CERT Train-the-Trainer

Participant Manual

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COMMUNITY EMERGENCY RESPONSE TEAM

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CERT Train-the-Trainer Course Overview

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CERT COMMUNITY EMERGENCY RESPONSE TEAM

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Course Overview

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

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

Overall Course Objectives

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

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

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

Target Audience

The target audience for this course includes the following:

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

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

Prerequisites

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

- A referral from a CERT sponsoring agency. (i.e., local, regional, or state government agency);
- Earlier completion of the CERT Basic Training Course; and (if necessary)
- Approval from the state CERT coordinating agency if that agency sponsors the CERT T-T-T Course.

Course Agenda

This is a three-day course. Day 1 and Day 2 run approximately eight hours (not including the lunch break). Day 3 runs about seven hours. Refer to **Table 1: Course Agenda** for more information.

Table 1: Course Agenda

	Day 1	Day 2	Day 3

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

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

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

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CERT Train-the-Trainer
Unit 1: Introduction

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COMMUNITY EMERGENCY RESPONSE TEAM

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CERT Train-the-Trainer Unit 1: Introduction

In this unit, you will learn about:

- **Instructors and the Participants.** Who is teaching the course? Who is taking the course?
- **The CERT Train-the-Trainer (T-T-T) Course.** What is the course purpose? What are the course learning objectives? What is the course agenda?
- **The History of the CERT Program.** How did it start and spread? Where is the CERT Program currently housed?
- **The Purpose of the CERT Program.**
- **Key CERT Messages and Values.**
- **Deploying CERTs.** What are examples of ways that CERTs deploy in various communities?
- **Materials and Requirements for the CERT Basic Training Course.**

Unit 1: Table of Contents

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SECTION 1: BECOME A CERT INSTRUCTOR

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

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

FEMA recommends the following requirements for a CERT T-T-T instructor:

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

SECTION 2: COURSE PREVIEW

Course Purpose

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

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

Course Learning Objectives

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

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

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

Course Agenda

- The purpose of the CERT T-T-T is not to re-teach the CERT Basic Training Course. The purpose is to review each unit's requirements and to discuss how to teach them effectively.
- There will be a review of each CERT Basic Training unit:
  - The purpose, learning objectives, key points, relevant videos, and how it connects to the other units.
  - The focus will be on hands-on activities, with explanations about how to teach them correctly.
- Much of the course will focus on sharpening your teaching skills.

- There will be information on putting on a course; however, the CERT Program Manager Course will cover skills, tools, and best practices for CERT Program Managers.
- There will be two opportunities for you to demonstrate what you know in a team-teaching setting.
- Refer to **Table 1: Course Agenda** for more information.

Table 1: Course Agenda

	Day 1	Day 2	Day 3

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

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

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

SECTION 3: REFRESHER QUESTIONS

Every CERT instructor needs to know the basics about CERT.

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

What was the impetus for CERT?

How did the CERT Program spread?

Where is the CERT Program currently housed?

What is the purpose of the CERT Program?

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

How are CERTS deployed?

SECTION 4: CERT WALK-THROUGH

CERT Basic Training Course Instructor Guide

Introduction and Course Overview

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

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

It includes information about the course:

- Overview and objectives;
- Target audience; and
- Course agenda.

Instructor Responsibilities

This section is brief. It covers:

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

Unit Introduction

Each unit begins with some essential preparation information. Be sure to read it.

- The Training Methods section explains how to teach the unit.
- The Resources Required and Equipment sections tell you what you will need to have on hand to teach the unit.
- The Preparation section tells you what you will need to get together BEFORE class starts.
- The Notes section makes suggestions on how to allocate your time for the unit.
- The Remarks section has useful hints and tips.

Instructor Guide Format

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

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

- Lesson Content – right column, includes:
  - Lesson plan; and
  - Instructions for facilitating the exercises.
- Check for Understanding.
  - When you see this icon in the left-hand column, ask the accompanying bolded discussion question in the right-hand column.

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

Reminders

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

CERT Basic Training Course Participant Manual

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

UNIT SUMMARY

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

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

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

In this unit, you will learn about:

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

Unit 2: Table of Contents

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SECTION 1: UNIT OVERVIEW

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

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

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

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

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

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

In this unit, six instructor roles are examined:

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

SECTION 2: THE CERT BASIC TRAINING INSTRUCTOR

An effective instructor has many talents and wears many hats.

Role #1: Subject Matter Expert (SME)

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

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

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

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

Role #2: Trainer

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

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

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

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

In this course, we will talk about:

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

Both will help you be a better trainer.

Role #3: Evaluator

It is not enough to know the material and to know the best ways to transfer knowledge.

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

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

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

Role #4: Friend and Coach

An effective instructor has a relationship with the class and with the individuals in the class.

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

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

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

A good instructor should:

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

Role #5: Role Model

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

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

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

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

Role # 6: Classroom Manager

It is not enough to know the CERT Basic Training curriculum. An instructor also needs to know how to manage the classroom. This includes skills such as:

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

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

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

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

Good CERT Basic Training Instructor Qualities

A good CERT instructor should have these qualities:

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

Good Presenter Qualities

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

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

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

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

- Appearance;
- How you sound; and
- The actual words you say.

For the rest of this unit, the focus will be on the "how" of an instructor's presentation. A good presenter is:

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

SECTION 3: THE MODEL PRESENTER

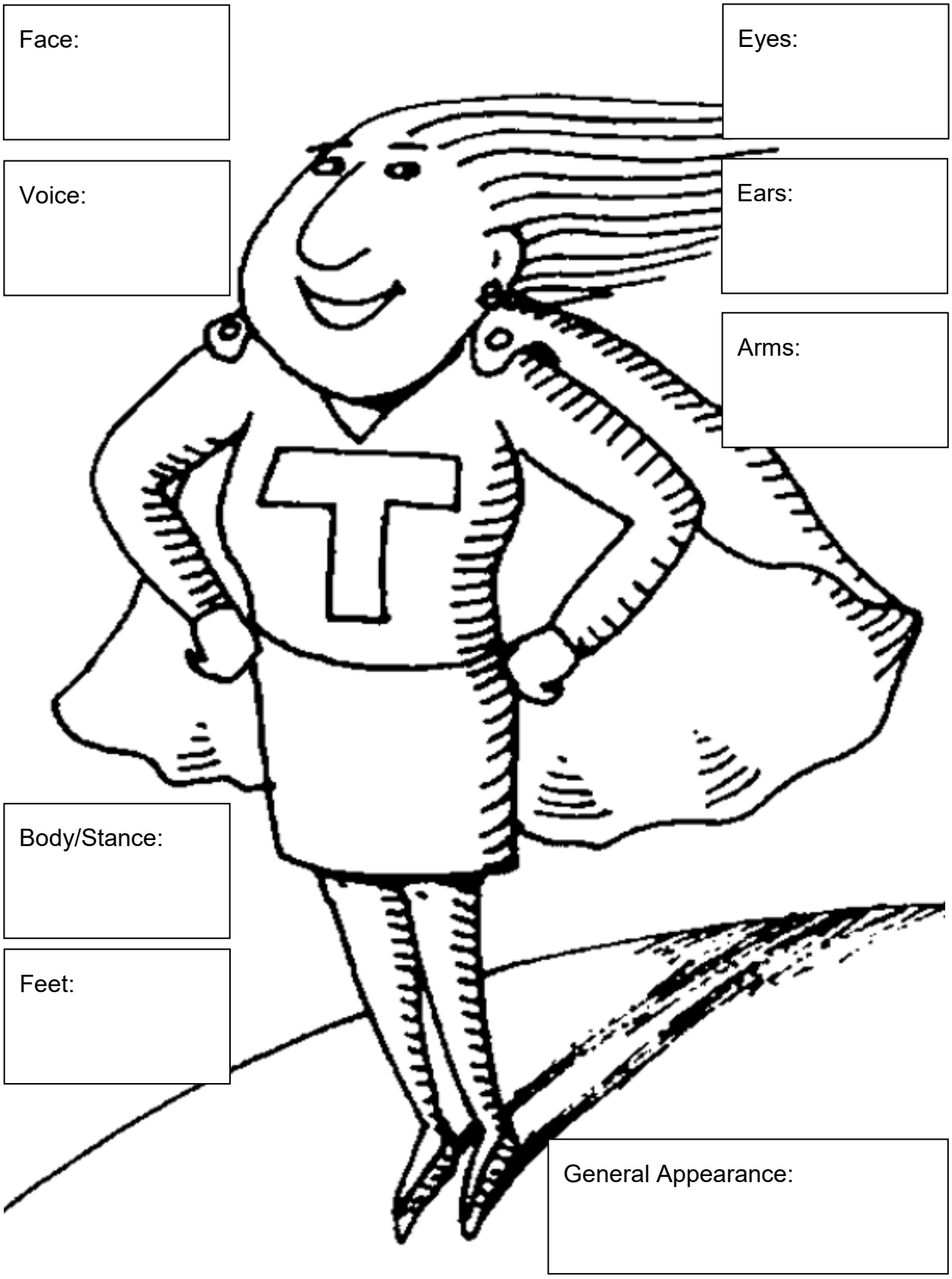
Exercise: The Super Trainer

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

Instructions:

1. Break into small groups.
2. Look at **Image 1: The Model Presenter/Trainer**.
3. Fill in the blank boxes on the handout with qualities that make a good presenter.

Image 1: The Model Presenter/Trainer



Presenter Appearance

A presenter should:

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

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

Presenter Eyes

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

Presenter Ears

The presenter's ears should be:

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

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

Presenter Face

The presenter's face should be:

- Animated; and
- Smiling a lot, with mouth and eyes.

Presenter Voice

The presenter's voice should:

- Vary pace, but never be so slow that people get bored or so fast that people cannot keep up;
- Vary in volume
- Use inflections;
- Use pauses for emphasis and to add suspense; and
- Limit "ers" and "ums."

A strong, powerful voice is one of a presenter's greatest tools. It helps you keep control of the class.

Presenter Stance

The presenter's stance should be:

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

Presenter Arms

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

Presenter Feet

The presenter's feet should:

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

Presenter Attitude

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

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

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

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

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

UNIT SUMMARY

As an instructor, you need to be a:

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

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

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

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

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CERT COMMUNITY EMERGENCY RESPONSE TEAM

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

Unit 3: Table of Contents

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SECTION 1: T-T-T UNIT OVERVIEW

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

SECTION 2: BASIC TRAINING UNIT 1 REVIEW

Basic Training Unit 1 Purpose

The purpose of CERT Basic Training Unit 1 is:

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

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

Basic Training Unit 1 Learning Objectives

The learning objectives for CERT Basic Training Unit 1 are:

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

Basic Training Unit 1 Key Topics

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

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

Unit 1 also creates a basis to start modeling:

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

Hands-on Activities in Basic Training Unit 1

Exercise 1.1 - Building a Tower (Basic Training IG p. 1-3)

Purpose:

Team-building activity.

Latitude to Adapt:

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

How to Do the Activity Correctly:

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

Exercise 1.2 - Evacuate! (Basic Training IG p. 1-26)

Purpose:

To get people thinking about preparing for a disaster.

Latitude to Adapt:

Lead the activity as it is written.

How to Do the Activity Correctly:

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

Tips for Teaching Basic Training Unit 1

- Make the material relevant to the local area, as this helps the goal of selling the course.
- Talk about possible local disasters/hazards and keep talk about other disasters to a minimum.
- Stress community- and disaster-specific hazard mitigation activities.

- Be ready to share information about preparedness activities in the community, local emergency management (and EOP), Whole Community engagement, and how else participants can help in their community besides CERT.
- Limit the number of “war stories” told in Unit 1.
- Explain who is providing the PPE and kits for CERT volunteers. Give suggestions on where to find materials if CERT volunteers will put together their own kits.
- Be ready to respond to possible concerns or barriers to personal and family preparedness.
- Be ready to answer a lot of questions in this unit. Know the organization of the CERT Basic Training Course, and use the “parking lot” method to save content-specific questions for later units.
- The best instructor for the first class is dynamic and engaging, to keep participants coming back.

How Unit 1 Connects to Other CERT Basic Training Units

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

T-T-T UNIT SUMMARY

This unit gave information on CERT Basic Training Unit 1.

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

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CERT COMMUNITY EMERGENCY RESPONSE TEAM

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

Unit Four: Table of Contents

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SECTION 1: T-T-T UNIT OVERVIEW

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

SECTION 2: BASIC TRAINING UNIT 2 REVIEW

Basic Training Unit 2 Purpose

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

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

Basic Training Unit 2 Learning Objectives

Unit 2 learning objectives are:

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

Basic Training Unit 2 Key Topics

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

- Give a brief overview of the unit and the material to be covered.
- Help participants understand the basic principles of CERT on-scene management and the concept of the ICS.
- Teach participants how a CERT mobilizes for a disaster.
- Introduce the basics of rescuer safety, on which further units will give more detail.
- Go over the nine-step CERT on-scene size-up process.
- Stress the importance of documentation and explain the forms that CERTs use.

Training Videos for Basic Training Unit 2

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

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

- Emergency responders cannot get to everyone who needs help. CERT volunteers in the community can work as a team to help themselves and others until professional responders arrive.
- The goal is to do the greatest good for the greatest number of people.

- CERT volunteers should ensure the safety and well-being of their family before activating.
- All team members should wear clearly recognizable clothing (e.g., CERT vests) and personal protective equipment always.
- Team members should regularly document activities and observations to make sure first responders have complete information when they arrive on- scene.
- Team members' safety should be a priority during all activities.
- Use the ICS during all CERT operations to make sure there are clear lines of communication and responsibility.
- Team members should not try to do activities that are outside of their scope or expertise, including giving medical treatment, or entering locked rooms.

