basic Training* Units
 - *T-T-T* Unit Summary
-

**ESTIMATED
COMPLETION TIME**

30 minutes

**TRAINING
METHODS**

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

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

The focus of this *CERT Basic T-T-T* unit is on the hands-on activities: their purpose, what latitude instructors have in conducting them, and the correct way to conduct them.

Finally, the instructor reviews how the *CERT Basic Training* unit is connected to the other units in the *CERT Basic Training* course.

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

COMMUNITY EMERGENCY RESPONSE TEAM BASIC TRAIN-THE-TRAINER COURSE

UNIT 13: CERT BASIC TRAINING UNIT 8 REVIEW

RESOURCES REQUIRED

- *Community Emergency Response Team Basic Train-the-Trainer Instructor Guide* (for Train-the-Trainer instructors)
- *Community Emergency Response Team Basic Train-the-Trainer Participant Manual* (for all participants)
- *Community Emergency Response Team Basic Training Instructor Guide* (for all participants)
- PowerPoint slides 13-1 to 13-10

EQUIPMENT

The following additional equipment is required for this unit:

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

PREPARATION


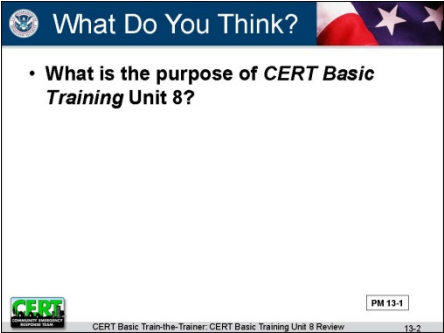
None required

NOTES

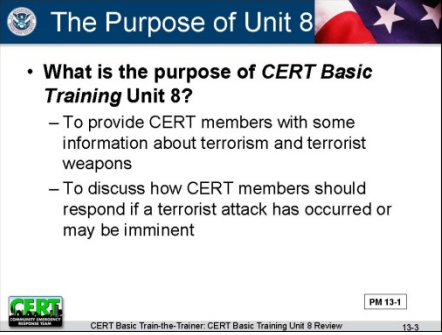
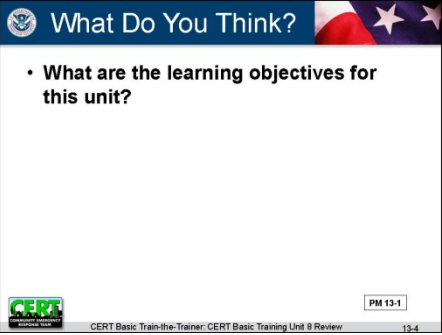
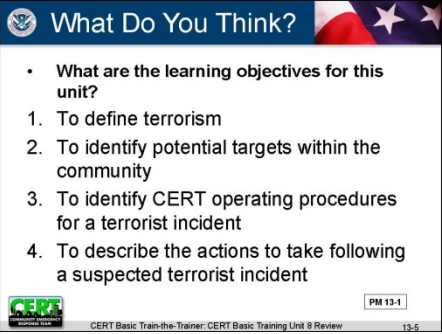
A suggested time plan for this unit is as follows:

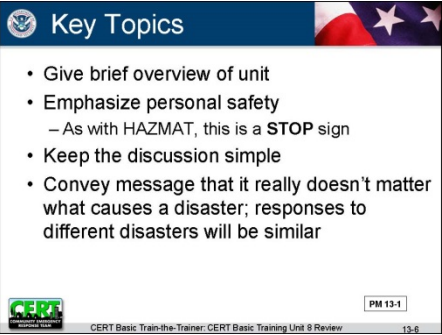
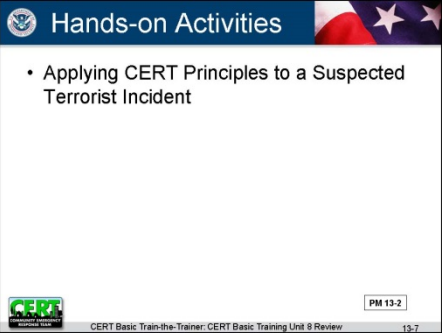
| | |
|--|------------|
| <i>T-T-T</i> Unit Overview | 1 minute |
| Unit 8 Purpose..... | 1 minute |
| Unit 8 Learning Objectives | 10 minutes |
| Unit 8 Key Topics | 5 minutes |
| Hands-On Activities in Unit 8..... | 8 minutes |
| Tips for Teaching Unit 8 | 2 minutes |
| How Unit 8 Connects to Other <i>Basic Training</i> Units | 2 minutes |
| <i>T-T-T</i> Unit Summary..... | 1 minute |
| Total Time: 30 minutes | |

Unit 13: CERT Basic Training Unit 8 Review

| INSTRUCTOR GUIDANCE | CONTENT |
|---|---|
|  <p>Display Slide 13-1</p> | <p><i>T-T-T Unit Overview</i></p> <p>Explain that this unit reviews the content and activities in <i>CERT Basic Training</i> Unit 8. It also looks at how Unit 8 connects to the other units in the <i>CERT Basic Training</i> course.</p> |
| <p>Encourage participants to use the <i>CERT Basic Training</i> Instructor Guide to find the answers to the questions.</p>  <p>Display Slide 13-2</p> <p>Conduct a class discussion based on this question.</p> | <p><i>Unit 8 Purpose</i></p> <p>What is the purpose of <i>CERT Basic Training</i> Unit 8?</p> |

COMMUNITY EMERGENCY RESPONSE TEAM BASIC TRAIN-THE-TRAINER COURSE
UNIT 13: CERT BASIC TRAINING UNIT 8 REVIEW


| INSTRUCTOR GUIDANCE | CONTENT |
|---|--|
|  <p>The Purpose of Unit 8</p> <ul style="list-style-type: none"> • What is the purpose of <i>CERT Basic Training Unit 8</i>? <ul style="list-style-type: none"> - 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 <p><small>CERT Basic Train-the-Trainer: CERT Basic Training Unit 8 Review 13-3</small></p> <p>Display Slide 13-3</p> | <p>Summarize the discussion by reviewing the slide.</p> <p>The purpose of <i>CERT Basic Training Unit 8</i> is:</p> <ul style="list-style-type: none"> ▪ 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 |
|  <p>What Do You Think?</p> <ul style="list-style-type: none"> • What are the learning objectives for this unit? <p><small>CERT Basic Train-the-Trainer: CERT Basic Training Unit 8 Review 13-4</small></p> <p>Display Slide 13-4</p> <p>Conduct a class discussion based on this question.</p> | <p><i>Unit 8 Learning Objectives</i></p> <p>What are the learning objectives for this unit?</p> |
|  <p>What Do You Think?</p> <ul style="list-style-type: none"> • What are the learning objectives for this unit? <ol style="list-style-type: none"> 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 <p><small>CERT Basic Train-the-Trainer: CERT Basic Training Unit 8 Review 13-5</small></p> <p>Display Slide 13-5</p> | <p>Summarize the discussion by reviewing the slide.</p> <p>Give the learning objectives for this unit:</p> <ol style="list-style-type: none"> 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 |

| INSTRUCTOR GUIDANCE | CONTENT |
|---|--|
|  <p>Key Topics</p> <ul style="list-style-type: none"> • Give brief overview of unit • Emphasize personal safety <ul style="list-style-type: none"> – As with HAZMAT, this is a STOP sign • Keep the discussion simple • Convey message that it really doesn't matter what causes a disaster; responses to different disasters will be similar <p>Display Slide 13-6</p> | <p>Unit 8 Key Topics</p> <p>Explain that, in this unit, the instructor needs to do the following:</p> <ul style="list-style-type: none"> ▪ 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 responses will be similar. |
|  <p>Hands-on Activities</p> <ul style="list-style-type: none"> • Applying CERT Principles to a Suspected Terrorist Incident <p>Display Slide 13-7</p> | <p>Hands-on Activities in Unit 8</p> <p>Applying CERT Principles to a Suspected Terrorist Incident (Basic Training IG pp. 8-32 to 8-34)</p> <p><u>Purpose</u></p> <p>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</p> <p><u>Latitude to Adapt</u></p> <p>Conduct the activity as it is written.</p> <p><u>How to Do the Activity Correctly</u></p> <p>The activity is self-explanatory.</p> |

| INSTRUCTOR GUIDANCE | CONTENT |
|---|---|
| <div data-bbox="164 384 602 716">  <p>Tips for Teaching Unit 8</p> <ul style="list-style-type: none"> • Keep discussion simple <ul style="list-style-type: none"> – Avoid highly technical descriptions • If your community has low risk for terrorism incidents: <ul style="list-style-type: none"> – Point out that information on terrorism is important for <u>anyone</u> who travels <p><small>CERT Basic Train-the-Trainer: CERT Basic Training Unit 8 Review 13-8</small></p> </div> <p>Display Slide 13-8</p> <div data-bbox="164 800 602 1131">  <p>More Tips</p> <ul style="list-style-type: none"> • For "what if" questions about scenarios that are extremely improbable: <ul style="list-style-type: none"> – Identify improbabilities – Answer any aspect of question that might be realistic <p><small>CERT Basic Train-the-Trainer: CERT Basic Training Unit 8 Review 13-9</small></p> </div> <p>Display Slide 13-9</p> <div data-bbox="164 1215 237 1289">  </div> <p>Conduct brief discussion.</p> | <p><i>Tips for Teaching Unit 8</i></p> <ul style="list-style-type: none"> ▪ 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 <u>anyone</u> 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. <p>Do you have any other tips?</p> |
| <div data-bbox="164 1457 602 1789">  <p>Connection to Course</p> <ul style="list-style-type: none"> • Like a hazmat incident, a terrorist incident or the warning signs of an attack are a “stop sign” for CERTs <p><small>CERT Basic Train-the-Trainer: CERT Basic Training Unit 9 Review 13-10</small></p> </div> <p>Display Slide 13-10</p> | <p><i>How Unit 8 Connects to Other CERT Basic Training Units</i></p> <p>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.</p> |

COMMUNITY EMERGENCY RESPONSE TEAM BASIC TRAIN-THE-TRAINER COURSE

UNIT 13: CERT BASIC TRAINING UNIT 8 REVIEW

| INSTRUCTOR GUIDANCE | CONTENT |
|---|---|
|  | <p><i>T-T-T Unit Summary</i></p> <p>This unit has provided information on <i>CERT Basic Training</i> Unit 8.</p> <p>Do you have any questions about anything covered in this unit?</p> <p>Transition</p> <p>The next unit will review Unit 9 of the <i>CERT Basic Training</i> course.</p> |

[This page intentionally left blank]

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**
- **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**

[This page intentionally left blank]

COMMUNITY EMERGENCY RESPONSE TEAM BASIC TRAIN-THE-TRAINER COURSE

UNIT 14: CERT BASIC TRAINING UNIT 9 REVIEW

**LEARNING OBJECTIVES/
PERFORMANCE OUTCOMES**

At the conclusion of this unit, the participants will be able to demonstrate knowledge of the *CERT Basic Training* course Unit 9.