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

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

Hands-on Activities in Basic Training Unit 2

ICS Functions (Basic Training IG p. 2-8)

Purpose:

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

Latitude to Adapt:

Do the activity as it is written.

Tips for Teaching Basic Training Unit 2

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

Manual. It is useful to include a blank form and an example of the same form with information filled in ahead of time.

How Unit 2 Connects to Other CERT Basic Training Units

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

T-T-T UNIT SUMMARY

This unit gave information on CERT Basic Training Unit 2.

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

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

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

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

Unit 5: Table of Contents

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SECTION 1: T-T-T UNIT OVERVIEW

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

SECTION 2: BASIC TRAINING UNIT 3 REVIEW

Basic Training Unit 3 Purpose

The purpose of CERT Basic Training Unit 3 is:

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

Some concerns for Unit 3 include:

- Unit 3 often brings out possible "squeamishness" in participants, and/or not wanting to touch others.
  - Everyone who goes through the CERT Basic Training Course has a role and/or place.
  - For those trainees who do not want to touch other class members, think about what role they can have as a CERT volunteer.
  - Think about suggesting the management track or other ways to include trainees.
- A primary obstacle to good training on Unit 3 is that people have been watching TV for years.
  - The way things are done on a fictional TV medical drama are not realistic when it comes to controlling bleeding, etc.
  - For that reason, this unit can be hard to teach. The instructor must debunk the TV myths and preconceived ideas participants may have.
- Another obstacle is a misunderstanding that CERT volunteers may have about their role in disaster medical operations. This course gives CERT volunteers training on *basic* medical interventions that they can do until trained first responders arrive on-scene. CERT volunteers are not required to have any skills beyond those taught in the CERT Basic Training curriculum.

Basic Training Unit 3 Learning Objectives

Unit 3 learning objectives are:

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

Basic Training Unit 3 Key Topics

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

- Give a brief overview of the unit and the material this unit will cover.
- Introduce participants to safety considerations when helping patients.
- Teach how to recognize and treat three life-threatening conditions:
  1. Excessive bleeding;
  2. Low body temperature; and

3. Blocked airway.

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

Hands-on Activities in Basic Training Unit 3

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

Your job as instructor is to:

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

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

Controlling Bleeding (Basic Training IG p. 3-10)

Purpose:

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

Latitude to Adapt:

Do the activity as written.

How to Do the Activity Correctly:

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

Recovery Position (Basic Training IG p. 3-13)

Purpose:

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

Latitude to Adapt:

Do the activity as written.

How to Do the Activity Correctly:

Divide participants into pairs; name one person to take the role of the patient, and one to be rescuer. They will swap roles and repeat the activity, giving each the chance to practice the skill.

- Ask the patients to lie on the floor on their backs and close their eyes.
- Ask the rescuer to assume the unconscious injured person is breathing.
- The rescuer should then place the patient into the recovery position using the technique reviewed in the previous section.

Place the patient's body like this:

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

Splinting (Basic Training IG p. 3-23)

Purpose:

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

Latitude to Adapt:

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

How to Do the Activity Correctly:

- Collect supplies for the activity: cardboard, duct tape, other splinting material, and gauze. Make sure there are enough supplies for the entire class.
- Divide participants into pairs; ask participants to switch partners from the last exercise.

- Ask the rescuer to apply a splint on the patient's upper arm using the procedure demonstrated earlier. Then ask them to apply a splint to the patient's lower leg.
- Make sure both partners have had the chance to apply at least two splints.
- Be sure to debrief. After the participants have had the chance to be the rescuer, talk about any problems or incorrect techniques that you saw. Explain how to avoid these problems in the future.

Tips for Teaching Basic Training Unit 3

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

How Unit 3 Connects to Other CERT Basic Training Units

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

T-T-T UNIT SUMMARY

This unit gave information on CERT Basic Training Unit 3.

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CERT Train-the-Trainer
Unit 6: Maximize Learning

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CERT Train-the-Trainer Unit 6: Maximize Learning

In this unit, you will learn about:

- **Human-Centered Learning.** What are the three primary learning styles? What activities cater to each style?
- **Creating a Positive Learning Environment.** What do adults need to facilitate learning?
- **Techniques that Maximize Learning.** What are the four critical elements of learning?
- **Instructor Evaluation.** How do you know when knowledge is transferred? How do you assess whether the training is meeting learners' physical, emotional, and intellectual needs?
- **Formal and Informal Ways to Evaluate.** What are various types of evaluation that an instructor can use?
- **Guidelines for Asking and Answering Questions.** Why do we ask questions? What kinds of questions should be asked? How do we ask questions? How do we answer questions?

Unit 6: Table of Contents

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SECTION 1: UNIT OVERVIEW

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

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

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

Exercise: Positive Learning Experiences

Purpose:

To identify your own positive learning experiences.

Instructions:

Working in pairs, remember positive learning experiences. Generate a list of things that made those experiences positive. You will be asked to report out your list to the group.

SECTION 2: HOW PEOPLE LEARN

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

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

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

Auditory Learners

Auditory learners learn through listening:

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

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

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

Visual Learners

Visual learners learn through seeing:

- Pictures;
- Demonstrations;
- Diagrams;
- Illustrated textbooks;
- PowerPoint slides;
- Videos;
- Flip charts; and
- Handouts.

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

They remember something by seeing it in their minds.

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

Tactile Learners

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

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

Learning Styles and Teaching

A good instructor will use a combination of styles to reach all types of learners. To grasp a new piece of information or a new skill, we need to:

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

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

Learning Styles and Instructors

Just like their learners, instructors have a preferred learning style. That learning style will affect the way they like to teach.

- An instructor who is a visual learner will incorporate elements that are more graphic in a lesson.
- One who is an auditory learner will be more comfortable lecturing.
- One who is a tactile learner will want to get right to the activities.

Each instructor will need to stretch himself or herself to incorporate the elements that are less comfortable. Remember that addressing all learning styles will increase each participant's retention of the material. The CERT Basic Training Instructor Guide includes elements for all learning styles.

SECTION 3: CREATE A POSITIVE LEARNING ENVIRONMENT

Knowing about and teaching for multiple learning styles is one way to maximize learning. In addition, instructors need to understand how adults learn best.

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

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

Physical Factors

Adults need to be physically comfortable or they cannot focus on learning.

The following factors help create a physically comfortable learning environment:

- The room is not too hot or too cold.
- The room is set up so people can see and can hear the instructor.
- Lighting and amplification allow for people with reduced vision and hearing.

- Make allowances for fatigue including frequent activities so participants do not have to sit too long and taking regular breaks.
- Expectations for performance take into account reduced flexibility, reduced reaction times, time of day (evening may not be the best time to be sharp).

Emotional Factors

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

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

An instructor can respond to emotional needs by:

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

Intellectual Factors

In addition to needing to be physically and emotionally comfortable, adults have intellectual needs:

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

An instructor can respond to intellectual needs by:

- Using the learners' life experiences to introduce new concepts through questions and discussion.

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

Exercise: Positive Learning Experiences, Continued

Purpose: To identify which positive learning experiences met your physical, emotional, or intellectual needs.

Instructions: Return to your group's list of positive learning experiences. Mark the list with:

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

SECTION 4: TECHNIQUES THAT MAXIMIZE LEARNING

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

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

Motivation

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

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

Reinforcement

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

Repetition

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

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

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

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

Exercise: Power Outage

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

Instructions: Follow the steps below.

1. Follow along as the instructor reads the scenario.

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

2. Answer these questions:

- What physical factors do you need to consider?

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

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

Instructors should be prepared to adapt to different learning situations as they arise. Instructors should keep the physical, emotional, and intellectual needs, as well as the different learning styles, of adult learners in mind.

SECTION 5: WHY YOU NEED TO EVALUATE

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

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

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

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

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

Effective instructors also know that periodically they must assess whether volunteers are understanding what the instructor is teaching.

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

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

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

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

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

SECTION 6: WAYS TO EVALUATE

There are several ways to evaluate progress. Instructors can find out if people have learned by:

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

Formal Evaluation

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

Informal Evaluation

Some evaluation is informal.

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

SECTION 7: GUIDELINES FOR ASKING AND ANSWERING QUESTIONS

Why We Ask Questions

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

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

Choosing the Question and Audience

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

Open and Closed Questions

Open Questions:

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

Closed Questions:

- A closed question is typically only answered by yes or no, or true or false. A closed question can also be answered by a very limited response, such as “Who was the first President of the United States?” Answer: George Washington.
- Instructors may use closed questions to:
  - Test knowledge;
  - Receive quick answers;
  - Maintain control of the class;
  - Take a break; and
  - Force a choice between a correct and incorrect response (e.g., “When I’m getting ready to use a fire extinguisher, do I AIM first?” “No, you PULL first.”).

Recall and Apply Questions

There are two kinds of evaluation questions that an instructor can ask:

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

Questions to Different Audiences

An instructor can direct a question to different audiences.

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

How to Ask a Question

Indicators of good questions:

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

There are also some guidelines for how to ask questions to a group and how to ask questions to an individual.

To a group, you:

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

To an individual, you:

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

How to Answer a Question

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

In the classroom, be sure to repeat the question before answering it. Paraphrase lengthy questions. This helps ensure that you understand the question (if you are wrong, the questioner will tell you) and that everyone in the room has heard it.

Acknowledge any questions that you cannot answer. Be sure to get back to the group as soon as possible.

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

When that is the case:

- Encourage others to participate more by recognizing their questions first.
- As a last resort, take the individual aside and ask if he or she could hold the questions until the breaks or after the session is over, at which time the trainer would quickly go through any questions the individual may have.

SECTION 8: SOME GUIDELINES FOR GIVING FEEDBACK

Some opportunities for feedback in CERT Basic Training are:

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

Instructors should give feedback:

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

When giving feedback, instructors should:

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

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

Exercise: Develop "What If" Questions

Purpose: Work in pairs to develop "what if" questions.

Instructions: Follow the steps below.

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

On your own time, it would be a good idea to develop "what if" questions for all the units you instruct. If you have trouble developing these questions, ask other instructors for suggestions.

UNIT SUMMARY

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

- How people learn:
  - Describe the three learning styles: auditory, visual, and tactile.
  - The best teaching approach is a combination of all three: hear it, see it, do it, teach it (say and do it).
- How to create a positive learning environment:
  - Address physical needs, emotional needs, and intellectual needs.
- Techniques that maximize learning:
  - Motivation;
  - Reinforcement; and
  - Repetition.

This unit also examined evaluation:

- Why instructors need to evaluate:
  - To see if knowledge is being transferred; and
  - To assess whether the training is meeting learners' physical, emotional, and intellectual needs.
- Formal and informal ways to evaluate:
  - Tests and performance evaluations;
  - Asking questions; and
  - Observation.
- Guidelines for asking and answering questions:
  - Ask why we ask questions.
  - Define the kinds of questions that can be asked.
  - Explain how to ask a question.
  - How to answer a question.
- Guidelines for when and how to give feedback.
  - To change incorrect information and behavior.

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

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

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

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

Unit 7: Table of Contents

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SECTION 1: T-T-T UNIT OVERVIEW

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

SECTION 2: BASIC TRAINING UNIT 4 REVIEW

Basic Training Unit 4 Purpose

The purpose of CERT Basic Training Unit 4 is to:

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

Basic Training Unit 4 Learning Objectives

The Unit 4 learning objectives are to:

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

Basic Training Unit 4 Key Topics

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

- Give a brief overview of the unit and highlight the material to be covered.
- Describe mass casualty incidents and the role first responders and CERT volunteers play.
- Teach the five functions of disaster medical operations: 1) triage/assessment, 2) treatment, 3) transport, 4) morgue, and 5) supply and explain how to set them up to keep good patient flow.
- Teach how first responders set up survivor treatment areas and how CERT volunteers can help safely treat and transport survivors.
- Teach how to evaluate patients using a head-to-toe assessment.
- Emphasize information about sanitation and hygiene to prevent the spread of disease.

Training Videos for Basic Training Unit 4

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

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

Hands-on Activities in Basic Training Unit 4

Conducting Head-to-Toe Assessments (Basic Training IG p. 4-13)

Purpose:

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

Latitude to Adapt:

The activity should be done as written.

How to Do the Activity Correctly:

- As part of this unit review, ask for a volunteer and demonstrate a head-to-toe assessment.
- Put on gloves, goggles, and mask.
- Explain who you are.
- Ask permission to touch the patient.
- Do the assessment beginning with the top of the head and working down to the toes, explaining each step as you proceed.
- Demonstrate and describe where the rescuer should place his or her hands on the patient to find injuries to help participants learn the technique. It will also help reduce participants' possible discomfort with touching survivors who need help.
- Break trainees into pairs and walk them through it again.
- Then have the participants try it on their own without you.

This exercise should be done as many times as possible with different "patients."

Tips for Teaching Basic Training Unit 4

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

How Unit 4 Connects to Other CERT Basic Training Units

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

T-T-T UNIT SUMMARY

This unit gave information on CERT Basic Training Unit 4.

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

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CERT Train-the-Trainer Unit 8: 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**

Unit 8: Table of Contents

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PART 1: TEACH-BACK #1 ASSIGNMENT

SECTION 1: THE TEACH-BACK PROCESS

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

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

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

Feedback Checklists

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

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

- What went well?
- What could be improved?

SECTION 2: THE TEACH-BACK ASSIGNMENT

What to Include in the Teach-Back

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

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

The presenters' responsibilities are to:

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

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

Remember to incorporate practices and information you learned from:

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

One final tip: Do not "hide" behind podiums or tables in the classroom. This reduces your ability to interact with and properly engage your learners.

Each presentation should last no more than 15 minutes.

Content Blocks to Be Assigned

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

- Unit 1: Description, display, explanation of items in CERT kit (use actual kit).
- Unit 2: Description, explanation of documentation, and use of CERT forms (pages 2-16 through 2-20). For this block, participants should identify three key CERT forms and teach them in a way that is engaging and allows for practice and evaluation.
- Unit 3: Controlling bleeding (approaching the patient, direct pressure, tourniquets, shock) (pages 3-5 through 3-10).
- Unit 3: Treating fractures/sprains/strains (pages 3-20 through 3-23).
- Unit 4: Head-to-toe patient assessment (pages 4-9).

Be sure to look over the content you will present in the CERT BasicTraining Instructor Guide and follow the Instructor Guide when you do your teach back.

PART 2: TEACH-BACK #1

SECTION 1: TEACH-BACK SETUP

Follow these steps for the teach-back presentation:

1. The presentation should last no longer than 15 minutes.
2. The participants who are not training will give feedback on the presentation after it is done.
    - First, the “audience” (other participants and an instructor) will complete a feedback checklist. The written checklists will be given to the presenters.
    - Second, the audience will give feedback orally.
3. The feedback will last 7-8 minutes.
4. Then the next team will get ready for its presentation.

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

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

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

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

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

Unit 9: Table of Contents

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SECTION 1: T-T-T UNIT OVERVIEW

This unit reviews the content and activities in CERT Basic Training Unit 5. It also looks at how Unit 5 connects to the other units in the CERT Basic Training Course.

SECTION 2: BASIC TRAINING UNIT 5 REVIEW

Basic Training Unit 5 Purpose

The purpose of CERT Basic Training Unit 5 is:

- To examine the psychological effects of a disaster on survivors and rescuers, and how to give types of "psychological first-aid."
- To talk about what steps CERT volunteers can take on their own and as part of a CERT before, immediately following, and long after a disaster.

Basic Training Unit 5 Learning Objectives

Unit 5 learning objectives are:

1. Understand disaster trauma for survivors and rescuers, including CERT volunteers.
2. List steps to take for personal and team wellbeing.

Basic Training Unit 5 Key Topics

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

- Give a brief overview of the unit and the material that will be covered.
- Explain the topic of disaster psychology by giving basic education on the psychological effects of surviving a disaster. The information taught in the unit is useful and applies to everyone.
- Set boundaries for what is expected. CERT volunteers find the problems, but they do not manage them.
- Stress the importance of listening.
- Stress that CERT volunteers should take care of themselves first.

Training Videos for Basic Training Unit 5

If there is time, the 43-minute video *CERT Training: Disaster Psychology* (or parts of it) is recommended for this unit. The video describes the physical, emotional, and psychological reactions to a disaster and ways for CERT volunteers to take care of themselves and help others in dealing with the stress. The video is available for download at the National CERT website https://www.ready.gov/community-emergency-response-team.

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

After watching the video, the following topics should be highlighted or recapped by the instructor:

- All events are a psychological event to somebody.
- People respond to disasters physically, emotionally, and socially.
- CERT volunteers should make sure that they are psychologically prepared as well as physically prepared.
- Volunteers have the same responses as the survivors.

- Not all psychological responses are immediate; survivors and volunteers may feel the psychological effects of a disaster hours or days after the initial event.
- CERT teams should maintain open communication with one another about their limits and needs during a disaster.

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

- We have talked about the importance of making sure that your home and family are prepared and taken care of before and during a disaster. What steps can you take to make sure that you and your family are psychologically prepared?
- Can you list some activities and coping skills that you can encourage adult survivors to do to ease their stress after a disaster?
- Please describe the three primary acute stress reactions.

Hands-on Activities in Basic Training Unit 5

Exercise: Self-Care Toolbox (CERT Basic Training IG p. 5-7)

Purpose:

To give the participants a chance to go over a few self-care tools that they can use both before and during a crisis so that they are ready to respond during an emergency.

Latitude to Adapt:

Do the activity as it is written.

How to Do the Activity Correctly:

- Participants should do this activity on their own.
- Once all participants have finished completing the Self-Care Toolkit worksheet, ask for a couple of volunteers to share their responses. Keep in mind that some of this information may be personal and few participants may be willing to share.
- If participants would prefer not to share, the instructor should instead start a general conversation about the activity:
  - Is this worksheet helpful to you in making a list of tools to help you cope with the stress of a disaster?
  - Were there any parts of the worksheet you found hard to answer? If so, which ones and why?
- How can you use this resource to better prepare yourself mentally and emotionally to participate as a CERT volunteer during an emergency?

Tips for Teaching Basic Training Unit 5

- The topics covered in Unit 5 may be a challenge for instructors and some participants.
- Some participants may not feel comfortable with the more personal nature of the topics.
- Other participants may want to share too much about a personally stressful experience during the discussion.

- Participants may not have considered that disaster psychology would relate to their work as CERT responders.
- The instructor needs to emphasize that techniques for handling their own emotional stress during a disaster are important for CERT volunteers. Traumatic emotional stress can take a CERT out of action more quickly than physical injury. "Rescuer safety" means physical safety *and* psychological safety. This is another skillset in the CERT volunteer's tool box.
- Stick to the materials, which are purposefully limited. CERT volunteers are not trained to, nor should they attempt to, give counseling or therapy to others. The instructor should be clear that giving emotional help to other CERT volunteers and to survivors is "field expedient." CERT volunteers who are also professional counselors may choose to help their CERTs with those skills.
- The instructor must model the compassion that he or she is trying to teach.
- Instructors should stress that practice sessions can never fully mimic the situations that CERT volunteers will face in an actual disaster.
- Remind participants about what they can and cannot promise.
  - For example, do not tell someone everything will be okay. This promise cannot be kept.
  - Instead, CERT volunteers should use the phrase, "We're going to do the best that we can." This is more effective, believable, and comforting. It is a promise that can be kept.

How Unit 5 Connects to Other CERT Basic Training Units

CERT volunteers cannot be effective if they are suffering from trauma stress. The information in this unit affects how well they can carry out the skills taught in the Basic Training Course.

T-T-T UNIT SUMMARY

This unit gave information on CERT Basic Training Unit 5.

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CERT Train-the-Trainer Unit 10: CERT Basic Training Unit 6 Review

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CERT Train-the-Trainer Unit 10: CERT Basic Training Unit 6 Review

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

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

Unit 10: Table of Contents

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SECTION 1: T-T-T UNIT OVERVIEW

This unit reviews the content and activities in CERT Basic Training Unit 6. It also looks at how Unit 6 connects to the other units in the CERT Basic Training Course.

SECTION 2: BASIC TRAINING UNIT 6 REVIEW

Basic Training Unit 6 Purpose

The purpose of CERT Basic Training Unit 6 is to:

- Teach about fire hazards and personal fire safety;
- Review the concept of size-up in a fire situation;
- Reinforce the concept of teamwork; and
- Introduce fire extinguisher operation.

Basic Training Unit 6 Learning Objectives

The learning objectives for Unit 6 are:

1. Explain the role that CERTs play in fire safety and response, including the fire size-up process and minimum safety precautions.
2. Identify and reduce possible fire and utility hazards at home and in the community, including hazardous materials.
3. Put out a small fire using a fire extinguisher.
4. Find locations of hazardous materials in the community and the home and reduce the risk from hazardous materials in the home.

This unit is full of important information which was given in previous units, including the buddy system, size-up, personal safety, and limitations of CERTs.

Basic Training Unit 6 Key Topics

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

- Give a brief overview of the unit and the material that will be covered.
- Give basic info about fire chemistry and fire hazards at home and in the workplace.
- Teach people what they can do to reduce the hazards in the home and workplace.
- Review considerations for conducting a fire size-up.
- Teach people what fires and hazardous materials they can and cannot respond to and how to do it safely
- Review firefighting resources and how to operate a portable extinguisher.

Highlight the:

- Role of CERT volunteers;
- Importance of the buddy system; and
- Importance of personal safety and personal protective equipment (PPE).
- Continue modeling:
  - PPE demonstration;
  - Personal and family safety comes first;
  - Team-building;
  - Emphasize the motto: Do the greatest good for the greatest number in the shortest amount of time; and

- "What if" scenarios: What would you do if the ground started shaking, or if the fire alarm went off?

Training Videos for Basic Training Unit 6

If there is time, the 18-minute video *Fire Safety: The CERT Member's Role* is recommended for this unit. The video gives information on how to size up the fire and select the right extinguisher, as well as how to use extinguishers correctly. This video should be used in coordination with the live demonstration and exercise of a portable extinguisher.

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

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

- Fire is a chemical reaction between fuel, heat, and oxygen. There are three classes of fire based on the fuel source.
- CERT volunteers are trained to put out small fires.
- CERT volunteers can do good by helping people get out of danger rather than attempting to put the fire out.
- Personal safety is the number one rule.
- Note use of PPE by CERT volunteers demonstrating portable extinguisher.
- Always conduct a fire size-up before approaching or attempting to put outa small fire.

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

- What is the role of CERT team members when approaching fire?
- What does the PASS acronym stand for?
- What questions should CERT team members ask during a fire size-up?
- What PPE should be worn when attempting to put out a small fire?
- What are some personal safety considerations to take when attempting to put out a small fire?

Hands-on Activities in Basic Training Unit 6

Suppressing Small Fires (Basic Training IG p. 6-28)

Purpose:

To give participants hands-on experience in two key areas of fire suppression:

1. Using a portable fire extinguisher to suppress a small fire (as identified by the five-second standard). If a CERT volunteer cannot suppress the fire within five seconds after beginning to apply the product, he or she should back away.
2. Applying teamwork to fire suppression. It is essential that people understand that they are not only preventing damage due to small fires, but they are also making the area safe for themselves and others.

Latitude to Adapt:

Even if you do not use the full burn pan setup, walk participants through the steps to extinguish a fire.

How to Do the Activity Correctly:

1. Make sure that all the participants are dressed properly and wear safety equipment. Shorts and open-toed shoes are not allowed.
2. Be sure to work with the fire department for help in building and operating a fire pan.
3. Check with your state fire marshal about guidelines for open burning.
4. Make sure that you have enough fire extinguishers for the participants. Many fire extinguisher service companies will provide Class ABC portable extinguishers for the final activity in this unit. Contact local companies for support.
5. This exercise requires two instructors: Instructor 1 will lead the exercise. Instructor 2 will observe and serve as the exercise Safety Officer.
6. Follow the exercise instructions completely.
    - Assign participants to two-person teams.
    - One team should operate the extinguishers at a time.
    - Before participants begin the exercise, Instructor 1 should ask them to conduct a fire size-up.
    - See Basic Training Instructor Guide for detailed instructions for conducting the exercise.
    - Each participant should have the chance to extinguish the fire.
7. Be ready for the questions that typically come up after this exercise. For example, one question might be “What happens when the fire is extinguished after five seconds?” The response would be “Back out with your buddy.” Another question that might come up is “What happens if my extinguisher runs out?” The response is “Your buddy has an extinguisher.”

Tips for Teaching Basic Training Unit 6

- Be prepared to answer the “what if” questions.
- Emphasize the role of CERT volunteers. Make the distinction that CERT Basic Training does not teach people how to become firefighters.
- Highlight the importance of the buddy system. Demonstrate how to work together as a team.
- Emphasize the importance of PPE. Tell participants to follow PPE guidelines as specified by the local jurisdiction. When demonstrating activities in this unit (and others), instructors must wear PPE as part of the actual in-house demonstration.
- Know when and why you turn off utilities.
    - Learn about the rural and urban differences in the types of utilities. Make sure that instructors are familiar with what the local utilities are and how to respond to them. For example, natural gas and propane react differently, and it is important for CERT volunteers to know procedures for each.
- Make sure that you have all types of fire extinguishers (if available).
    - Consider asking participants to bring extinguishers from home.

  - Place the extinguishers up front at the beginning of the session. Fire extinguishers are inherently interesting and will focus trainees on fire attack/fire suppression.
  - If CO2 extinguishers are used for demonstration in the classroom, be sure to open the classroom doors for ventilation.
- Take the time to demonstrate each step of approaching the fire, discharging the extinguisher, and backing out. Use another instructor or a participant as your buddy during the demonstration.
- Explain each step as you demonstrate it, including details such as body position of lead person and buddy, and handling the extinguisher.
- Emphasize how quickly fire spreads. Most people do not realize how quickly a fire that is initially manageable can become unmanageable.
- Encourage people to think creatively about possible fire suppression resources.
- Emphasize how everyday products can be hazardous, e.g., dairy creamer. Suggestion: Open the training space. Light a match and trickle some dairy creamer onto it. The creamer will ignite. Use this demonstration to walk trainees through thinking about places in the community that may be loaded with flammables after a disaster event (e.g., dry cleaners, paint store).
- Do not get too in depth with material about placards. Emphasize that they are a "stop sign."
- This unit requires several demonstrations. Prepare a breaker box, a fuse box, and, if possible, a gas meter prop. Your local utilities may be able to donate these props or make them available for CERT training. The goal is to demystify these utility devices and have trainees gain a basic understanding of how these devices work.
- Consider taking the cotton ball exercise outside. Note: This exercise is found on page 6-10 of the Instructor Guide in the Instructor Notes.

How Unit 6 Connects to Other CERT Basic Training Units

This unit reiterates the concept and importance of size-up. That concept is used throughout the course. You want your participants to have a better understanding of the many ways a size-up is used in different situations.