SCOPE

The topics that will be discussed in this unit are:

- *T-T-T* Unit Overview
 - Unit 9 Purpose
 - Unit 9 Learning Objectives
 - Unit 9 Key Topics
 - Visuals for Unit 9
 - Hands-On Activities in Unit 9
 - Tips for Teaching Unit 9
 - How Unit 9 Connects to Other *Basic Training* Units
 - *T-T-T* Unit Summary
-

ESTIMATED COMPLETION TIME

45 minutes

TRAINING METHODS

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

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

The focus of this *CERT Basic T-T-T* unit is on the hands-on activities: their purpose, what latitude instructors have in conducting them, and the correct way to conduct them.

Finally, the instructor reviews how the *CERT Basic Training* unit is connected to the other units in the *CERT Basic Training* course.

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

COMMUNITY EMERGENCY RESPONSE TEAM BASIC TRAIN-THE-TRAINER COURSE

UNIT 14: CERT BASIC TRAINING UNIT 9 REVIEW

**RESOURCES
REQUIRED**

- *Community Emergency Response Team Basic Train-the-Trainer Instructor Guide* (for Train-the-Trainer instructors)
- *Community Emergency Response Team Basic Train-the-Trainer Participant Manual* (for all participants)
- *Community Emergency Response Team Basic Training Instructor Guide* (for all participants)
- PowerPoint slides 14-1 to 14-13

EQUIPMENT

The following additional equipment is required for this unit:

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

PREPARATION


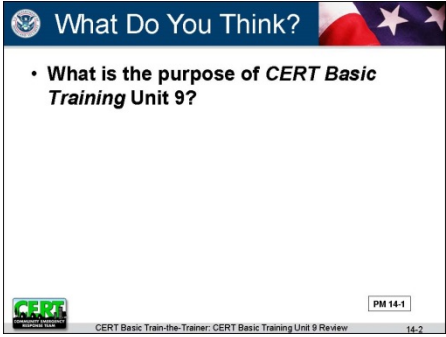
None required.

NOTES

A suggested time plan for this unit is as follows:

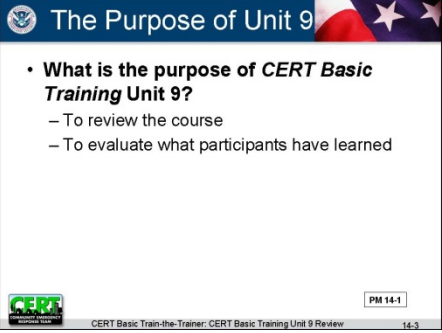
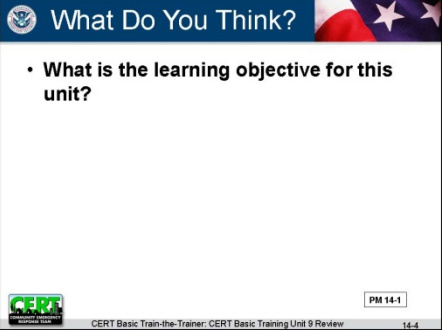
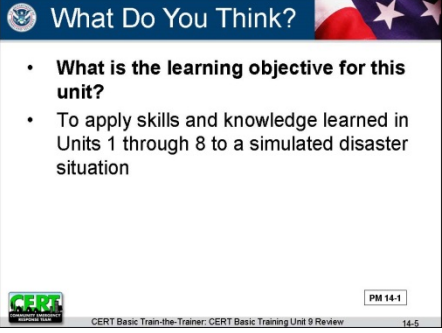
| | |
|--|------------|
| <i>T-T-T</i> Unit Overview | 1 minute |
| Unit 9 Purpose..... | 1 minute |
| Unit 9 Learning Objectives | 5 minutes |
| Unit 9 Key Topics | 2 minutes |
| Visuals for Unit 9 | 1 minute |
| Hands-On Activities in Unit 9..... | 22 minutes |
| Tips for Teaching Unit 9 | 10 minutes |
| How Unit 9 Connects to Other <i>Basic Training</i> Units | 2 minutes |
| <i>T-T-T</i> Unit Summary..... | 1 minute |
| Total Time: 45 minutes | |

Unit 14: CERT Basic Training Unit 9 Review

| INSTRUCTOR GUIDANCE | CONTENT |
|---|---|
|  <p>Display Slide 14-1</p> | <p><i>T-T-T Unit Overview</i></p> <p>Explain that this unit reviews the content and activities in <i>CERT Basic Training Unit 9</i>. It also looks at how Unit 9 connects to the other units in the <i>CERT Basic Training</i> course.</p> |
| <p>Encourage participants to use the <i>CERT Basic Training</i> Instructor Guide to find the answers to the questions.</p>  <p>Display Slide 14-2</p> <p>Conduct a class discussion based on this question.</p> | <p><i>Unit 9 Purpose</i></p> <p>What is the purpose of <i>CERT Basic Training Unit 9</i>?</p> |

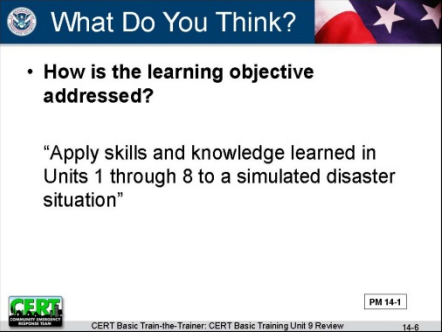
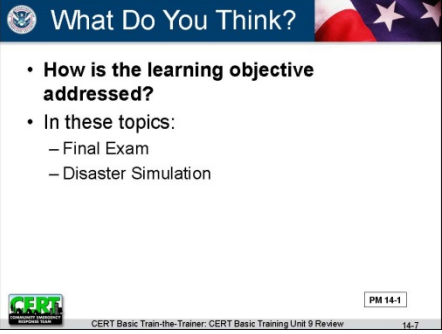
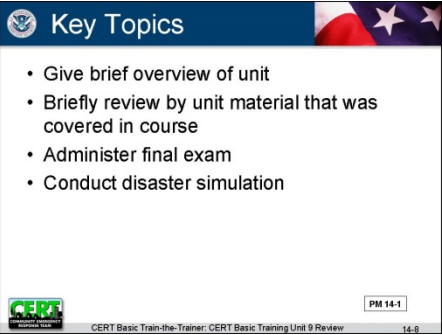
COMMUNITY EMERGENCY RESPONSE TEAM BASIC TRAIN-THE-TRAINER COURSE

UNIT 14: CERT BASIC TRAINING UNIT 9 REVIEW

| INSTRUCTOR GUIDANCE | CONTENT |
|---|--|
|  <p>Display Slide 14-3</p> | <p>Summarize the discussion by reviewing the slide.</p> <p>The purpose of <i>CERT Basic Training Unit 9</i> is:</p> <ul style="list-style-type: none">▪ To review the course▪ To evaluate what participants have learned |
|  <p>Display Slide 14-4</p> <p>Conduct a class discussion based on this question.</p> | <p><i>Unit 9 Learning Objective</i></p> <p>What is the learning objective for this unit?</p> |
|  <p>Display Slide 14-5</p> | <p>Summarize the discussion by reviewing the slide.</p> <p>Give the learning objective for this unit:</p> <ul style="list-style-type: none">▪ To apply the skills and knowledge learned in Units 1 through 8 to a simulated disaster situation |

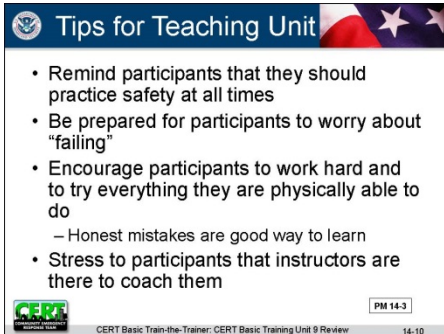
COMMUNITY EMERGENCY RESPONSE TEAM BASIC TRAIN-THE-TRAINER COURSE

UNIT 14: CERT BASIC TRAINING UNIT 9 REVIEW

| INSTRUCTOR GUIDANCE | CONTENT |
|--|---|
|  <p>What Do You Think?</p> <ul style="list-style-type: none">• How is the learning objective addressed? <p>"Apply skills and knowledge learned in Units 1 through 8 to a simulated disaster situation"</p> <p><small>CERT Basic Train-the-Trainer: CERT Basic Training Unit 9 Review 14-6</small></p> <p>Display Slide 14-6</p> <p>Conduct a class discussion based on this question.</p>  <p>What Do You Think?</p> <ul style="list-style-type: none">• How is the learning objective addressed?• In these topics:<ul style="list-style-type: none">– Final Exam– Disaster Simulation <p><small>CERT Basic Train-the-Trainer: CERT Basic Training Unit 9 Review 14-7</small></p> <p>Display Slide 14-7</p> | <p>How is the learning objective addressed?</p> <p>"Apply the skills and knowledge learned in Units 1 through 8 to a simulated disaster situation"</p> <p>Summarize the discussion by reviewing the slide.</p> <p>The learning objective is addressed in these topics:</p> <ul style="list-style-type: none">▪ Final Exam▪ Disaster Simulation |
|  <p>Key Topics</p> <ul style="list-style-type: none">• Give brief overview of unit• Briefly review by unit material that was covered in course• Administer final exam• Conduct disaster simulation <p><small>CERT Basic Train-the-Trainer: CERT Basic Training Unit 9 Review 14-8</small></p> <p>Display Slide 14-8</p> | <p>Unit 9 Key Topics</p> <p>Explain that in this unit, the instructor needs to do the following:</p> <ul style="list-style-type: none">▪ Give a brief overview of the unit.▪ Briefly review in each unit the material that was covered in the <i>CERT Basic Training</i> course.▪ Administer the final exam. You will need to make copies of the exam for each of the participants.▪ Conduct the disaster simulation. |