This unit reinforces the concepts of:

- Teamwork;
- The buddy system;
- PPE;
- Personal safety; and
- Limitations.

T-T-T UNIT SUMMARY

This unit gave information on CERT Basic Training Unit 6.

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CERT Train-the-Trainer Unit 11: Manage the Classroom

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CERT Train-the-Trainer Unit 11: Manage the Classroom

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

- **How to Learn About Your Learners.** What information is useful to know? How do you find it?
- **Putting Information to Practice.** How do you use information to be a more effective Instructor?
- **Avoiding Situations That Might Make Learners Feel Uncomfortable.**
- **Disruptive Behaviors.** What behaviors are disruptive? How do you handle them?
- **Working with Learners with Functional Limitations.** What might those limitations be? How do you accommodate them?

Unit 11: Table of Contents

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SECTION 1: UNIT OVERVIEW

As discussed earlier, effective trainers are not just subject matter experts who expound on what they know and then leave.

Effective instructors have a relationship with the learners. They become a friend and a coach. They know:

- Where the learners are starting from.
- How they are doing as the course progresses.

They also use the information as they teach.

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

Learning Objectives

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

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

SECTION 2: LEARN ABOUT YOUR LEARNERS

Imagine that you are the lead instructor and you walk into a brand-new CERT class. Twenty faces are staring at you as you welcome them to CERT Basic Training. You will be together several hours over the coming weeks.

You may want to know the following information about your class:

- Names;
- Why they are here;
- What they want to get out of the class;
- What limitations they may have;
- What cultural backgrounds are represented;
- If any of them will be a challenge to work with;
- Who will be helpful during activities; and
- How they are feeling.

You can learn about your class by:

- Introductions;
- Gathering expectations;
- General conversations;
- Observations; and
- Asking specific questions.

Some of the ways an instructor gets to know the audience is through verbal communication—by asking questions and engaging them in conversation. Another way to get to know your class is through non-verbal communication and body language.

Body language can tell you that a participant:

- Is bored;
- Is confused;
- Feels apprehensive;
- Does not want to be here;
- Is excited about learning; and/or
- Is physically uncomfortable (cold or hot).

Exercise: Body Language Roleplay

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

Instructions: As the volunteers demonstrate the behaviors, note observable body language.

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

Cultural Sensitivity

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

- Cultural sensitivity means that you are aware of cultures that are different than yours.
- Because of the differences in individual cultures, it is essential that you get to know the traditions and the culture of the people you are training and work with members of that culture to resolve any potential issues.

In advance of the training:

- Meet with a community representative involved in emergency preparedness to discuss local customs and potential cultural issues.
- Discuss with the representative the different topics that will be covered in the training and identify any culturally sensitive topics.
- Develop strategies for presenting such topics in ways that will engage rather than offend participants.
- Make note of specific phrases that might be culturally inappropriate to the target audience.
- Try to recruit a member of the community you are teaching to co-teach the class. If you cannot find a person to help teach the class, invite someone from the community to attend your class and ask him or her to correct you if necessary.

During the training:

- Avoid making assumptions about the beliefs or attitudes of the learners. Remember that not all members of a community necessarily have the same cultural background.
- Talk to participants before class and during breaks about their traditions.
- Practice humility in regard to cultural issues.
- Do not make jokes or dismiss such issues.
- Be aware of how your target audience may feel about certain topics such as trauma or coping with stressors.
- Encourage learners to discuss ways that people within their community may cope with such issues.

Examples of sensitive topics:

- Some cultures dislike the term “disaster preparedness,” as they feel that it invites disaster. In this case, seek guidance to find other term(s) that will capture the positive aspects of the concept.
- In some cultures, discussing death is taboo. Treat this topic with reverence and respect participants’ cultural backgrounds.
- Physical contact is another potentially sensitive topic you may encounter.

SECTION 3: USE THE INFORMATION YOU LEARN

Scenario

You know that you are supposed to communicate with your learners, both verbally and non-verbally. You checked in with people at the beginning of each session to see how they are doing, and you talked to them at breaks. You also watched their body language. In the process, you learned a lot about your learners, as individuals and as a group.

You can use the information you learned about the class to:

- Teach to the level of the group (might need to start at a more basic or more advanced place).
- Adjust the pace of the training (might need to slow it down or speed it up).
- Motivate and encourage: smile, nod, make eye contact, be genuine, compliment, or be patient.
- Have a personal relationship with each learner: call them by name, ask if expectations are being met, or tell them something about you.

SECTION 4: TEACHING FOR ALL AGES

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. Refer to **Image 2: Learning Materials Per Generation** for more information about each generation's learning experience.

Silent Generation

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

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

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

What tools did they have to gain knowledge?

- Books; and
- Experts.

Boomers

Think about learners born in the 1940s and 1950s.

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

- Classrooms with blackboards;
- Lectures;
- Some smaller learning experiences (workshops, seminars) with more opportunity for discussion;
- Some discovery learning (science labs);
- Reading (books and notes from lectures), filmstrips; and
- Rote memorization still expected.

What new tools did they have to gain knowledge?

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

Generation X

Think about learners born in the 1960s and 1970s. Refer to **Table 2: Generation X's Common Characteristics** for more information about their characteristics.

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

- Classrooms with blackboards/whiteboards;
- Places with computers (library, lab, home);

- Participatory learning;
- Exploration and hands-on; and
- Role-playing.

What new tools did they have to gain knowledge?

- Videotapes;
- Computers;
- Video games; and
- PowerPoint and other presentations (Microsoft Office introduced in 1989).

Generation Y or Millennial

Think about learners born in the 1980s and 1990s. Refer to **Table 3: Generation Y's Common Characteristics** for more information about their characteristics.

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

- It is everywhere.
- It is multimedia.

What new tools do they have to gain knowledge?

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

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

Some things that are important to remember when working with these audiences:

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

All generations can engage in all types of learning and all types of media. However, it is helpful to think about what people are used to and are comfortable with.

Working with Young Learners

Gen-X

Table 2: Generation X's Common Characteristics

Characteristics	What Do They Want
Born in the 1960s and 1970s. Their parents were born shortly before or during World War II or in the 1950s when the war was a recent memory.	
Independent and Self-Reliant: Having grown up with both parents working/furthering their education, Xers are used to getting things done on their own. Hence, they tend to be independent problem-solvers and self-starters.	They want support and feedback, but they do not want to be controlled.
Technologically Literate: They have grown up with and are familiar with computer technology.	They prefer the quick access of the internet as their source for locating information.
Expect Immediate Gratification: Generation Xers are conditioned to expect immediate gratification.	They crave stimulation and expect immediate answers and feedback.
Tend To Be Focused: As learners, Generation Xers do not want to waste time.	They want their work to be meaningful to them. They want to know the reason for learning something before taking the time to learn it.

Characteristics	What Do They Want
Lifelong Learners: Generation Xers know that they must keep learning to be marketable. They do not expect to grow old working for the same company, so they view their job environments as places to grow.	They seek continuing education and training opportunities.
Ambitious: In 2015, more than half of new startups were founded by Generation Xers.	They crave success on their own terms.
Fearless: Many have participated in extreme sports such as bungee jumping and sky surfing. Generation Xers are used to adversity and their experiences have made them stronger.	Most believe they must do what it takes to succeed because no one else is going to do it for them.

Gen Y or Millennial

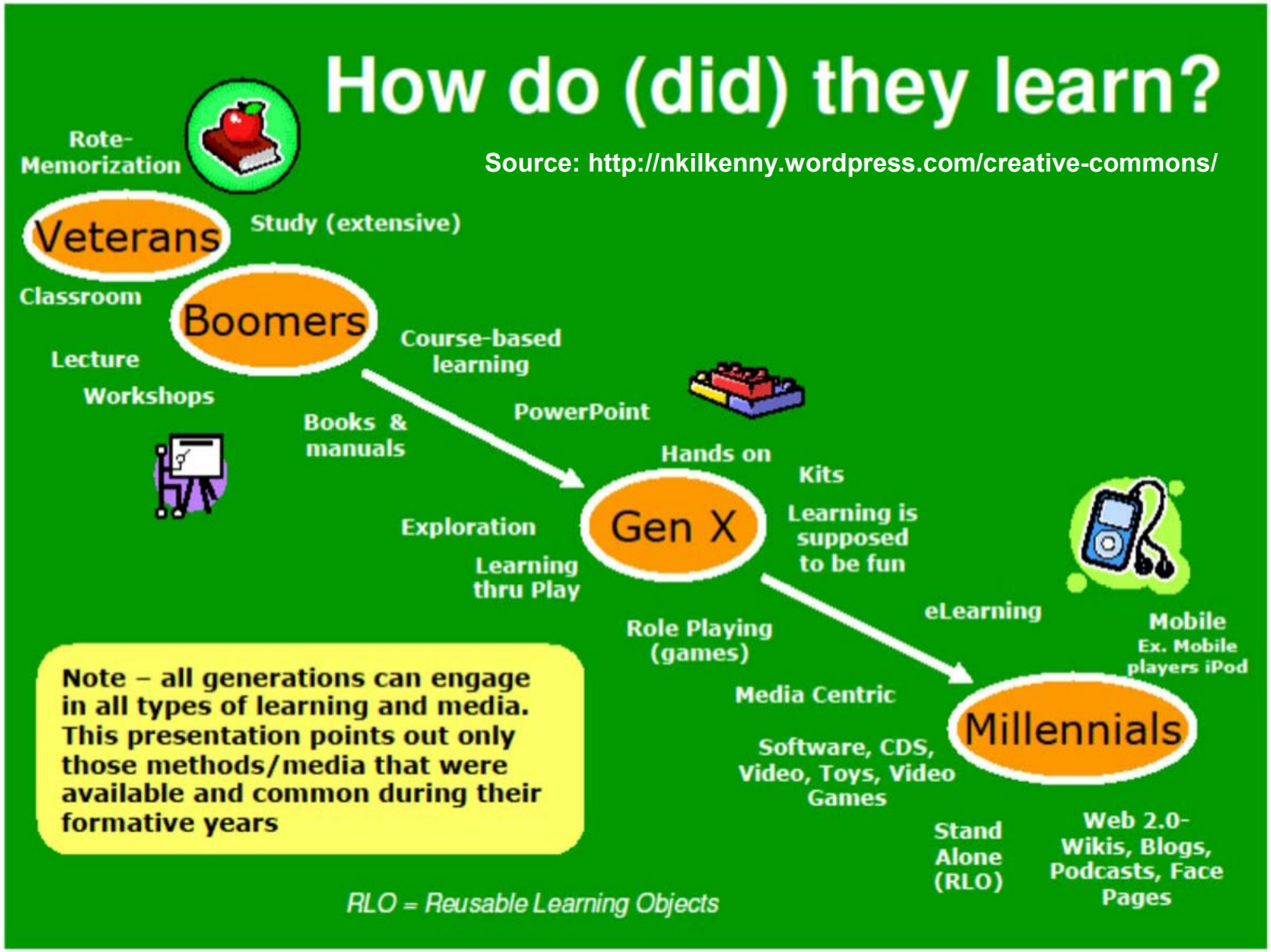
Table 3: Generation Y's Common Characteristics

Characteristics	What Do They Want
Born in the 1980s and 1990s; Bigger than Baby Boomer Generation; three times the size of Generation X; roughly 26% of the population.	
Close Relationship with Parents: They admire their parents (33% name one or both parents as their hero, rather than a pop culture celebrity).	Social interaction is important.
Close Sphere of Influence: A more dangerous world has created an environment that is more sheltered and structured and where young people have been protected. The small sphere of influence has contributed to the creation of a generation that is, in general, more polite and considerate than their predecessors. They are less likely to call adults by their first names, but rather use the more formal Mr. or Mrs.	Respect and positive reinforcement are important to this group.
Attentive and Respectful: This generation has been brought up to show respect for others. In a crowded world where there are larger numbers of people in classrooms and activities, civility becomes essential to getting along.	Like their Boomer parents, fairness is important to this group.

Characteristics	What Do They Want
Programmed and Team Oriented: 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.	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.
May Have Poor Conflict Resolution and Interpersonal Skills: Having spent a large percentage of time in structured activities, they are accustomed to having a lot of adult supervision.	They want lots of feedback. This allows them to know when they are headed in the right direction and when they are getting off track. Frequent attention from teachers is welcome.
Pressured to Succeed: The Boomers, parents of the Gen Y generation, were pressured themselves to succeed and they transferred that pressure to their children. In addition, just as Boomers have lived in a world where there is increasing competition for resources, Gen Y has done the same. Yet at the same time, Gen Y is open, eager, and responsive.	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.
Involved: This is a generation of activists — young people who believe they can make a difference. They are socially conscious and interested in politics and social issues.	They like to be useful and helpful.
Egalitarian, Diverse, and Inclusive:	They prefer to work in teams or groups.

Characteristics	What Do They Want
They do not prefer hierarchy. One in five has an immigrant parent. They are very accepting of all.	
Demanding of themselves and others, impatient, stressed Members of this group set the bar high for themselves, and they, like their Boomer parents, expect success. They sometimes "expect" to get good grades and are upset when this does not happen.	They want to know precisely what they need to do to meet the requirements of the class. This is not a lack of intellectual curiosity, but a desire to be efficient.
Multi-tasker This generation can easily manage to listen to music, work on the computer, and watch television at the same time.	They want opportunities to be creative in how they approach and fulfill requirements. This group is the most visual of all learning groups.

Image 2: Learning Materials Per Generation



SECTION 5: DIFFICULT SITUATIONS

There are some situations in a classroom that can become a bit sensitive. This unit reminds participants to watch out for these situations and offers some guidelines.

Situations that may make a learner feel left out include:

- Instructor ignores some learners.
- Instructor has some favorite learners.
- Some learners do not feel able to do the exercises due to physical limitations.
- Some learners do not feel comfortable doing some of the exercises (touching).
- Instructor uses inappropriate language or makes inappropriate jokes.
- Learners feel that other learners “take charge” too much during group activities/exercises.

SECTION 6: GUIDELINES FOR APPROPRIATE BEHAVIOR

Guidelines for appropriate ways an instructor should behave include:

Watch your language.

There is no place in CERT for jokes or comments about race, religion, gender, ethnicity, or personal issues that may hurt an individual.

Avoid references or comments about any issues not relevant to CERT that could be controversial (e.g., political issues).

Watch acronyms. Only use an acronym after you have explained the term at least once.

Be consistent.

Address questions and comments to everyone. Do not give additional attention to any one learner.

Handle situations in the same way each time.

Also watch for learners who withdraw when another participant appears to "take over" during group activities/exercises. Encourage every learner to participate. Manage any learners who tend to exclude or overlook others.

Get to know the learners.

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

Deal with touching appropriately.

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

Remember that one of the outcomes of the CERT Basic Training is CERT volunteers having less discomfort with touching people they are trying to help. Throughout the Basic Training course, instructors must model appropriate behavior to help participants feel more comfortable about touching patients.

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

SECTION 7: BEING A BRAIN-FRIENDLY INSTRUCTOR

Remember that in Unit 6 you learned about the importance of creating a positive learning environment. You should teach to various learning styles (auditory, visual, and tactile) and you should use techniques that maximize learning, such as repetition, motivation, and reinforcement.

This unit, Unit 11, is also exploring another way you can create a positive learning environment by managing the classroom. You do this by:

- Learning about your learners; and
- Controlling sensitive situations.

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

1. The brain is taking in visual, auditory, and motor information all the time.
2. When a piece of information is new, novel, or challenging, the brain lobe taking in the information relays a stronger impulse to the relay station called the "hippocampus."
3. This information is then processed for value, type of information, etc., and it is packaged up and sent to a long-term storage area (e.g., visual information is stored in the occipital lobe, sound memories are stored in the auditory cortex).
4. However, the hippocampus has very limited storage.
    - Imagine you have a water glass and a large jug of water.
    - You start to pour water into the glass and the glass begins to fill.
    - You continue pouring.
    - What happens? The water overflows.
    - What happens to the overflow? It is lost forever.
5. The same is true of the hippocampus.
    - Just like the lost water, information trying to enter an already full hippocampus is never processed, so learning transfer will not happen.
6. As an instructor, you must give the hippocampus time to process, package, and send information to storage before you give it more input.

So how do you keep the hippocampus from getting too full? Follow this rule of thumb:

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

Another thing you can do is think about building blocks.

1. Pre-expose learners to ideas and concepts.
2. This starts the learning process and gives the hippocampus pegs that it can hang new information onto.

3. The hippocampus can process information faster if it has already created the pegs.

SECTION 8: POTENTIALLY DISRUPTIVE BEHAVIORS

Instructors need to think about non-traditional learners. Perhaps they have a different agenda than that laid out in the Instructor Guide. Perhaps they have mental or physical limitations. In every situation, the instructor needs to integrate them smoothly into the training class.

Disruptive behavior may include:

- Side conversationalist (whispering to someone);
- Non-participator (is not an active member in the class);
- Expert (must always add something to the discussion; may argue with the instructor);
- The "dart thrower" (shoots down other people's comments);
- The "hare" (always tries to jump ahead);
- Noisemaker (taps a pencil, rustles papers); and
- Class clown (makes a joke out of everything; tries to be the center of attention).

Disruptive behavior may cause others in the class to:

- Have trouble concentrating;
- Have difficulty hearing instructor;
- Feel less motivated;
- Feel angry or irritated;
- Feel left out; and or
- Participate less.

Exercise: Addressing Disruptive Behaviors

Purpose: Participants work in small groups to identify what motivates disruptive behaviors and how instructors should respond to the behaviors.

Instructions: Follow the steps below.

1. What kinds of behaviors have you seen that indicate a learner might not be fully engaged in the class?
2. Break into small groups.
3. Within your group, discuss:
   - What might be motivating these behaviors?
   - How should an instructor respond to the behavior?
4. Regroup and report out.

SECTION 9: WORKING WITH LEARNERS WITH FUNCTIONAL LIMITATIONS

Scenario #1

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

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

- Auditory;
- Visual;
- Bending;
- Grasping; and
- Strength.

What kinds of accommodations could you make?

- Do not make assumptions about their limitations.
- Arrange the classroom such that participants who choose to may sit as close as possible to the front/instructor.
- Use a microphone if possible.
- Let participants know the CERT Basic Training Participant Manual is available in Braille and in screen-reader format for anyone who requests it. Contact FEMA-Prepare@fema.dhs.gov for information.
- Emphasize that all participants (not just the older people) must pay attention to their limitations and that there are functions for every person on a CERT.
- In exercises that may require physical agility, etc., encourage all participants to try everything. For those with any physical challenges, also suggest important functions that will be manageable (e.g., acting as group leader, acting as safety officer, keeping documentation). There is a role for everyone in CERT.

Scenario #2

What if someone arrives at the first class in a wheelchair? Do you automatically assume that this person cannot be a CERT volunteer?

How would you respond?

- Do not make assumptions about their limitations.
- Ensure that classroom setup has clearance for wheelchairs.
- Emphasize that all participants must pay attention to their limitations and that there are functions for every person on a CERT.
- In exercises that may require physical agility, etc., encourage all participants to try everything. For those with any physical challenges, also suggest important functions that will be manageable (e.g., acting as group leader, acting as safety officer, keeping documentation). There is a role for everyone in CERT.

UNIT SUMMARY

There are several ways, both verbal and non-verbal, that people can tell you about themselves. Learn to read the cues and listen to them so you can present training that is effective.

This unit provided guidelines for sensitive situations in the classroom. It also reviewed the issue of asking permission to touch.

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

- Behaviors that might disrupt the class:
  - Side conversationalist;
  - Non-participator;
  - Expert;
  - Dart thrower;
  - Hare;
  - Noisemaker; and
  - Class clown.
- Learners with limitations.
- There are a range of techniques that instructors can use to respond to any of these situations.

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CERT Train-the-Trainer Unit 11: Additional Materials

- Techniques for Dealing with Challenging Learners

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TECHNIQUES FOR DEALING WITH CHALLENGING LEARNERS

Table 4: Techniques for Dealing with Challenging Learners

Dealing With…	Possible Reasons For Behavior	How to Deal With It
Side Conversationalists	• May be sharing information about the topic that hasn't yet been discussed. • May be bored. • May be talking about personal things unrelated to training.	• Set guidelines about behavior. • Speak privately at break. • Make eye contact. • Move closer. • Comment about the difficulty of others hearing or concentrating. • Confront behavior as a last resort.
Non-Participative Learners	• May be shy or unsure. • May be thinking before speaking. • May be distracted by outside problems. • May not understand what is going on. • May feel superior; know-it-all. • May be bored.	• Look for a sign that they know an answer and ask them to respond. • Direct questions to them if you are sure they know the answer or have related experience to respond. • Compliment them the first time they respond. Be sincere! • Do not embarrass or put them on the spot. • Seek feedback at the break.
The "Expert"	• May be well-informed and anxious to share information. • May be naturally talkative. • May feel defensive.	• Acknowledge the response and redirect the question and discussion to involve others. • Impose time limits on the response. • Acknowledge the comment and involve others: "Al, that was an interesting insight. Barbara, what are your views on the issue?"

Dealing With…	Possible Reasons For Behavior	How to Deal With It
		• Talk privately with the learner. Ask for his or her help to encourage silent partners.
The "Dart Thrower" (shoots down other people's comments)	• May have a personal clash. • May be feeling left out. • May have been "shot down" before in training.	• Set ground rules about disagreeing with a point/statement. • Differentiate between personal attacks and differing points of view. • Remind learners about respect. • Do not be defensive. • Take a break to discuss behavior.
The "Hare" (always tries to jump ahead)	• May be in a hurry to finish. • May be bored with the topic. • May really be more interested in the upcoming material.	• Stress the importance of the current topic. • Ask for input on the current topic. • Ensure them that their concerns will be addressed. • Remain calm.
The "Noise Maker"	• May be subconsciously unaware. • May be bored. • May need a break.	• Make eye contact. • Move in for proximity. • Take a 5-minute break and speak with the learner.
Class Clown	• May want attention. • May be bored with material. • May not understand material or what is going on.	• Relate the humorous comment to the related topic, if possible. • Thank the learner for adding a light touch. • Request comments related to the topic, so the class can stay on track. • Discuss the behavior privately. • Use small groups.

Dealing With…	Possible Reasons For Behavior	How to Deal With It
Conflicts Between Learners	• May have histories that you are unaware of. • May have different ideas, values, beliefs, or perceptions. • May have personality differences.	• Recognize differences of opinion as both positive and healthy. • Emphasize points of agreement. • Minimize points of disagreement. • Try to get them to agree to disagree. • Do not criticize either learner. • Take a break to resolve privately.

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CERT Train-the-Trainer Unit 12: CERT Basic Training Unit 7 Review

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CERT Train-the-Trainer 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**
- **Hands-on Activities in the Unit and How to Do Them**
- **How This Unit Connects to the Other Units**

Unit 12: Table of Contents

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SECTION 1: T-T-T UNIT OVERVIEW

This unit reviews the content and activities in CERT Basic Training Unit 7. It also identifies how Unit 7 connects to the other units in the CERT Basic Training Course.

SECTION 2: BASIC TRAINING UNIT 7 REVIEW

Basic Training Unit 7 Purpose

The purpose of CERT Basic Training Unit 7 is to:

- Show how to do search and rescue size-up.
- Teach how to conduct interior and exterior searches.
- Teach how to rescue a survivor: lifting, leveraging, cribbing, and survivor removal.

Basic Training Unit 7 Learning Objectives

Unit 7 learning objectives are:

1. Identify and apply CERT size-up requirements for potential search and rescue situations.
2. Demonstrate common techniques for light search and rescue operations.
3. Demonstrate safe techniques for debris removal and survivor extrication during search and rescue operations.

Basic Training Unit 7 Key Topics

In this unit, the instructor should do the following:

- Give a brief overview of the unit and the material that will be covered.
- Apply the CERT size-up concept to search and rescue.
- Teach how to conduct both interior and exterior searches safely and in a systematic manner.
- Teach safe and correct techniques for lifting, leveraging, and cribbing.
- Teach how to remove survivors after triaging them:
  - Carries: one-person arm, pack-strap, two-person, chair, blanket;
  - Drags; and
  - Log rolling.

Training Videos for Basic Training Unit 7

If there is time, the 32-minute video (or portions of it) *CERT Training: Safety in the Post-Disaster Environment* is recommended for this unit. This training video will help prepare CERT volunteers for the kinds of hazards they may experience after a disaster and help them stay safe as they work in the disaster area. Instructors should relate this information back to the LSAR content in Unit 7, such as the presence of debris and hazards after a disaster, and the possible damage to buildings and structures that makes them unsafe to enter.

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

After showing the video, the instructor should highlight or recap the following topics:

- CERT volunteer safety is always the priority.
- Expect the unexpected during a disaster.

- The danger period continues long after the event itself ends.
- Disasters destabilize the environment, making familiar areas unfamiliar (e.g., hidden dangers).
- As a CERT volunteer, it is just as important to know what you cannot do, as much as what you can do. This protects you from becoming a victim as well.
- Buildings and facilities may appear safe to enterbut could have unseen structural damage or other hidden hazards.
- Injuries such as lacerations from debris are the most common injuries after a disaster (e.g., stepping on nails or sharp debris, hitting heads on hanging debris).
- Be cautious when dealing with unknown animals after a disaster; they may react out of fear.

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

- Why does the danger period continue long after the initial disaster event ends?
- What is the number one hazard in a disaster area, and why?
- Does anyone carry additional equipment with them in their go-kit beyond the standard equipment? If so, what?
- After a disaster, if you are unable to access the rest of your team, how can you, as a trained CERT volunteer, mobilize and use neighbors who do not have any training?
- What are some common injuries to workers in a post-disaster environment and how can you prevent them?

Hands-on Activities in Basic Training Unit 7

Gathering Facts (Basic Training IG pp. 7-8)

Purpose:

To give participants the chance to consider some of the facts that CERT search and rescue teams need to gather during size-up.

Latitude to Adapt:

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

How to Do the Activity Correctly:

Do the activity as it is written.

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

Search and Rescue Size-up (CERT Basic Training IG p. 7-19)

Purpose:

To give the participants a chance to practice some of the thinking processes involved in planning and search and rescue size-up.

Latitude to Adapt:

Do the activity as it is written.

How to Do the Activity Correctly:

The exercise is based on several different types of local buildings (one for each small group) for the most likely type of incident that the community will face.

- Prepare realistic scenarios before the session and have copies for each participant. Include the following types of information in the scenarios:
  - Type of event;
  - Intensity/severity/duration;
  - Who is affected;
  - Current/forecast weather conditions;
  - Time of day and week; and
  - Other factors that may affect search and rescue operations.
- Give participants information about likely damage caused by local hazards (e.g., earthquakes, floods, hurricanes, tornados) to local buildings, bridges, roads, etc.

Survivor Carries (CERT Basic Training IG p. 7-37)

Purpose:

To give participants the chance to practice different drags and carries to safely move survivors.