| INSTRUCTOR GUIDANCE | CONTENT |
|---|---|
| <div data-bbox="164 386 602 716"> <p>Hands-On Activities</p> <ul style="list-style-type: none"> Disaster Simulation <p>PM 14-2</p> <p>CERT Basic Train-the-Trainer: CERT Basic Training Unit 9 Review 14-9</p> </div> <p>Display Slide 14-9</p> | <p><i>Hands-On Activities in Unit 9</i></p> <p>Disaster Simulation</p> <p><u>Purpose</u></p> <p>To give participants an opportunity to apply and practice the skills they have learned in the <i>Basic Training</i> course</p> <p><u>Latitude to Adapt</u></p> <ul style="list-style-type: none"> CERT programs use two models: <ul style="list-style-type: none"> Disaster Simulation Model (described in Unit 9) Evolution Model (the model in Unit 9 without the scenario) Either model is acceptable. <p><u>How to Do the Activity Correctly</u></p> <ul style="list-style-type: none"> Unit 9 includes a full explanation for how to prepare for and conduct the disaster simulation. You will need to: <ul style="list-style-type: none"> 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. |

| INSTRUCTOR GUIDANCE | CONTENT |
|---------------------|---------|
|---------------------|---------|

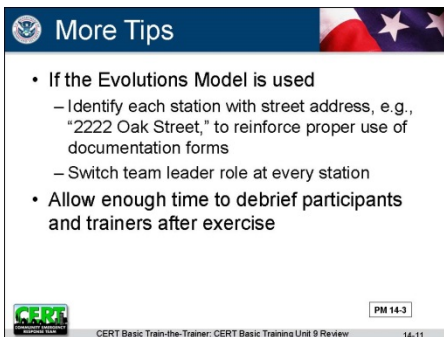


Tips for Teaching Unit 9

- 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
 - Honest mistakes are good way to learn
- Stress to participants that instructors are there to coach them

CERT Basic Train-the-Trainer: CERT Basic Training Unit 9 Review 14-10

Display Slide 14-10

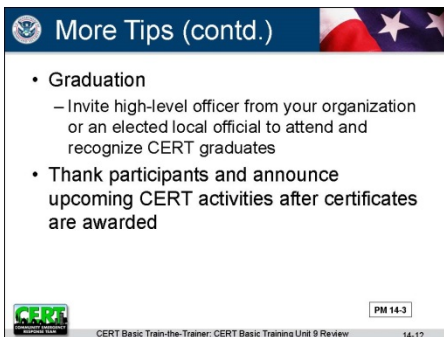


More Tips

- If the Evolutions Model is used
 - Identify each station with street address, e.g., “2222 Oak Street,” to reinforce proper use of documentation forms
 - Switch team leader role at every station
- Allow enough time to debrief participants and trainers after exercise

CERT Basic Train-the-Trainer: CERT Basic Training Unit 9 Review 14-11

Display Slide 14-11



More Tips (contd.)

- Graduation
 - Invite high-level officer from your organization or an elected local official to attend and recognize CERT graduates
- Thank participants and announce upcoming CERT activities after certificates are awarded

CERT Basic Train-the-Trainer: CERT Basic Training Unit 9 Review 14-12

Display Slide 14-12



Conduct brief discussion.

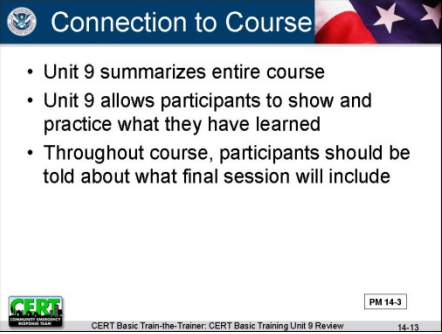

Tips for Teaching Unit 9

- 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.

Do you have any other tips?

COMMUNITY EMERGENCY RESPONSE TEAM BASIC TRAIN-THE-TRAINER COURSE

UNIT 14: CERT BASIC TRAINING UNIT 9 REVIEW

| INSTRUCTOR GUIDANCE | CONTENT |
|--|---|
|  <p>Connection to Course</p> <ul style="list-style-type: none">• Unit 9 summarizes entire course• Unit 9 allows participants to show and practice what they have learned• Throughout course, participants should be told about what final session will include <p>Display Slide 14-13</p> | <p><i>How Unit 9 Connects to Other CERT Basic Training Units</i></p> <p>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.</p> |
|  | <p><i>T-T-T Unit Summary</i></p> <p>This unit has provided information on <i>CERT Basic Training Unit 9</i>.</p> <p>Do you have any questions about anything covered in this unit?</p> <p>Transition</p> <p>The next unit will provide the assignment for the second teach-back.</p> |

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**

[This page intentionally left blank]

COMMUNITY EMERGENCY RESPONSE TEAM BASIC TRAIN-THE-TRAINER COURSE

UNIT 15: TEACH-BACK #2

LEARNING OBJECTIVES/ PERFORMANCE OUTCOMES

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

- Describe how the teach-back preparation and presentation process will work
 - State their Teach-Back #2 Assignment
 - Present their second teach-back
 - Provide feedback to other presenters
-

SCOPE

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

The topics that will be discussed in Part 1 are:

- Why Do a Teach-Back?
- The Teach-Back Process
- Teach-Back #2 Assignment
- Film Session #2 Explanation

In Part 2, participants present their second teach-back, receive feedback from others in the group, and provide feedback to other presenters.

ESTIMATED COMPLETION TIME

Part 1: Teach-Back #2 Assignment: 10 minutes

Part 2: Teach-Back #2: 2.5 hours

TRAINING METHODS

Part 1: Teach-Back #2 Assignment

The instructor begins by reminding participants why practice is an important part of a train-the-trainer class.

Next the instructor reviews the teach-back process that will be used.

Then the instructor makes the Teach-Back #2 assignments.

Finally, the instructor explains when and where the training videos will be shown for Units 5-7.

**TRAINING
METHODS
(CONTINUED)**

Part 2: Teach-Back #2

The instructor begins by reviewing the teach-back process.

Next the instructor reviews how feedback will be given.

Then each of the five two-person teams makes its presentation and receives feedback.

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

**RESOURCES
REQUIRED**

- *Community Emergency Response Team Basic Train-the-Trainer Instructor Guide* (for Train-the-Trainer instructors)
- *Community Emergency Response Team Basic Train-the-Trainer Participant Manual* (for all participants)
- *Community Emergency Response Team Basic Training Instructor Guide* (for all participants)
- PowerPoint slides for *CERT Basic Training Units 5-7*
- PowerPoint slides 15-1 to 15-7

EQUIPMENT

The following additional equipment is required for this unit:

- A computer with PowerPoint software
- A computer projector and screen
- Easel pad and easel or whiteboard
- Markers
- Materials and equipment to be used in teach-back presentations. Each teach-back group of 10 participants will need:
 - Easel, pad, and markers
 - Blanket and chair for patient carries
 - USB flash drive with *CERT Basic Training* PowerPoint files
- Copies of the Feedback Checklist (nine times total number of participants)

PREPARATION

Part 1: Teach-Back #2 Assignment

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

Film Session

Make arrangements for showing the training videos for Units 5-7. These videos will be shown in the evening. Viewing is optional but encouraged.

Part 2: Teach-Back #2

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

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

Make copies of the feedback checklist included in the Appendix of Unit 9. If you have groups of five pairs, you will need 8 feedback checklists for each participant and 10 feedback checklists for the instructor observing the presentations.

NOTES

Part 1: Teach-Back #2 Assignment

A suggested time plan for this part is as follows:

| | |
|-----------------------------------|------------|
| Why Do a Teach-Back?..... | 30 seconds |
| The Teach-Back Process | 4 minutes |
| Teach-Back #2 Assignment..... | 5 minutes |
| Film Session #2 Explanation | 30 seconds |
| Total Time: 10 minutes | |

Part 2: Teach-Back #2


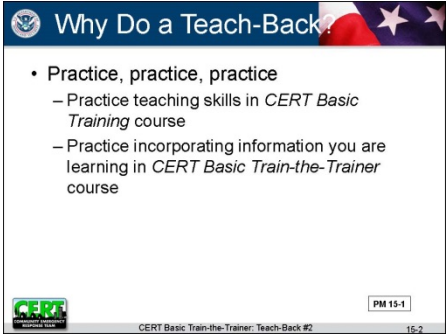

A suggested time plan is as follows:

| | |
|-----------------------|------------|
| Setup..... | 10 minutes |
| Teach-Back 1 | 25 minutes |
| Teach-Back 2 | 25 minutes |
| Break..... | 15 minutes |
| Teach-Back 3 | 25 minutes |
| Teach-Back 4 | 25 minutes |
| Teach-Back 5 | 25 minutes |
| Total Time: 2.5 hours | |

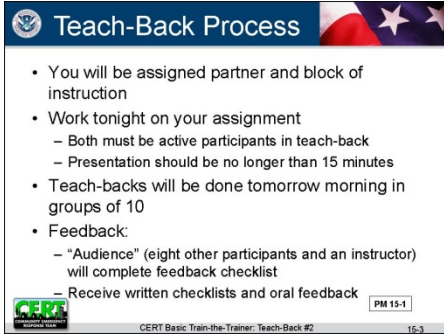
REMARKS

Teach-Back #2 is conducted in the same way as Teach-Back #1, except that the topics to be presented are different. In addition, participants have learned additional methodology to strengthen their instructional delivery.

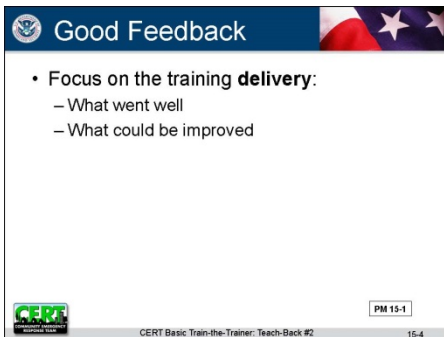
Unit 15 Part 1: Teach-Back #2 Assignment

| INSTRUCTOR GUIDANCE | CONTENT |
|--|--|
|  <p>Unit 15: Teach-Back #2 CERT Basic Train-the-Trainer</p> <p>FEMA CERT</p> <p>Display Slide 15-1</p> | |
|  <p>Why Do a Teach-Back?</p> <ul style="list-style-type: none"> • Practice, practice, practice <ul style="list-style-type: none"> – Practice teaching skills in <i>CERT Basic Training</i> course – Practice incorporating information you are learning in <i>CERT Basic Train-the-Trainer</i> course <p>CERT Basic Train-the-Trainer: Teach-Back #2 15-2</p> <p>Display Slide 15-2</p>  <p>Ask for a few participants to tell what they learned (e.g., new or unexpected) from the first teach-back. This should be a brief discussion.</p> | <p><i>Why Do a Teach-Back?</i></p> <p>Remind participants that a key part of any successful train-the-trainer class is practice. You need to practice teaching the skills in the <i>CERT Basic Training</i> course, and you need to practice incorporating the information you are learning in this <i>CERT Basic Train-the-Trainer</i> course.</p> <p>What did you learn from the first teach-back?</p> |

| INSTRUCTOR GUIDANCE | CONTENT |
|---------------------|---------|
|---------------------|---------|



Display Slide 15-3



Display Slide 15-4



THE TEACH-BACK PROCESS

Review 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. Your presentation 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.

Distribute Feedback Checklists

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

Remind participants that the feedback must focus on the training **delivery**:

- What went well
- What could be improved

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

| INSTRUCTOR GUIDANCE | CONTENT |
|---|--|
| <div data-bbox="160 457 602 787" data-label="Image"> </div> <p data-bbox="160 804 435 840">Display Slide 15-5</p> <p data-bbox="160 1241 358 1270">Unit 2 covered:</p> <ul data-bbox="160 1289 586 1455" style="list-style-type: none"> ▪ The roles and qualities of the <i>CERT Basic Training</i> instructor ▪ The qualities of a good presenter | <p data-bbox="634 386 1104 422">TEACH-BACK #2 ASSIGNMENT</p> <p data-bbox="634 459 1167 493">What To Include in the Teach-Back</p> <p data-bbox="634 512 1443 617">Remind participants that each teach-back block should include an explanation, a demonstration, and a hands-on activity. In other words, the audience should:</p> <ul data-bbox="634 638 781 772" style="list-style-type: none"> ▪ Hear it ▪ See it ▪ Do it <p data-bbox="634 873 1177 907">The presenters' responsibilities are to:</p> <ul data-bbox="634 928 1320 1062" style="list-style-type: none"> ▪ Describe the skill clearly ▪ Demonstrate the skill correctly ▪ Coach the class through the practice session <p data-bbox="634 1100 1430 1205">Remind participants that each person in a team is responsible for presenting an equal portion of the teach-back content.</p> <p data-bbox="634 1241 1321 1310">Remind participants to incorporate practices and information they have learned from:</p> <ul data-bbox="634 1331 1114 1360" style="list-style-type: none"> ▪ Unit 2: Your Role as Instructor <p data-bbox="634 1436 990 1470">(continued on next page)</p> |


| INSTRUCTOR GUIDANCE | CONTENT |
|--|---|
| <div data-bbox="160 716 602 1050" data-label="Image"> </div> <p data-bbox="160 1066 435 1100">Display Slide 15-6</p> <div data-bbox="160 1295 602 1629" data-label="Image"> </div> <p data-bbox="160 1646 435 1680">Display Slide 15-7</p> | <p data-bbox="634 386 997 420">Pair Up the Participants</p> <p data-bbox="634 438 1458 506">Divide the group into pairs. If necessary, create one group of three.</p> <p data-bbox="634 527 1458 636">Assign groups — five pairs of presenters to each group — and explain where each of the groups will be located for the teach-back presentations.</p> <p data-bbox="634 667 1122 701">Content Blocks To Be Assigned</p> <p data-bbox="634 722 1458 831">Assign one of the following blocks to each of the pairs in a group of 10. For the whole class, each block will be assigned to more than one pair.</p> <ul data-bbox="634 848 1458 1604" style="list-style-type: none"> ▪ 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) |

COMMUNITY EMERGENCY RESPONSE TEAM BASIC TRAIN-THE-TRAINER COURSE

UNIT 15: TEACH-BACK #2

| INSTRUCTOR GUIDANCE | CONTENT |
|---------------------|---|
| | <p><i>Film Session #2</i></p> <p>Explain when and where the training videos from Units 5-7 will be shown for anyone who wants to see them.</p> |

Unit 15 Part 2: Teach-Back #2

| INSTRUCTOR GUIDANCE | CONTENT |
|---|---|
|  | <p>SETUP</p> <p>Review the process for the teach-back presentation.</p> <ol style="list-style-type: none"> 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. <ol style="list-style-type: none"> 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. <p>Remind the group that, 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.</p> <p>Do you have any questions about the teach-back process?</p> |

| INSTRUCTOR GUIDANCE | CONTENT |
|---------------------|---|
| | <p><i>Manage the Teach-Backs</i></p> <p>Conduct the following activities to facilitate the teach-backs.</p> <ol style="list-style-type: none"> 1. Monitor the time. <ol style="list-style-type: none"> a. 15 minutes for presentation b. 7-8 minutes for feedback c. 2-3 minutes to change teams 2. Use your chosen method to monitor and end the presentation if needed. <ol style="list-style-type: none"> a. For example, use time cue cards to give time cues to the presenters (e.g., 10 minutes, 5 minutes, and 1 minute). 3. Facilitate the feedback (7-8 minutes). <ol style="list-style-type: none"> a. Give the group 2-3 minutes to complete the feedback checklists. b. Remind learners to keep peer feedback focused on teaching methods, interactivity, and effectiveness versus getting caught up on the actual content itself. c. Collect the feedback checklists. d. Ask the presenters how they feel the presentation went. e. Ask the audience for comments (things they liked, things that would improve the presentation). f. Give your comments (things you liked, things that would improve the presentation). Focus in particular on teaching style and handling sensitive topics. g. Give the completed feedback checklists to the presenters. 4. Tell the next team to set up (2-3 minutes). 5. Take a break after the second presentation. |

COMMUNITY EMERGENCY RESPONSE TEAM BASIC TRAIN-THE-TRAINER COURSE

UNIT 15: TEACH-BACK #2

| INSTRUCTOR GUIDANCE | CONTENT |
|---------------------|--|
| | <p><i>Transition</i></p> <p>The next unit will cover how to prepare to teach the <i>CERT Basic Training</i> course.</p> |

[This page intentionally left blank]

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**

[This page intentionally left blank]

COMMUNITY EMERGENCY RESPONSE TEAM BASIC TRAIN-THE-TRAINER COURSE

UNIT 16: PREPARING FOR THE CERT BASIC TRAINING COURSE

**LEARNING
OBJECTIVES/
PERFORMANCE
OUTCOMES**

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.

SCOPE

The topics that will be discussed in this unit are:

- Unit Overview
- Possible Players
- Review of *CERT Basic Training* Course Preparation Checklist
- Prepare for the Unforeseen
- Factors That Affect a Smooth Course Offering
- Unit Summary

**ESTIMATED
COMPLETION TIME**

30 minutes

**TRAINING
METHODS**

The instructor begins by discussing with the participants who might share responsibility in putting on the *CERT Basic Training* course.

Next the instructor reviews with the participants the *CERT Basic Training Course Preparation Checklist*, discussing any items that raise questions, and identifying who should be responsible for completing the activity.

Then the instructor discusses with the participants how to prepare for the unforeseen.

COMMUNITY EMERGENCY RESPONSE TEAM BASIC TRAIN-THE-TRAINER COURSE

UNIT 16: PREPARING FOR THE CERT BASIC TRAINING COURSE

TRAINING METHODS (CONTINUED)

Next the instructor explains that there are four factors that instructors must master to have a smooth course offering:

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

The instructor addresses each factor, providing tips for time management and team teaching, and conducting a discussion about why an instructor needs to be familiar with the whole course and what equipment is used in the course.

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

RESOURCES REQUIRED

- *Community Emergency Response Team Train-the-Trainer Instructor Guide* (for Train-the-Trainer instructors)
- *Community Emergency Response Team Train-the-Trainer Participant Manual* (for all participants)
- *Community Emergency Response Team Basic Training Instructor Guide* (for all participants)
- PowerPoint slides 16-1 to 16-19

EQUIPMENT

The following additional equipment is required for this unit:

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

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

PREPARATION None required.