Latitude to Adapt:

Do the activities as they are written.

How to Do the Activity Correctly:

- First, demonstrate the carry with a volunteer or another instructor. Note: If you plan to use a chair in the classroom for a chair carry demonstration, be sure to test the chair first.
- Give permission for participants to opt out of any carry they do not feel comfortable doing. They should only attempt drags and carries if they are able to do so.
- Remind the participants that CERT volunteers' safety is the number one priority.
- Ask teams to rotate through the exercise. Unless someone has opted out of the exercise, make sure that everyone has the chance to act as both a survivor and a rescuer.

Survivor Extrication (CERT Basic Training IG p. 7-38)

Purpose:

To give participants a chance to practice the removal of entrapped survivors from a damage site, using leveraging/cribbing, and drags and carries. The intent is for them to practice searching a room, finding survivors, and removing them.

Latitude to Adapt:

- Create a more realistic scenario by using two or three rooms at the same time so that there are several "rescues" happening at once.

- If there are more groups of six than there are "collapse sites," have one group watch while another does an extrication at one site. When groups rotate, observers and rescuers should switch.
- If rescue dummies are available, use them as the entrapped survivors at the "collapse sites," allowing all members of the group to practice as rescuers.

How to Do the Activity Correctly:

- Do the activity as it is written.
- Instructors should observe each group and correct errors that they see.
- As the groups rotate through the exercise, rearrange the room and survivors between each group.

Demonstrations

There are several demonstrations in this unit. Prepare for them and practice them, including:

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

Do not wait until the end of the course to have participants practice leveraging and cribbing with a 600-pound slab of concrete. Set up a demonstration in the classroom so participants can begin to get familiar with the principle of the fulcrum and with the nomenclature used before they actually work with large objects.

Tips for Teaching Basic Training Unit 7

- It is important to know your audience and their physical abilities.
- Time management is often an issue for this unit. Be sure to follow the recommended times for each section. Make sure there is enough time to demonstrate and practice the lifts.
- For the purposes of time and understanding, this unit may be split into two units and taught separately. If you choose to do this, you are advised to teach through "Conducting Interior and Exterior Search Operations" (Sections 1 through 3) in the first session and resume with "Firefighting Rescue Operations" (Section 4) in the second session.
- Give participants a warning about the risks associated with search and rescue without scaring them.
- When teaching size-up, emphasize having a plan of action.
- Marking structures: Know your local jurisdiction's practice in marking structures. If the local jurisdiction's procedures are different from those in the CERT Basic Training Course, teach the local requirements.
- Marking structures: Illustrate the marking technique on an easel pad and discuss what goes in each quadrant of the "X."
- Stress that the CERT should not move bodies of people who have died in a building as the local law regarding who should move the person will prevail. In

addition, the building may be a crime scene where there should not be any tampering.
- Note that slide 7-25 is an animated slide and requires three clicks for the entire slide to appear. It shows the sequence of information to be added to the "X."
- Instructors must describe and help participants understand when to attempt a rescue.

How Unit 7 Connects to Other CERT Basic Training Units

It continues the messages of:

- Teamwork;
- The need for size-up; and
- Team safety.

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

T-T-T UNIT SUMMARY

This unit gave information on CERT Basic Training Unit 7.

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CERT Train-the-Trainer Unit 13: CERT Basic Training Unit 8 Review

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COMMUNITY EMERGENCY RESPONSE TEAM

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CERT Train-the-Trainer Unit 13: CERT Basic Training Unit 8 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**
- **Hands-on Activities in the Unit and How to Do Them**
- **How This Unit Connects to the Other Units**

Unit 13: Table of Contents

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SECTION 1: T-T-T UNIT OVERVIEW

This unit reviews the content and activities in CERT Basic Training Unit 8. It also looks at how Unit 8 connects to the other units in the CERT Basic Training Course.

SECTION 2: BASIC TRAINING UNIT 8 REVIEW

Basic Training Unit 8 Purpose

The purpose of CERT Basic Training Unit 8 is:

- To provide CERT volunteers with some information about terrorism, terrorist tactics, and weapons.
- To discuss the role of CERT volunteers during a terrorist attack.

Basic Training Unit 8 Learning Objectives

Unit 8 learning objectives are:

1. To define terrorism.
2. To list the eight signs of terrorism and describe how to report suspicious activity.
3. To explain the role of a CERT volunteer during a terrorist incident.
4. To describe activities to prepare for a terrorist incident at home, at work, and in the community.

Basic Training Unit 8 Key Topics

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

- Give a brief overview of the unit and the material that will be covered.
- Stress personal safety. As with HazMat, terrorist incidents are a stop sign.
- Keep the discussion simple.
- Send the message that it really doesn't matter what causes a disaster; the response will be the same.
- Stress the role that CERT volunteers play during a terrorist attack.

Hands-on Activities in Basic Training Unit 8

Preparing for a Terrorism-Related Event (Basic Training IG p. 8-7)

Purpose:

As with all types of disasters and emergencies, preparation is the key to planning for a terrorism-related event. Although it is often difficult to predict when such an event may happen, there are several steps that CERT volunteers can take today to be prepared.

Latitude to Adapt:

Do the activity as it is written.

How to Do the Activity Correctly:

The activity is self-explanatory.

Tips for Teaching Basic Training Unit 8

- Remember to keep the discussion simple. Avoid highly technical descriptions.
- If your community has a low risk for terrorism incidents, point out to participants that the information on terrorism is important for anyone who travels.

- If participants ask “what if” questions about scenarios that are extremely unlikely, identify the improbabilities but answer any parts of the question that might be realistic.

How Unit 8 Connects to Other CERT Basic Training Units

Relate a terrorist attack to the scene of a hazardous materials incident discussed in Unit 6. Like a HazMat incident, a terrorist incident or the warning signs of an attack are a “stop sign” for CERTs.

T-T-T UNIT SUMMARY

This unit gave information on CERT Basic Training Unit 8.

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

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CERT COMMUNITY EMERGENCY RESPONSE TEAM

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CERT Train-the-Trainer Unit 14: CERT Basic Training Unit 9 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**
- **Hands-on Activities in the Unit and How to Do Them**
- **How This Unit Connects to the Other Units**

Unit 14: Table of Contents

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SECTION 1: T-T-T UNIT OVERVIEW

This unit reviews the content and activities in CERT Basic Training Unit 9. It also looks at how Unit 9 connects to the other units in the CERT Basic Training Course.

SECTION 2: BASIC TRAINING UNIT 9 REVIEW

Basic Training Unit 9 Purpose

The purpose of CERT Basic Training Unit 9 is:

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

Basic Training Unit 9 Learning Objective

The Unit 9 learning objective is:

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

The learning objective is addressed in these topics:

- The Final Exam; and
- The Disaster Simulation.

Basic Training Unit 9 Key Topics

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

- Give a brief overview of the unit.
- Briefly review in each unit the material that was covered in the CERT Basic Training Course.
- Give the final exam. You will need to make copies of the exam for each of the participants.
- Run the disaster simulation.

Hands-On Activities in Basic Training Unit 9

Disaster Simulation (Basic Training IG pp. 14-15)

Purpose:

To give participants a chance to apply and practice the skills they have learned in the Basic Training Course.

Latitude to Adapt:

CERT programs use two models:

- Disaster Simulation Model (described in Unit 9).
- Disaster Station Model (the model in Unit 9 without the scenario). Either model is acceptable.

How to Do the Activity Correctly:

Unit 9 includes a full explanation for how to prepare for and run the disaster simulation.

You will need to:

- Prepare a disaster scenario;

- Enlist “survivors;” and
- Recruit four assistant instructors.

Throughout the simulation, the instructors at each station should stress that the participants must treat the exercise as if it were real and train as if lives were depending on it.

Reinforce that mistakes made during training are lessons learned—lessons that may someday save lives and prevent injuries.

Tips for Teaching Basic Training Unit 9

- Remind participants that they should always practice safety.
- Be prepared for participants to worry about “failing.”
- Encourage participants to work hard and to try everything they are physically able to do. Mistakes during the exercise are a great way to learn.
- Stress to participants that the instructors are there to coach them.
- If the Disaster Station Model is used, it can be enhanced using documentation forms with each station identified with a street address.
  - Addresses cannot be “Station 2” but must reflect an address such as “2222 Oak Street” to reinforce correct 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 right after the exercise and before graduation.
- Graduation: If you award certificates of completion at the end of Unit 9, invite a high-level officer from your organization or an elected local official to attend and recognize the CERT graduates.
- After certificates are awarded, be sure to thank participants for their commitment to CERT and announce any upcoming CERT activities.

How Unit 9 Connects to Other CERT Basic Training Units

This unit summarizes the entire course and allows participants to show and practice what they have learned.

Throughout the course, participants should be told about what the final session will include.

T-T-T UNIT SUMMARY

This unit gave information on CERT Basic Training Unit 9.

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CERT Train-the-Trainer
Unit 15: Teach-Back #2

Participant Manual

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CERT Train-the-Trainer 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**

Unit 15: Table of Contents

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PART 1: TEACH-BACK #2 ASSIGNMENT

SECTION 1: THE TEACH-BACK PROCESS

Practice is a key part of any successful T-T-T class. You need to practice teaching the skills in the CERT Basic Training Course, and you need to practice incorporating the information you are learning in this CERT T-T-T Course.

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

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

Feedback Checklists

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

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

- What went well?
- What could be improved?

SECTION 2: THE TEACH-BACK ASSIGNMENT

What to Include in the Teach-Back

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

The presenters' responsibilities are to:

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

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

Remember to incorporate practices and information you have learned from:

- Unit 2: Your Role as Instructor;
- Unit 6: Maximize Learning; and
- Unit 11: Manage the Classroom.

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

Each presentation should last no more than 15 minutes.

Content Blocks to Be Assigned

You will be assigned one of the following blocks:

- Unit 5: Description, explanation, and discussion of techniques to reduce stress on CERT volunteers (pages 5-6 through 5-9).
- Unit 6: Use of fire extinguisher (selection of extinguisher, test, approaching fire, discharge of extinguisher, backing out) (pages 6-8 through 6-14).
- Unit 7: Description, explanation, and demonstration of entering, searching, and marking a building (pages 7-20 through page 7-26).
- Unit 7: Description, explanation, demonstration, and hands-on practice of one-patient carries: one-person arm carries and one-person pack strap carry (page 7-39).
- Unit 7: Description, explanation, demonstration, and hands-on practice of two-patient carries: two-person carry and chair carry or blanket carry (pages 7-38 through 7-39).

PART 2: TEACH-BACK #2

SECTION 1: TEACH-BACK SETUP

Follow these steps for the teach-back presentation:

1. The presentation should last no longer than 15 minutes.
2. The participants who are not training will give feedback on the presentation after it is done.
    - First, the “audience” (other participants and an instructor) will complete a feedback checklist. The written checklists will be given to the presenters.
    - Second, the audience will give feedback orally.
3. The feedback will last 7-8 minutes.
4. Then the next team will get ready for its presentation.

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

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CERT Train-the-Trainer Unit 16: Preparing for the CERT Basic Training Course

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CERT Train-the-Trainer Unit 16: Preparing for the CERT Basic Training Course

In this unit, you will learn about:

- **Requirements for a CERT Basic Training Course**
- **Factors That Might Affect a Smooth Course Offering and Their Solutions**

Unit 16: Table of Contents

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SECTION 1: UNIT OVERVIEW

This unit reviews the activities that are needed to put on a CERT Basic Training Course and identifies who should be responsible for seeing that the activities are completed.

This unit also offers some tips for how to have a smooth CERT Basic Training Course. The things discussed in this unit fall under the instructor's role of classroom manager (see Unit 2).

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

- Explain what needs to be done to put on a CERT Basic Training Course.
- Name who is responsible for each task.
- List factors that affect a smooth course offering.
- Explain how to address each one.

SECTION 2: POSSIBLE PLAYERS

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

The CERT Basic Training Course may be put on by:

- Course Manager;
- Lead Instructor;
- Other instructors; and/or
- Volunteers.

Sometimes the same person wears more than one hat, e.g., Course Manager and Lead Instructor. However, in many communities, the CERT Program Manager also assumes the roles of Course Manager and Lead Instructor.

It usually takes several people to put on a CERT Basic Training Course.

SECTION 3: CERT BASIC TRAINING COURSE PREPARATION CHECKLIST

Recruit instructors. **Person responsible:**_____

- General rule: At least two instructors should jointly conduct each session.
- Units 3 and 4 should be conducted by licensed or certified paramedics, emergency medical technicians, or nurses.
- All other units (1, 2, 5, 6, 7, 8, and 9) should be conducted by skilled fire and rescue instructors.
- Assess an instructor's training skills (ask for references; ask people who have taken a class with the instructor).

Locate a facility. **Person responsible:**_____

- Space needed:
  - Classroom training space that can be arranged as desired.
  - Hands-on activity training space.

  - A good rule of thumb is 1,000 square feet for every 20 participants (classroom and practice), if there is plenty of room to spread out for the practice exercises.
  - Room for the Unit 9 exercise stations (three inside areas and one outside area).
- Learn how to regulate the temperature and lighting in the training facility.
- Know whom to contact for help in emergencies (e.g., if the power goes out).

Prepare the instructors. **Person responsible:**_____

- Make sure that instructors know about:
  - The types of hazards (natural, technological, and manmade) that present the greatest risk to the community.
  - Local building structures that present the greatest hazard in the event of a disaster.
  - The community's emergency operations plan.
  - The CERT Program: its purpose, its place in the emergency operations plan, its messages, and values.
  - The CERT Basic Training Course: what it covers, how it is structured, etc.
    - Ask instructors to tailor their units to your community with photos, handouts, scenarios, and examples.
    - Conduct a walk-through of all the hands-on activities. Identify equipment needs and desired space layout. Anticipate questions and problems.
    - Develop the Unit 9 scenario if using the disaster simulation model.