NOTES A suggested time plan for this unit is as follows:

Unit Overview 1 minute

Possible Players 1 minute

Review of *CERT Basic Training Course*

Preparation Checklist 10 minutes

Prepare for the Unforeseen 5 minutes


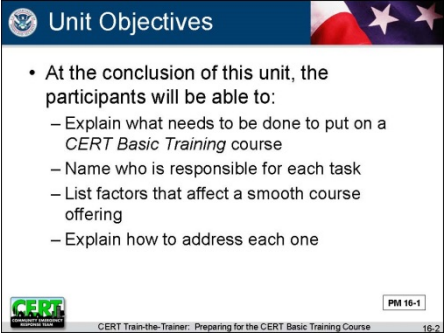
Factors That Affect a Smooth Course Offering 12 minutes

Unit Summary 1 minute

Total Time: 30 minutes

REMARKS In most local CERT programs, the Program Manager has broader responsibilities (e.g., overall marketing of CERT and volunteer recruitment), as well as responsibilities for the *CERT Basic Training* course. In discussing preparation for the *Basic Training* course, keep the group focused on the course. Do not let the discussion drift to the broader responsibilities of the Program Manager.

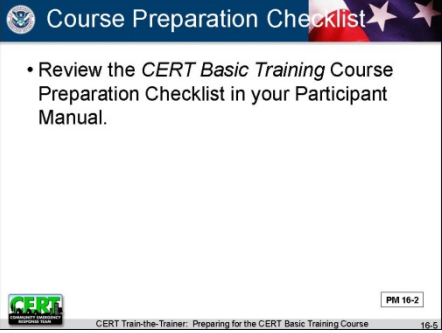
Unit 16: Preparing for the CERT Basic Training Course

| INSTRUCTOR GUIDANCE | CONTENT |
|--|---|
|  <p>Display Slide 16-1</p>  <p>Display Slide 16-2</p> | <p>Unit Overview</p> <p>Say that this unit reviews the activities that are needed to put on a <i>CERT Basic Training</i> course and identifies who should be responsible for seeing that the activities are completed.</p> <p>This unit also offers some tips for how to have a smooth <i>CERT Basic Training</i> course. The things discussed in this unit fall under the instructor's role of classroom manager (see Unit 2).</p> <p>Give the unit's learning objectives.</p> <p>At the conclusion of this unit, the participants will be able to:</p> <ul style="list-style-type: none"> ▪ Explain what needs to be done to put on a <i>CERT Basic Training</i> course ▪ Name who is responsible for each task ▪ List factors that affect a smooth course offering. ▪ Explain how to address each one |

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

| INSTRUCTOR GUIDANCE | CONTENT |
|--|--|
|  <p>Display Slide 16-3</p> <p>Conduct a class discussion by asking this question.</p>  <p>Display Slide 16-4</p> | <p>Possible Players</p> <p>Explain that several people may share the responsibility for putting on a <i>CERT Basic Training</i> course.</p> <p>Ask the class:</p> <p>Who might be involved in putting on a <i>CERT Basic Training</i> course?</p> <p>Summarize the discussion by reviewing the slide.</p> <p>The <i>CERT Basic Training</i> course may be put on by:</p> <ul style="list-style-type: none"> ▪ Course Manager ▪ Lead Instructor ▪ Other instructors ▪ Volunteers <p>Say that sometimes the same person wears more than one hat, e.g., Course Manager and Lead Instructor. However, in many communities, the CERT Program Manager also assumes the roles of Course Manager and Lead Instructor.</p> <p>Point out that it usually takes a number of people to put on a <i>CERT Basic Training</i> course.</p> |

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

| INSTRUCTOR GUIDANCE | CONTENT |
|--|--|
|  <p>• Review the <i>CERT Basic Training Course Preparation Checklist</i> in your Participant Manual.</p> <p>Display Slide 16-5</p> <p>PM, pp. 16-2 through 16-4</p> <p>The <i>CERT Basic Training Course Preparation Checklist</i> is in the <i>CERT T-T-T Participant Manual</i> and on the following pages in the <i>CERT T-T-T Instructor Guide</i>.</p> | <p><i>Review of CERT Basic Training Course Preparation Checklist</i></p> <p>Direct participants to the <i>CERT Basic Training Course Preparation Checklist</i>.</p> <p>Review the checklist. As the checklist is reviewed:</p> <ul style="list-style-type: none">▪ Discuss any items that raise questions.▪ Identify who should be responsible for completing the activity. In some cases, the responsibilities may be shared. <p>Tell participants that this checklist assumes training dates have already been chosen.</p> |

COMMUNITY EMERGENCY RESPONSE TEAM BASIC TRAIN-THE-TRAINER COURSE
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.

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

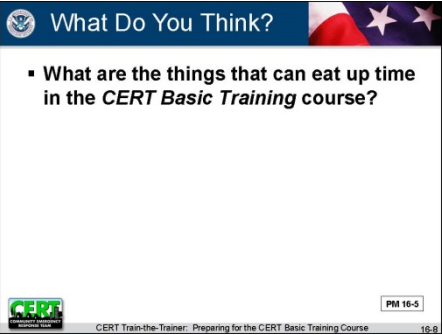
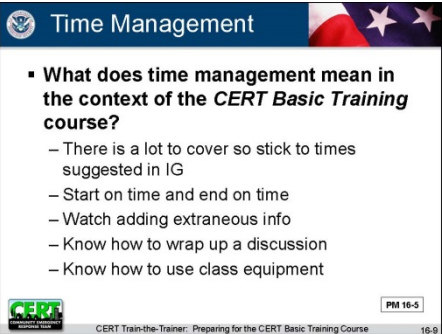
- d. Develop the Unit 9 scenario if using the disaster simulation model.
4. **Gather equipment and supplies. Person responsible:** _____
- a. A computer with:
 - i. MS Office 2003 (Word and PowerPoint)
 - ii. Adobe Flash 8 plug-in
 - iii. CD/DVD player
 - b. Projection system and screen
 - c. 1-2 easel 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
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.

COMMUNITY EMERGENCY RESPONSE TEAM BASIC TRAIN-THE-TRAINER COURSE

UNIT 16: PREPARING FOR THE CERT BASIC TRAINING COURSE


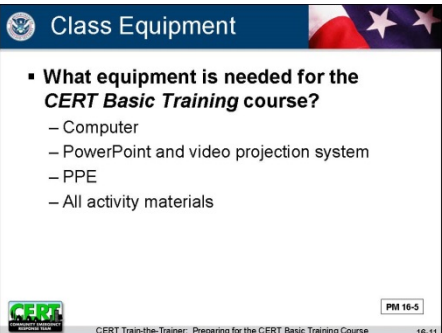
| INSTRUCTOR GUIDANCE | CONTENT |
|--|---|
|  <p>What Do You Think?</p> <ul style="list-style-type: none">• What “what if” questions should you ask yourself as you are preparing for the <i>CERT Basic Training</i> course? <p><small>CERT Train-the-Trainer: Preparing for the CERT Basic Training Course 16.6</small></p> <p>Display Slide 16-6</p> <p>Elicit questions and discuss them as needed.</p> | <p><i>Prepare for the Unforeseen</i></p> <p>Tell the participants that one of the most important things to do when getting ready for a <i>CERT Basic Training</i> course is to think of what <u>might</u> happen.</p> <p>Ask the class:</p> <p>What “what if” questions should you ask yourself as you are preparing for the <i>CERT Basic Training</i> course?</p> |
|  <p>Smooth Course Offering</p> <ul style="list-style-type: none">• Factors that affect a smooth course offering include:<ul style="list-style-type: none">– Time management– Equipment use– Familiarity with whole course– Team teaching <p><small>CERT Train-the-Trainer: Preparing for the CERT Basic Training Course 16.7</small></p> <p>Display Slide 16-7</p> | <p><i>Factors That Affect a Smooth Course Offering</i></p> <p>Explain that you want to address four factors that instructors must master to have a smooth course offering:</p> <ul style="list-style-type: none">▪ Time management▪ Equipment use▪ Familiarity with whole course▪ Team teaching |

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

| INSTRUCTOR GUIDANCE | CONTENT |
|---|---|
| <div data-bbox="164 451 602 783"><p>What Do You Think?</p><ul style="list-style-type: none">What are the things that can eat up time in the <i>CERT Basic Training</i> course?<p>CERT Train-the-Trainer: Preparing for the CERT Basic Training Course 16-8</p></div> <p>Display Slide 16-8</p> <p>Conduct a class discussion by asking this question.</p> <div data-bbox="164 947 602 1278"><p>Time Management</p><ul style="list-style-type: none">What does time management mean in the context of the <i>CERT Basic Training</i> course?<ul style="list-style-type: none">There is a lot to cover so stick to times suggested in IGStart on time and end on timeWatch adding extraneous infoKnow how to wrap up a discussionKnow how to use class equipment<p>CERT Train-the-Trainer: Preparing for the CERT Basic Training Course 16-9</p></div> <p>Display Slide 16-9</p> | <p>Time Management</p> <p>Ask the class:</p> <p>What are the things that can eat up time in the <i>CERT Basic Training</i> course?</p> <p>Summarize the discussion by reviewing the slide.</p> <ul style="list-style-type: none">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. <p>Point out that 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.</p> |

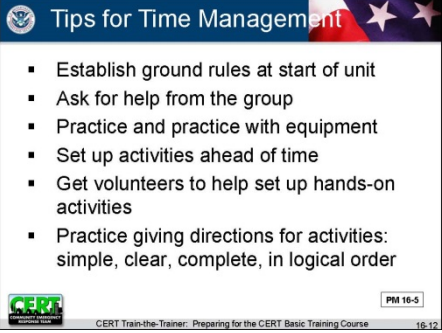

COMMUNITY EMERGENCY RESPONSE TEAM BASIC TRAIN-THE-TRAINER COURSE

UNIT 16: PREPARING FOR THE CERT BASIC TRAINING COURSE

| INSTRUCTOR GUIDANCE | CONTENT |
|---|---|
| <p data-bbox="164 386 602 716">What Do You Think? ▪ What equipment is needed for the <i>CERT Basic Training</i> course? CERT Train-the-Trainer: Preparing for the CERT Basic Training Course PM 16-5 16-10</p> <p data-bbox="164 730 602 850">Display Slide 16-10 Conduct a class discussion by asking this question.</p> <p data-bbox="164 877 602 1207">Class Equipment ▪ What equipment is needed for the <i>CERT Basic Training</i> course? – Computer – PowerPoint and video projection system – PPE – All activity materials CERT Train-the-Trainer: Preparing for the CERT Basic Training Course PM 16-5 16-11</p> <p data-bbox="164 1222 602 1260">Display Slide 16-11</p> | <p data-bbox="638 386 1458 506">Ask the class: What equipment is needed for the <i>CERT Basic Training</i> course?</p> <p data-bbox="638 884 1458 921">Summarize the discussion by reviewing the slide.</p> <p data-bbox="638 936 1458 1010">The following equipment may be needed for the <i>CERT Basic Training</i> course:</p> <ul data-bbox="638 1024 1458 1482" style="list-style-type: none">▪ Computer▪ PowerPoint and video projection system▪ PPE▪ All activity materials, e.g.,<ul data-bbox="686 1234 1458 1482" style="list-style-type: none">• Fire extinguishers• Sterile dressings• Non-latex exam gloves• Pry tools and cribbing• Splinting materials <p data-bbox="638 1549 1458 1654">Emphasize that the activity materials are listed in the introductory information for each unit in the <i>Basic Training</i> Instructor Guide.</p> |

COMMUNITY EMERGENCY RESPONSE TEAM BASIC TRAIN-THE-TRAINER COURSE

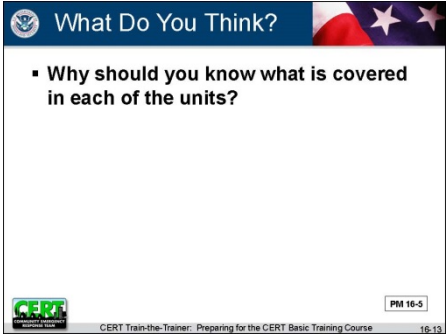
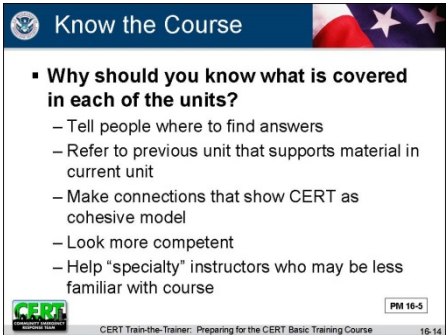
UNIT 16: PREPARING FOR THE CERT BASIC TRAINING COURSE

| INSTRUCTOR GUIDANCE | CONTENT |
|--|---|
| <div data-bbox="164 386 602 716"><p>Tips for Time Management</p><ul style="list-style-type: none">▪ Establish ground rules at start of unit▪ Ask for help from the group▪ Practice and practice with equipment▪ Set up activities ahead of time▪ Get volunteers to help set up hands-on activities▪ Practice giving directions for activities: simple, clear, complete, in logical order<p>CERT Train-the-Trainer: Preparing for the CERT Basic Training Course PM 16-5 16-12</p></div> <p>Display Slide 16-12</p> <p>Review <i>Tips for Effective Time Management</i> on the following page and in the Participant Manual.</p>  | <p>Provide some tips for effective time management:</p> <ol style="list-style-type: none">1. At the start of the unit, establish some ground rules:<ol style="list-style-type: none">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 <i>Parking Lot</i> 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. <p>Does anyone have anything to add to this list?</p> |

Tips for Effective Time Management

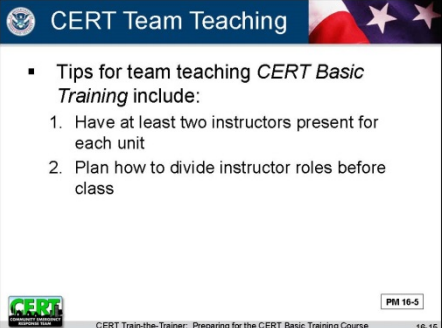
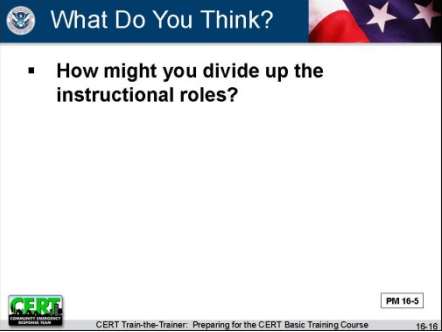
1. At the start of the unit, establish some ground rules:
 - a. There is a lot to be covered. The instructor reserves the right to wrap up a discussion and move on.
 - b. Everyone gets a chance to talk but no one dominates.
 - c. Use a *Parking Lot* to capture items that need to be pursued but are not 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 re-focus. 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.

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

| INSTRUCTOR GUIDANCE | CONTENT |
|--|---|
| <div data-bbox="160 457 602 789"><p>What Do You Think?</p><ul style="list-style-type: none">▪ Why should you know what is covered in each of the units?<p><small>CERT Train-the-Trainer: Preparing for the CERT Basic Training Course 16-13</small></p></div> <p>Display Slide 16-13</p> <p>Conduct a class discussion by asking this question.</p> <div data-bbox="160 953 602 1285"><p>Know the Course</p><ul style="list-style-type: none">▪ Why should you know what is covered in each of the units?<ul style="list-style-type: none">– Tell people where to find answers– Refer to previous unit that supports material in current unit– Make connections that show CERT as cohesive model– Look more competent– Help “specialty” instructors who may be less familiar with course<p><small>CERT Train-the-Trainer: Preparing for the CERT Basic Training Course 16-14</small></p></div> <p>Display Slide 16-14</p> | <p><i>Familiarity with Whole Course</i></p> <p>Ask the class:</p> <p>Why should you know what is covered in each of the units?</p> <p>Summarize the discussion by reviewing the slide.</p> <ul style="list-style-type: none">▪ 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 |

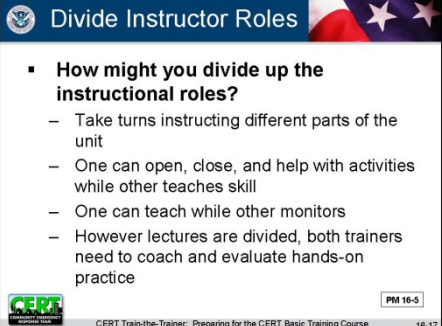
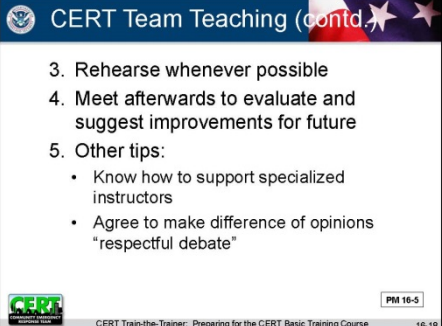

COMMUNITY EMERGENCY RESPONSE TEAM BASIC TRAIN-THE-TRAINER COURSE

UNIT 16: PREPARING FOR THE CERT BASIC TRAINING COURSE

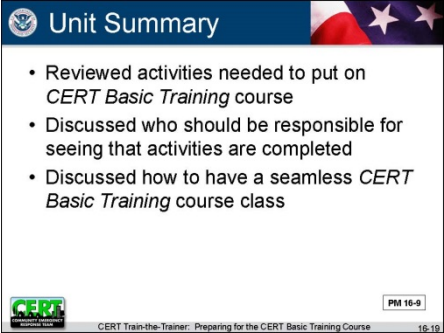

| INSTRUCTOR GUIDANCE | CONTENT |
|---|--|
|  <p>CERT Team Teaching</p> <ul style="list-style-type: none">▪ Tips for team teaching <i>CERT Basic Training</i> include:<ol style="list-style-type: none">1. Have at least two instructors present for each unit2. Plan how to divide instructor roles before class <p><small>CERT Train-the-Trainer: Preparing for the CERT Basic Training Course 16-5</small></p> | <ol style="list-style-type: none">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:<ol style="list-style-type: none">a. Trainerb. Coachc. Evaluatord. Classroom manager |
| <p>Display Slide 16-15</p>  <p>What Do You Think?</p> <ul style="list-style-type: none">▪ How might you divide up the instructional roles? <p><small>CERT Train-the-Trainer: Preparing for the CERT Basic Training Course 16-16</small></p> | <p>How might you divide up the instructional roles?</p> |
| <p>Display Slide 16-16</p> <p>Conduct a class discussion by asking this question.</p> | |

COMMUNITY EMERGENCY RESPONSE TEAM BASIC TRAIN-THE-TRAINER COURSE

UNIT 16: PREPARING FOR THE CERT BASIC TRAINING COURSE

| INSTRUCTOR GUIDANCE | CONTENT |
|---|---|
|  <p>Divide Instructor Roles</p> <ul style="list-style-type: none">▪ How might you divide up the instructional roles?<ul style="list-style-type: none">– Take turns instructing different parts of the unit– One can open, close, and help with activities while other teaches skill– One can teach while other monitors– However lectures are divided, both trainers need to coach and evaluate hands-on practice <p><small>CERT Train-the-Trainer: Preparing for the CERT Basic Training Course 16-5</small></p> | <p>Summarize the discussion by reviewing the slide.</p> <ul style="list-style-type: none">▪ 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. <ol style="list-style-type: none">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:<ol style="list-style-type: none">a. In particular, know how to support specialized instructors.b. Agree to make any difference of opinion "respectful debate." <p>Are there other factors that should be considered in order to have a smooth course offering?</p> |
| <p>Display Slide 16-17</p>  <p>CERT Team Teaching (cont.)</p> <ol style="list-style-type: none">3. Rehearse whenever possible4. Meet afterwards to evaluate and suggest improvements for future5. Other tips:<ul style="list-style-type: none">• Know how to support specialized instructors• Agree to make difference of opinions "respectful debate" <p><small>CERT Train-the-Trainer: Preparing for the CERT Basic Training Course 16-18</small></p> | |
| <p>Display Slide 16-18</p>  <p>Discuss the factors and how they can be addressed.</p> | |