Gather equipment and supplies. **Person responsible:**_____

- A computer with:
  - The ability to open and project CERT materials
  - The ability to stream audio and video
  - CD/DVD player
- Projection system and screen
- 1-2 easel pads and easels
- Markers (variety of colors)
- Masking tape
- Food and water for participants
- Pens and pencils
- Hands-on activity equipment

Prepare printed materials. **Person responsible:**_____

- Agenda
- One Participant Manual for each participant
- Any additional handouts that are not included in the Participant Manual, e.g., Hazards

Recruit "survivors" for activities. **Person responsible:** _____

- "Survivors" can be recruited from high school drama classes or high school and college health classes.
- CERT volunteers who have already completed the CERT Basic Training Course also make good survivors.
- The appropriate number of survivors is dependent on the number of CERT participants. Two or three survivors for every CERT participant are recommended.

SECTION 4: PREPARE FOR THE UNFORESEEN

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

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

SECTION 5: FACTORS THAT AFFECT A SMOOTH COURSE OFFERING

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

- Time management;
- Equipment use;
- Familiarity with whole course; and
- Team teaching.

Time Management

- There is a lot to cover in the course so stick to the times suggested in the Instructor Guide.
- Start on time and end on time; people are not going to want to stay past the end time.
- Watch your stories and adding extraneous info.
- Know how to wrap up a discussion.
- Know how to use the equipment; do not waste class time learning how to use it.

Learning how to use classroom equipment before the class begins will save a lot of time. You do not want to lose time and break the flow of the class because you are fumbling with equipment.

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

- Computer;
- PowerPoint and video projection system;
- PPE; and/or
- All activity materials (see Basic Training Instructor Guide):
  - Fire extinguishers;
  - Sterile dressings;
  - Stretcher;
  - Pry tools and cribbing; and
  - Splinting materials.

Tips for Effective Time Management

1. At the start of the unit, establish some ground rules:
   - There is a lot to be covered. The instructor reserves the right to wrap up a discussion and move on. Minimize instructor and participant "war stories."
   - Everyone gets a chance to talk but no one dominates.
   - Use a *Parking Lot* to capture items that need to be pursued but are not the focal points for this unit.
   - Ask the group to keep focused.
2. Ask for help from the group. "Folks, we have 10 minutes remaining for this item. We need to refocus. How can we wrap up this discussion?"
3. Practice until you can use the equipment easily and comfortably.

4. As much as possible, get activities set up ahead of time.
5. Get non-participant volunteers to help set up the hands-on activities at the appropriate time.
6. As you prepare, practice giving the directions for the activity. They need to be simple, clear, complete, and in logical order.

Familiarity with Whole Course

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

- You can tell people where the answer to a question will be addressed.
- You can refer to a point or skill learned in a previous unit that supports material in the current unit.
- You can make the connections that show CERT as a cohesive model.
- You look more competent.
- You can help the "specialty" instructors who may be less familiar with the course.

Team Teaching and CERT

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

- There should be at least two instructors present for each unit.
- Plan together before the class for how you will divide up the instructor roles:
  - Trainer;
  - Coach;
  - Evaluator; and
  - Classroom manager.
- You can take turns instructing different parts of the unit. One teaches while the other takes notes, writes on the easel pad, and deals with administrative issues.
- One can open, close, and help with activities while the other teaches the skill.
- One can do all the teaching while the other simply monitors, being an additional set of eyes and ears.
- However, the delivery of lectures is divided, both trainers are needed to coach and evaluate participants' hands-on practice of the skills.
- Rehearse whenever possible so you can figure out timing and identify any areas that might cause a problem.
- Meet afterward to evaluate and suggest improvements for the future.
- Other tips:
  - In particular, know how to support specialized instructors.
  - Agree to make any difference of opinion "respectful debate."

UNIT SUMMARY

This unit has reviewed the activities that are needed to put on a CERT Basic Training Course and who should be responsible for seeing that the activities are completed.

This unit also examined things instructors need to master to have a seamless CERT Basic Training Course.

- Time management;
- Familiarity with the whole course;
- Team teaching; and
- Equipment uses.

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CERT Train-the-Trainer
Unit 17: Course Summary

Participant Manual

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COMMUNITY EMERGENCY RESPONSE TEAM

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CERT Train-the-Trainer 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**

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SECTION 1: REVIEW OF COURSE LEARNING OBJECTIVES

The learning objectives for the CERT Train-the-Trainer (T-T-T) course describe what behaviors are expected from you by the end of this course.

Course creators were very specific about what performance they wanted from CERT T-T-T course participants. The full list of learning objectives is listed below.

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

1. Show knowledge of the CERT Basic Training Course. During this course, we talked about:
   - The history of CERT.
   - The intent and purpose of CERT.
   - The emergency management system and where CERT fits.
   - The learning objectives of each unit of the CERT Basic Training Course and how the unit meets those objectives.
   - The order of the units and how one unit connects to the other units.
   - How to create an effective Unit 9 scenario.
2. Show the ability to present a part of the CERT Basic Training Course (teach-back).
   - Each teach-back included a lecture, a demonstration, a hands-on activity, and structured feedback on the activity.
3. Explain the core values of CERT.
4. Show classroom management techniques and the ability to reach all learners. In the instructional methodology-based units, we covered the following topics:
   - How to manage difficult learners.
   - Adjusting to the limitations of some participants.
   - The logistical issues to be considered when putting on a course, including facility management.
   - Managing classroom time to meet course requirements.
   - How to use training equipment correctly.
   - Managing unforeseen classroom challenges.
   - How to identify potential ethical situations.
   - Techniques to transition smoothly from one unit to another.
5. Demonstrate effective teaching techniques, including setting the environment, maximizing learning retention, passing along information, and checking student progress.
   - How to set the learning environment.
   - Ways to maximize knowledge retention.
   - How to pass along information.
   - Different ways to check participants' progress.
6. Show appropriate behavior as an instructor.

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

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CERT Train-the-Trainer: Annex for Campus CERT

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COMMUNITY EMERGENCY RESPONSE TEAM

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CERT Train-the-Trainer Unit 17: Course Summary

In this unit, you will learn about:

- **The issues, promising practices, and strategies for giving CERT training on college and university campuses.**

Unit 17: Table of Contents

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SECTION 1: MODULE OVERVIEW

Module Purpose

By the end of this Train-the-Trainer (T-T-T) Annex module, you will be able to give CERT Basic Training in a college or university setting.

Learning Objectives

- Identify planning considerations for starting and running a CERT program in a campus community;
- Figure out how to market a CERT program for a campus community; and
- Explain how to deliver CERT Basic Training to a campus community.

Course Overview

The topics that will be discussed in this module are:

- Why Is Campus CERT Needed;
- Planning Considerations for a Campus CERT Program;
- Marketing a Campus CERT Program; and
- Delivering CERT Basic Training to a Campus Community.

SECTION 2: WHY IS CAMPUS CERT NEEDED?

Campuses Are Not "Ivory Towers"

Since FEMA launched the national CERT Program in 1994, there have been many disasters and emergencies that have touched college campuses, ranging from Hurricane Katrina to the Umpqua Community College shootings. (For a more complete list of recent campus disasters and emergencies, see Appendix 1.)

Campuses are complex communities within themselves with unique vulnerabilities, and many have only just started to add emergency preparedness into their educational goals.

Colleges and universities are part of the critical infrastructure of our country. Many schools have started taking steps to check site security and gather equipment. But training in campus security and emergency response for staff and students has gotten less attention.

To help increase preparedness at these schools, FEMA is working to include campuses, and young people in general, in the country's overall emergency preparedness and response plans.

Campus CERT aims to train students, faculty, and staff in emergency preparedness and response. The goal is to make sure that they have the skills needed to protect themselves and to help others during an emergency. This training will have a tremendous impact on all parts of emergency management. Some things to consider are:

- Colleges and universities are part of this nation's critical infrastructure.
- Campus populations can overwhelm a city's capability to respond well with the first responder resources needed.
- School faculty and staff may not be fit to respond to natural or manmade disasters.
- Students generally do not have the right education on how to get ready for and respond to a school emergency or disaster.
- A campus's students, faculty, and staff will take home the disaster preparedness skills that they learn in a Campus CERT program.
- Campus populations are usually made up of students who are from outside the geographic area and therefore rely heavily (or entirely) on campus services for basic needs.

A key part of CERT's mission is to "do the greatest good for the greatest number of people." The thousands of students, faculty, and staff that make up this country's colleges and universities can be a vital force in helping to achieve this mission.

Unique Features, Hazards, and Vulnerabilities

Although each campus faces unique hazards and vulnerabilities, college and university campuses share safety and security challenges that are specific to the academic environment, despite wide variations in size, geography, student body, and purpose

among institutions. The following are some typical campus hazards and vulnerabilities to consider:

- Large resident populations in on-campus housing and large transient populations of commuter students, faculty, staff, vendors, and visitors. This varies seasonally, by day of the week, or time of day. The school is responsible for their safety while they are on its property.
- Large-capacity sports stadiums or arenas, concert halls, conference centers, museums, or other facilities that may attract tens of thousands, to over a hundred thousand people, for special events.
- Critical infrastructure facilities, such as: power generation plants; water and wastewater treatment systems; IT networks; nuclear research reactors; hospitals or health clinics; electric, gas, and water lines; and roads and transportation systems (e.g., subways, buses, parking lots or ramps, railroads).
- Research labs or facilities where sensitive, classified, or even hazardous biological or chemical agents are stored, and research is done may attract domestic eco-terror groups or be vulnerable to natural or technological disasters. Campus research labs or other facilities have often been targets of domestic attacks over the past 30 years.
- Visiting dignitaries or controversial commencement speakers who may attract protest demonstrations or need extra security.
- Satellite campuses or facilities, often at a distance from the main campus, may fall under different jurisdictions with varying emergency services available.
- Possible location in heavily-populated urban areas where crime, civil disorder, or other problems may spill over; or in remote rural areas, where emergency response service and times are slower, or in areas prone to earthquakes, tornadoes, blizzards, ice storms, flooding, hurricanes, or nuclear plant accidents.
- High concentrations of people, which may create problems during pandemic-related quarantines.
- Campus facilities and services, which may be used for mass care, sheltering, feeding, or immunization clinics during emergencies, and are included in local emergency plans.
- Populations of international or special needs faculty, staff, and students, who may have physical, linguistic, or cultural barriers that need extra attention during emergencies.

The list above clearly shows that campuses are complex communities that deserve careful emergency response planning.

A final factor to consider when thinking about emergency preparedness at colleges and universities is the special responsibility that a school has for keeping students safe. For traditional students who have left home to go to college full-time right after high school, the school is paid to house, feed, and generally protect students much as their own parents would. The law recognizes this special responsibility in the concept of *in loco parentis*— “in place of the parent.”

In addition, institutions of higher education wish to protect their reputation or "brand" among students, parents, and donors. A school comes under great scrutiny when a student is injured while on campus.

Having a CERT program on a campus helps address both concerns by improving a school's overall emergency preparedness.

Building Community

Colleges have natural challenges in creating a close-knit community of a large, diverse, and ever-changing group of students, faculty, and staff.

Campus CERT programs allow schools to help build community by reminding participants that we have a responsibility for each other in times of emergency.

In addition, FEMA promotes a "whole community" approach to emergency management. The approach focuses on increasing individual preparedness and using communities as "force-multipliers" to enhance the resiliency of our whole Nation.

Also, with an increasing number of domestic terror incidents in the U.S., countering violent extremism (CVE) has become a key homeland security focus. Campus CERT builds the type of community involvement needed to counteract radicalization and alienation by helping people feel that they belong and contribute to society. For example, students, staff, or faculty from traditionally marginalized groups may find that being a part of Campus CERT is a positive experience, and exposes them to local law enforcement in a positive way, which reduces their susceptibility to radicalization.

SECTION 3: PLANNING CONSIDERATIONS

Things to Consider

There are several issues that must be addressed before getting Campus CERT training off the ground. These issues—which come from the large, complex nature of most colleges and universities—are really the biggest difference between starting a Campus CERT program and starting a CERT program anywhere else.

Anyone interested in Campus CERT should be ready to handle the following key start-up and maintenance issues:

- Getting buy-in from school administrators on starting a Campus CERT program;
- Building key relationships on campus and in the larger community;
- Deciding who can be part of the Campus CERT;
- Addressing legal issues surrounding the program;
- Setting the roles of Campus CERT volunteers;
- Deciding where the Campus CERT program best fits within the school;
- Deciding on whether academic credit can be given for CERT training;
- Planning CERT training and activities around the school's academic calendar; and
- Figuring out program costs and finding sources of funding.

Getting Buy-In

Getting buy-in from stakeholders is key in starting a Campus CERT program.

Early in the process, the CERT program should be pitched to school administrators—such as the college president, provost, chancellor, or dean of student affairs—because you will need to get their approval and support before you can get started. However, it is a good idea to first meet with the campus emergency services personnel so that you can show a coordinated and united effort when meeting with the campus administrators.

The pitch should start with an explanation of the purpose of CERT, that it is nationally recognized and supported by the Federal Emergency Management Agency (FEMA), and that it is in line with Department of Education goals for Crisis Training.