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

| INSTRUCTOR GUIDANCE | CONTENT |
|---|--|
| <div data-bbox="162 436 602 766"><p>Unit Summary</p><ul style="list-style-type: none">• Reviewed activities needed to put on <i>CERT Basic Training</i> course• Discussed who should be responsible for seeing that activities are completed• Discussed how to have a seamless <i>CERT Basic Training</i> course class<p><small>CERT Train-the-Trainer: Preparing for the CERT Basic Training Course 16-19</small></p></div> <p data-bbox="162 783 451 821">Display Slide 16-19</p>  | <p data-bbox="639 386 896 426"><i>Unit Summary</i></p> <p data-bbox="639 443 1446 588">Say that this unit has reviewed the activities that are needed to put on a <i>CERT Basic Training</i> course and who should be responsible for seeing that the activities are completed.</p> <p data-bbox="639 606 1446 678">This unit also examined things instructors need to master in order to have a seamless <i>CERT Basic Training</i> course.</p> <ul data-bbox="639 695 1149 888" style="list-style-type: none">▪ Time management▪ Familiarity with the whole course▪ Team teaching▪ Equipment use <p data-bbox="639 978 1458 1050">Do you have any questions about anything covered in this unit?</p> <p data-bbox="639 1087 807 1123">Transition</p> <p data-bbox="639 1142 1430 1213">This completes the <i>CERT Train-the-Trainer</i> instructional units. The final unit wraps up the training.</p> |

[This page intentionally left blank]

UNIT 17: COURSE SUMMARY

In this unit you will:

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

[This page intentionally left blank]

COMMUNITY EMERGENCY RESPONSE TEAM BASIC TRAIN-THE-TRAINER COURSE

UNIT 17: COURSE SUMMARY

| | |
|--|--|
| LEARNING OBJECTIVES/ PERFORMANCE OUTCOMES | At the conclusion of this unit, the participants will be able to assess: <ul style="list-style-type: none">▪ How much they learned in the <i>CERT Basic Train-the-Trainer</i> course▪ Whether their expectations were met |
|--|--|

| | |
|--------------|---|
| SCOPE | The topics that will be covered in this unit are: <ul style="list-style-type: none">▪ Post-test▪ Review of Course Expectations▪ Review of Participant Expectations▪ Graduation |
|--------------|---|

| | |
|--------------------------------------|--|
| ESTIMATED COMPLETION TIME | 60 minutes: 15 minutes for post-test and 45 minutes for unit |
|--------------------------------------|--|

| | |
|-----------------------------|---|
| TRAINING METHODS | <p>As participants enter the classroom, the instructor distributes the post-test and asks participants to complete it. The instructor then reviews the post-test by giving the correct answers.</p> <p>Next the instructor reviews the course objectives.</p> <p>Then the instructor reviews the participants' expectations, generated in Unit 1, to see if they were met. If any expectations were not addressed in the course, the instructor tells the participant how the expectation can be met.</p> <p>Finally the instructor thanks the participants and presents the certificates of completion.</p> <p>Please be advised that, as a general rule, the instructor is encouraged to add pertinent information to this guide, but should never subtract material.</p> |
|-----------------------------|---|

COMMUNITY EMERGENCY RESPONSE TEAM BASIC TRAIN-THE-TRAINER COURSE

UNIT 17: COURSE SUMMARY

RESOURCES REQUIRED

- *Community Emergency Response Team Basic Train-the-Trainer Instructor Guide* (for Train-the-Trainer instructors)
- *Community Emergency Response Team Basic Train-the-Trainer Participant Manual* (for all participants)
- *Community Emergency Response Team Basic Training Instructor Guide* (for all participants)
- PowerPoint slides 17-1 to 17-5
- Copies of the post-test, one for each participant
- Certificates of completion, one for each participant

EQUIPMENT

The following additional equipment is required for this unit:

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

PREPARATION

Post-test

Make copies of the post-test, one for each participant. The blank post-test and a separate answer key follow these notes, just prior to the lesson plan for Unit 17.

Expectations

Review the expectations list. For any of the expectations that have not been met, identify a suggestion to give to the participant.

If the pages of expectations have been moved during the course, move them so that they are visible to all.

Certificates of Completion

Make a certificate of completion for each participant.

COMMUNITY EMERGENCY RESPONSE TEAM BASIC TRAIN-THE-TRAINER COURSE

UNIT 17: COURSE SUMMARY

NOTES

A suggested time plan for this unit is as follows:

Post-test 15 minutes

Review of Course Objectives 20 minutes

Review of Participant Expectations 15 minutes

Graduation..... 10 minutes

Total Time: 60 minutes

REMARKS

It is best if all the instructors are present at the graduation.

CERT Train-the-Trainer Post-test

Name: _____

You have 10 minutes to complete this test.

1. Which of the following best describes the purpose of CERT?
 - a. To provide first responder services in an emergency situation until professional services arrive
 - b. To sacrifice personal safety to provide the greatest good for the greatest number
 - c. To train volunteers in life-saving techniques
 - d. To better enable communities to fight terrorism

2. Which of the following is *not* one of the roles of a *CERT Basic Training* instructor?
 - a. Subject matter expert
 - b. Friend and coach
 - c. CPR trainer
 - d. Evaluator

3. A CERT member's first responsibility is to prepare his or her _____.
 - a. Community
 - b. Household
 - c. Fellow CERT members
 - d. Local officials

4. Observing body language is one way to learn about your learners. About what percentage of communication is non-verbal?
 - a. 10
 - b. 80
 - c. 35
 - d. 65

5. Multimodal learning combines a variety of learning styles. Which ones are included in the *CERT Basic Training*? (Choose all that apply.)
- a. Teach it to others
 - b. Hear it
 - c. See it
 - d. Say it
 - e. Do it
6. What is one way for you to respond to adult learners' emotional needs?
- a. Make the learning active with practical hands-on exercises
 - b. Provide meaningful reinforcement and feedback
 - c. Build bridges between old information and new information
 - d. Don't require learners to sit too long without a break
7. Repetition is a cornerstone of learning. How many times do people need to hear something before they learn it?
- a. Four
 - b. One
 - c. Two
 - d. Three
8. How do learners often judge an instructor?
- a. By what information he or she presents
 - b. By how he or she presents information
 - c. By how much time he or she spends addressing the learning objectives
 - d. By the number of years of experience he or she has with CERT

UNIT 17: COURSE SUMMARY

9. What should you do before any exercise that involves touching?
- Make sure that participants have signed a waiver
 - Separate the men and the women in the class
 - Explicitly explain what you are about to do and ask permission
 - Review the CERT touching checklist
10. Why should you ask questions? (Choose all that apply.)
- To appeal to different learning styles
 - To reinforce the material
 - To validate the evaluation process
 - To make the course more interesting
11. What type of question will tell you the most about what a learner has learned?
- An open question
 - A closed question
 - A recall question
 - An apply question
12. If you ask a question and someone gives a wrong answer, what is the best way for you to respond? (Choose all that apply.)
- Repeat the question
 - Direct the question to someone else
 - Compliment and correct the response
 - Compliment and direct the question to someone else
13. Which of the following is not a preferred way to deal with a side conversationalist in your class?
- Talk privately at break
 - Ask him or her to leave the room
 - Comment about the difficulty of others to hear or concentrate
 - Make eye contact

COMMUNITY EMERGENCY RESPONSE TEAM BASIC TRAIN-THE-TRAINER COURSE

UNIT 17: COURSE SUMMARY

14. What is the preferred way to deal with an interpersonal conflict between two learners? (Choose all that apply.)
- a. Separate them during group activities
 - b. Engage them in discussion in class
 - c. Address the conflict privately
 - d. Move them to different parts of the room
15. What should you do if a learner starts an activity and then decides that he or she is physically unable to complete the activity?
- a. Emphasize that there are functions for every person on a CERT
 - b. Tell the person to take a break and return to the class after the activity
 - c. Push the person to try the activity again
 - d. Kindly inform the person that he or she can't be a CERT member
16. Familiarity with the whole course enables you to:
- a. Make the connections that show CERT as a cohesive model
 - b. Tell people where the answer to a question will be addressed
 - c. Look more competent
 - d. All of the above
17. How many instructors should conduct each *CERT Basic Training* session?
- a. One
 - b. At least two
 - c. At least three
 - d. At least four
18. True or False: If possible, Units 3 and 4 should be conducted by licensed or certified Paramedics, Emergency Medical Technicians, or Nurses.
- a. True
 - b. False

CERT Train-the-Trainer Post-test Answer Key

1. Which of the following best describes the purpose of CERT?
 - a. **To provide first responder services in an emergency situation until professional services arrive**
 - b. To sacrifice personal safety to provide the greatest good for the greatest number
 - c. To train volunteers in life-saving techniques
 - d. To better enable communities to fight terrorism

2. Which of the following is *not* one of the roles of a *CERT Basic Training* instructor?
 - a. Subject matter expert
 - b. Friend and coach
 - c. **CPR trainer**
 - d. Evaluator

3. A CERT member's first responsibility is to prepare his or her _____.
 - a. Community
 - b. **Household**
 - c. Fellow CERT members
 - d. Local officials

4. Observing body language is one way to learn about your learners. About what percentage of communication is non-verbal?
 - a. 10
 - b. 80
 - c. 35
 - d. **65**

5. Multimodal learning combines a variety of learning styles. Which ones are included in the *CERT Basic Training*? (Choose all that apply.)
- a. Teach it to others
 - b. Hear it**
 - c. See it**
 - d. Say it**
 - e. Do it**
6. What is one way for you to respond to adult learners' emotional needs?
- a. Make the learning active with practical hands-on exercises
 - b. Provide meaningful reinforcement and feedback**
 - c. Build bridges between old information and new information
 - d. Don't require learners to sit too long without a break
7. Repetition is a cornerstone of learning. How many times do people need to hear something before they learn it?
- a. Four
 - b. One
 - c. Two
 - d. Three**
8. How do learners often judge an instructor?
- a. By what information he or she presents
 - b. By how he or she presents information**
 - c. By how much time he or she spends addressing the learning objectives
 - d. By the number of years of experience he or she has with CERT**

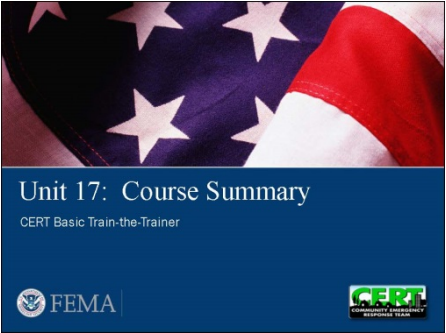
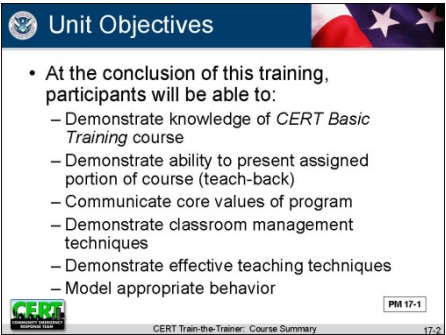
9. What should you do before any exercise that involves touching?
- a. Make sure that participants have signed a waiver
 - b. Separate the men and the women in the class
 - c. Explicitly explain what you are about to do and ask permission**
 - d. Review the CERT touching checklist
10. Why should you ask questions? (Choose all that apply.)
- a. To appeal to different learning styles**
 - b. To reinforce the material**
 - c. To validate the evaluation process**
 - d. To make the course more interesting**
11. What type of question will tell you the most about what a learner has learned?
- a. An open question
 - b. A closed question
 - c. A recall question
 - d. An apply question**
12. If you ask a question and someone gives a wrong answer, what is the best way for you to respond? (Choose all that apply.)
- a. Repeat the question
 - b. Direct the question to someone else
 - c. Compliment and correct the response**
 - d. Compliment and direct the question to someone else
13. Which of the following is not a preferred way to deal with a side conversationalist in your class?
- a. Talk privately at break
 - b. Ask him or her to leave the room**
 - c. Comment about the difficulty of others to hear or concentrate
 - d. Make eye contact

COMMUNITY EMERGENCY RESPONSE TEAM BASIC TRAIN-THE-TRAINER COURSE

UNIT 17: COURSE SUMMARY

14. What is the preferred way to deal with an interpersonal conflict between two learners? (Choose all that apply.)
- a. Separate them during group activities
 - b. Engage them in discussion in class**
 - c. Address the conflict privately**
 - d. Move them to different parts of the room
15. What should you do if a learner starts an activity and then decides that he or she is physically unable to complete the activity?
- a. Emphasize that there are functions for every person on a CERT**
 - b. Tell the person to take a break and return to the class after the activity
 - c. Push the person to try the activity again
 - d. Kindly inform the person that he or she can't be a CERT member
16. Familiarity with the whole course enables you to:
- a. Make the connections that show CERT as a cohesive model
 - b. Tell people where the answer to a question will be addressed
 - c. Look more competent
 - d. All of the above**
17. How many instructors should conduct each *CERT Basic Training* session?
- a. One
 - b. At least two**
 - c. At least three
 - d. At least four
18. True or False: If possible, Units 3 and 4 should be conducted by licensed or certified Paramedics, Emergency Medical Technicians, or Nurses.
- a. True**
 - b. False

Unit 17: Course Summary

| INSTRUCTOR GUIDANCE | CONTENT |
|---|--|
|  <p>Display Slide 17-1</p> <p>As an alternative, ask participants to volunteer the correct responses.</p> | <p>Post-test</p> <p>Distribute a post-test to each participant and ask participants to complete it.</p> <p>After 15 minutes, give the correct answers to the post-test.</p> <p>Discuss any questions that participants might have.</p> |
|  <p>Display Slide 17-2</p> <p>Refer the participants to the Participant Manual for the “sub” learning objectives.</p> | <p>Review of Course Learning Objectives</p> <p>Review the learning objectives for the <i>CERT Basic Train-the-Trainer</i> course. These objectives describe what behaviors are expected from the participants by the conclusion of the <i>CERT Basic Train-the-Trainer</i> course.</p> <p>Remind participants that the full list of learning objectives or performance outcomes is in the Participant Manual. The slide just has the six primary learning objectives.</p> |

COMMUNITY EMERGENCY RESPONSE TEAM BASIC TRAIN-THE-TRAINER COURSE

UNIT 17: COURSE SUMMARY

| INSTRUCTOR GUIDANCE | CONTENT |
|--|---|
| Quickly summarize the “sub” learning objectives. | <p>At the conclusion of this training, participants will be able to:</p> <ol style="list-style-type: none">1. Demonstrate knowledge of the <i>CERT Basic Training</i> course<ol style="list-style-type: none">a. Relate the history of CERTb. Describe the intent and purpose of CERTc. Describe the emergency management system and where CERT fitsd. Discuss the learning objectives of each unit of the <i>CERT Basic Training</i> course and how the unit meets those objectivese. Describe the sequence of the units and explain how one unit connects to the other unitsf. Describe how to formulate an effective Unit 9 scenario2. Demonstrate the ability to present an assigned portion of the course (teach-back)<ol style="list-style-type: none">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. |

COMMUNITY EMERGENCY RESPONSE TEAM BASIC TRAIN-THE-TRAINER COURSE

UNIT 17: COURSE SUMMARY

| INSTRUCTOR GUIDANCE | CONTENT |
|---------------------|---|
| | <ul style="list-style-type: none">3. Communicate the core values of the program<ul style="list-style-type: none">a. Articulate the core values.<ul style="list-style-type: none">i. Safety, safety, safetyii. Teamwork: stronger together than aloneiii. Community members helping each other in the neighborhood, workplace, school, other venuesiv. Valuing volunteers and CERT as an asset to the communityv. Preparednessvi. Importance of each individual's contributionvii. Practice, practice, practiceviii. Self-sufficiency and problem-solving rather than the victim roleix. Leadershipx. Ability to do the greatest good for the greatest number in the shortest amount of timeb. Demonstrate the core values during the <i>CERT Basic Training</i> course4. Demonstrate classroom management techniques<ul style="list-style-type: none">a. Manage difficult learnersb. Adjust to the limitations of particular participantsc. Describe the logistical issues to be considered when putting on a course, including facility managementd. Manage classroom time to meet course requirementse. Use training equipment correctlyf. Manage unforeseen classroom challengesg. Identify potential ethical situationsh. Describe techniques to transition smoothly from one unit to another |

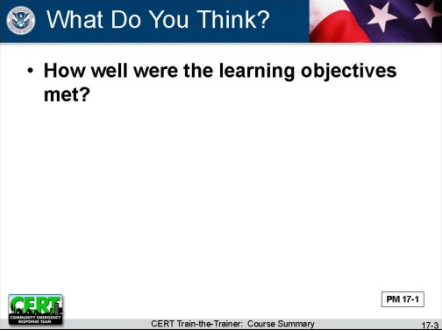

COMMUNITY EMERGENCY RESPONSE TEAM BASIC TRAIN-THE-TRAINER COURSE

UNIT 17: COURSE SUMMARY

| INSTRUCTOR GUIDANCE | CONTENT |
|---------------------|--|
| | <ul style="list-style-type: none">5. Demonstrate effective teaching techniques<ul style="list-style-type: none">a. Set the learning environment<ul style="list-style-type: none">i. Be enthusiastic and dedicatedii. Read body languageiii. Maintain eye contactiv. Relate to the participantsv. Address physical and emotional comfort needsvi. Use humor appropriatelyb. Maximize knowledge retention<ul style="list-style-type: none">i. Address the needs of adult learnersii. Involve the participants by varying the teaching methods to appeal to a variety of learning stylesiii. Repeat key informationc. Convey information<ul style="list-style-type: none">i. Use effective presentation skillsii. Give positive, constructive feedbackiii. Work effectively as part of an instructional teamd. Assess progress<ul style="list-style-type: none">i. Use questions effectivelyii. Observe hands-on activities and provide structured feedbackiii. Use “what if” scenarios that enable participants to apply what they have learned6. Model appropriate behavior<ul style="list-style-type: none">a. State what behavior should be modeled<ul style="list-style-type: none">i. Safetyii. Teamworkiii. Positive attitudeiv. PPE: Gloves, goggles, masks, etc. |

COMMUNITY EMERGENCY RESPONSE TEAM BASIC TRAIN-THE-TRAINER COURSE

UNIT 17: COURSE SUMMARY

| INSTRUCTOR GUIDANCE | CONTENT |
|---|--|
| <p data-bbox="224 317 545 348">INSTRUCTOR GUIDANCE</p>  <p data-bbox="159 1178 431 1209">Display Slide 17-3</p>  <p data-bbox="159 1325 578 1381">This will be an oral evaluation of the course.</p> | <p data-bbox="683 380 1435 569">b. Describe the ways to model the behavior</p> <ul style="list-style-type: none"><li data-bbox="760 422 1435 527">i. Personal actions, e.g., any time that touching is involved, explicitly explain what you are about to do<li data-bbox="760 537 911 569">ii. Dress <p data-bbox="634 600 1409 741">Remind participants that this course was not going to teach them <u>what</u> is in the <i>CERT Basic Training</i> course. Rather this course was designed to teach them <u>how</u> to deliver the curriculum competently.</p> <p data-bbox="634 762 1057 793">Ask participants this question.</p> <p data-bbox="634 831 1292 863">How well were the learning objectives met?</p> |



FEMA



FEMA

FEMA P-1076
Catalog No. 16117-1