Administrators will have many questions. These are just some of the questions and possible answers they should prepare for:

- **What is included in the Campus CERT curriculum?** The curriculum is the standard national CERT Basic Training curriculum and has nine units, each with different goals and learning objectives. At the end of the course, trainees participate in a disaster drill to reinforce learning. Trainees also take pre- and post-tests to check learning.
- **What is in it for the school?** A trained student body, faculty, and staff able to help immediately after a disaster when professional response may be delayed or limited.

- **What is in it for the CERT volunteer?** Students, faculty, and staff learn life skills, meet community service requirements, give back to the community, and help make their schools safer.
- **What is the school's liability?** No matter what is done, the school is still liable. The question is: "Can the school reduce its risk and liability by having qualified student, faculty, and staff responders—who are trained in First Aid and who know how to react in the face of danger or disaster—immediately available in their school?" It can also help to note that liability related to CERT training can be like liability related to student sports.
- **Won't CERT training expose students, faculty, and staff to more risk during an incident?** The intent is not to expose anyone to additional risk. Rather, it is to give the school trained personnel who can help survivors during an event when professional responders may be delayed. This training is about learning to respond safely and responsibly, and CERT safety is a primary focus throughout the course.
- **How much does this training cost?** The school may not have additional funds to support Campus CERT training. Instructors are often drawn from resident faculty and local community first responders, who frequently teach CERT as part of their regular duties, which would create no extra costs. Funds may be needed to cover the up-front cost of equipment; however, if the local fire, police, or emergency management agency already gives CERT training in the community, they may be able to give or loan the equipment and help with training manuals. There may also be extra costs if administrators decide to offer CPR, First Aid, and automatic external defibrillator (AED) certification classes.
- **Who will deliver the Campus CERT training?** All lead instructors should be trained CERT instructors. Other staff should be considered to help as subject matter experts, under the direction of the lead instructor, to stay compliant with CERT curriculum objectives and content. These assistant or supplementary trainers may include campus security officers; emergency management professionals; local fire, police, and emergency medical service (EMS) personnel; and campus health services staff or counselors. Active volunteers of the Campus CERT might also help as trainers.
- **If the primary instructor is not a professional first responder, who else will supplement the instruction of the CERT units?** The following may be supplemental instructors in selected units: an emergency manager for Unit 1; EMS for Units 3 and 4; a counselor for Unit 5; a firefighter for Units 6 and 7; and a police officer for Unit 8.
- **What will trained CERT volunteers contribute to the school when the course is finished?** That varies from campus to campus. In addition to helping with emergency response, campus CERTs can also help with non-emergency activities; for example, providing security at concerts and other scheduled events, helping with fire drills, and promoting campus safety to other students.
- **How long is the Campus CERT training?** The basic curriculum takes about 20-30 hours to cover in its current form. However, an extra eight hours will be needed if the school will offer CPR, First Aid, and AED training along with CERT.

Building Relationships

An important part of the planning process for starting a Campus CERT program is building relationships with other emergency management entities on and off- campus, and deciding how you will work with them.

The single most important community connection for Campus CERT programs is with their local community CERT program, if there is one. Please note that "local community CERTs" can include CERTs sponsored by cities, counties, tribal governments, or corporations. There are several models for campus CERTs to work with other local community CERT programs:

- **Joint local-campus CERTs.** In this model, the campus CERT is part of the larger local CERT. There is one central leadership team, and all trainings and activities are done jointly. Team members could include both those connected in some way with the college or university, and those who are not but live in the surrounding area.
- Separate local and campus CERTs. In this model, there are two separate groups with two sets of leadership teams, but the two groups might come together for joint trainings, drills, emergency exercises, activations, or marketing or community activities. In some programs, the groups each do their own Basic Training but then come together for advanced training courses or exercises.

In addition, it will be crucial for Campus CERT programs to coordinate both with campus and off-campus fire and police forces to see how they might like to use CERT volunteers in the future.

Some colleges and universities also organize CERTs through the residential hall structure, with different teams responsible for different dorms. Therefore, meeting with the dean of residential life or a similar position would be helpful for the program.

A campus CERT may also increase its effectiveness and overall contributions to citizen preparedness by coordinating with other programs that may be active in the community, including National Neighborhood Watch (www.nnw.org), Medical Reserve Corps (https://mrc.hhs.gov/HomePage), Fire Corps (www.firecorps.org), and Volunteers in Police Service (www.theiacp.org/VIPS). Some of these programs may share volunteers. For example, a campus CERT volunteer may also participate in National Neighborhood Watch or Fire Corps.

Each school that implements Campus CERT should consider setting up and registering its own Citizen Corps Council, or should at least coordinate with any local council for that jurisdiction. A directory of existing Citizen Corps Councils for each state, and guidelines for establishing Citizen Corps Councils, are available through the FEMA Citizen Corps website at www.ready.gov/citizen-corps.

Deciding on Membership

A key early decision in a Campus CERT program is who will be recruited and allowed to participate in Campus CERT—only faculty and staff, or students as well?

While some schools encourage CERT participation among the student body, others prefer to limit Campus CERT participation to full-time faculty and staff rather than allowing students to volunteer due to legal, contractual, or liability issues. Sometimes those students already under certain contractual agreements—such as Resident Assistants (RAs), public safety auxiliaries, Reserved Officer Training Corps (ROTC), or nursing students—are the only ones allowed to participate.

Another factor that affects the decision of whether to let students be CERT volunteers is the practical issue of regular student turnover and the fact that, at many schools, most students are not present on campus during summers and breaks, or even for significant amounts of time at night or over weekends. In such cases, schools may choose to let students get CERT training as an academic class that they take for credit. Students then take the skills and knowledge with them as they move on after graduation, even if they do not participate in an active CERT on campus.

Once those key membership decisions are made with the school's administration, possible candidates for Campus CERT recruitment include:

- Residence hall managers or advisors;
- ROTC students;
- Medical, nursing, or veterinary students;
- Police or fire academy cadets;
- Fraternity and sorority members or other student clubs chartered by the institution with community service requirements;
- Alumni or retiree groups;
- Faculty and administrative support staff;
- Facilities management staff;
- Managers and staff of large campus venues such as stadiums, conference centers, or hospitals; and
- Public safety, security, and parking enforcement student auxiliaries.

Legal Issues

One of the first issues to be raised about any CERT program is usually that of liability. For both campus and government employees, issues of personal or professional liability are often already addressed by current policies or laws.

However, the answers to liability questions are different for each school for students who serve as Campus CERT volunteers and who are not directly employed by the university in some way.

Some schools' liability policies will cover these students while they serve as CERT volunteers, while others will not.

In these cases, questions may be asked about the authority and scope of power of the person. This would include a person's ability to force evacuations, to give first aid that may be out of the normal range of care, and other acts or omissions that may bring a negative focus on the jurisdiction through civil lawsuits. Other questions include:

- Will your state's Good Samaritan Law cover Campus CERT?

- Is CERT covered by your state's emergency management laws around liability, immunity, and workers' compensation?
- Under whose authority will Campus CERT operate, and will their coverage or governmental immunity extend to Campus CERT?
- Are there limitations on immunity and liability coverage if Campus CERT is deployed off-campus to help the community or other areas as part of a mutual aid effort in large events?
- Are there any statutes, administrative rules, collective bargaining agreements, or attorney general's opinions affecting or restricting the use of volunteers—especially if faculty or staff respond in a Campus CERT role while on the job?
- If students can join Campus CERT and respond, would they all be covered for liability, or only those with some pre-existing employment relationship (such as RAs or part-time labor)?
- Can you and should you do background checks or run criminal histories on Campus CERT candidates, and possibly disqualify some of them? If so, what are the criteria for disqualification, by what agency or under what legal authority will the background checks be done, will candidates be required to sign waivers for background checks, and how will costs be covered if there is a charge?
- Are there Americans with Disability Act issues for people with disabilities participating in Campus CERT training or activities?
- What health and medical insurance coverage do Campus CERT volunteers have or need?
- What are restrictions or policies for replacing or reimbursing costs for personal equipment lost or destroyed in Campus CERT operations?

In many states, a "Good Samaritan" law gives some liability immunity for those trying to do good for others. However, this immunity is not "bullet-proof" in most areas, and may actually give little if any protection to Campus CERT volunteers in some states. Ideally, Campus CERT volunteers who are not employees, but are under the jurisdiction of the university or municipality during emergency response, could be covered under governmental immunity.

Many state emergency management laws also give immunity or liability coverage for volunteers and disaster-relief workers who respond under certain circumstances, such as when the governor declares a state of emergency or disaster. The exact laws and provisions vary by each state, so these must be researched.

Another concern for Campus CERT programs, beyond the legal difficulties of liability issues, is the effect of any student safety issue on the school's reputation. Colleges and universities are understandably eager to protect their students and their perceived ability to care for them, and may be extremely cautious about any effort that could impact student safety.

For these reasons, it is highly recommended that participants ask for help from their campus legal counsel or risk management office to research these considerations before starting CERT training.

The information given by legal counsel will also help instructors teach the section on program liability issues during the Campus CERT Basic Training, as most CERT lead

trainers are not experts in this complex and sensitive area. However, for initial research, two good sources of information on volunteer liability and immunity are:

- *CERT Liability Guide* (https://www.fema.gov/media-library/assets/documents/28051)
- *State Liability Laws for Charitable Organizations and Volunteers* – 4th edition (https://www.nonprofitrisk.org/app/uploads/2017/01/state-liability-laws.pdf)

Where Does CERT Fit?

Another key decision in setting up a Campus CERT program is determining where its authority will be housed within the campus administrative structure:

- Which campus unit or department will administer or supervise Campus CERT: police or public safety, fire, emergency management, student life, occupational health and safety, or risk management?
- How will Campus CERT be organized—by building, zone, campus-wide, or as part of a joint campus-municipal team?
- How will Campus CERT be integrated with the emergency plans, operations, Incident Command System (ICS), and Emergency Operations Center (EOC) for the college or university, and for any local government jurisdictions?

As part of the process of finding a "home" for the Campus CERT program, it is important to also identify a "champion." Champions are the "up-front" people who can answer questions, deal with problems, and present a face for the media.

Possible Campus CERT champions include a popular dean or provost, members of the institution's board of regents or supervisors, or an emergency manager.

While it is important to identify such people early in the program for continuity and development, it must be understood that champions, like the leadership of a community itself, are only one part of the team. Eventually, other volunteers must be brought on board who are more qualified to deal with the "nuts and bolts" of program development, recruitment, participation, and retention.

CERT Roles

During the planning phase of your Campus CERT program, you will have to decide whether your CERT will just offer preparedness training or whether it will become an active emergency response team.

If the latter, Campus CERT leadership will have to integrate itself with the overall emergency management system and ICS if the CERT is to be effective. The key to success is developing a presence within the local system, which may be that of the local government or the college or university itself.

Campus CERT leaders must reach out to the various emergency services agencies in their jurisdiction, meet with them, train with them, and make open channels for communication. This includes any other local CERTs that exist outside the campus community. This will take time, effort, and some creativity to do, but is needed if Campus CERT is to become a useful, participating partner.

Consideration must be given to the integration of the team into the ICS structure. Once family, home, and neighborhood have been taken care of, the further use, deployment, or mobilization of campus CERTs will depend on their organizational parameters, the extent of their training, and their value to the Incident Commander.

The sponsoring campus organization will normally specify the uses of the team. Then it becomes the Incident Commander's responsibility to use team volunteers, as needed, in the most efficient way. All Incident Commanders have a well-documented and proven organizational chart they can use to manage the incident that they are responsible for.

All CERTs are used in many ways and are usually organized under the Operations Section of the local ICS. Campus CERTs could also be used in many ways or areas, depending on the complexity and magnitude of the incident, and the directions of the Incident Commander or Unified Incident Command. The following examples show the possible use of campus CERTs under the Incident Commander or Operations Section Chief (the same type of organization would apply if a campus CERT was assigned to the Logistics Section as the Incident Commander directs).

- Depending on the incident, the Incident Commander could use the campus CERT as a crew for traffic control, crowd management, citizen assistance, or any of the other uses for which they have been trained and equipped by the sponsoring campus organization.
- Given a multi-car accident with many injuries, a campus CERT could help at the outer perimeter, while professional responders give rescue and intensive care and help within the inner perimeter.
- Campus CERT personnel may be used to help with major sporting or campus events that need the assistance of many persons to go smoothly. One example of the use of campus CERTs would include crowd management and traffic direction around a stadium.

In the event of a major situation on campus, such as devastation from a tornado or hurricane that can last for days, the Incident Commander may choose to use the campus CERT in a branch configuration, in which the CERT is just one of several emergency assistance resources available, along with other campus, local, and regional emergency responders.

Accreditation Options

During the planning phase, accreditation options will also need to be considered. Many schools wish to expand the Campus CERT curriculum for regular academic credits or continuing education credits (CEUs) that count towards professional training or adult education programs. Offering academic credit for training is one more way to institutionalize Campus CERT programs and an added incentive for students to take the course.

To offer CERT for credit, you will have to go through your institution's curriculum approval process. Have patience—these approval processes can sometimes take a year or more! To get the required number of contact hours for a regular three-credit course, the core CERT curriculum of about 20 hours may need to be expanded with Cardio-Pulmonary Resuscitation (CPR) and Automatic External Defibrillator (AED)

certification, an introduction to homeland security, National Incident Management System (NIMS), emergency management, or other relevant theoretical instruction to satisfy the educational standards required by the institution's academic governance or curriculum committee.

If expanding the CERT core curriculum is not possible, it may be preferable to accredit the course for only 1 or 2 credit hours instead. Find out the rules, and start your approval process as soon as possible if you wish to take this route for your Campus CERT offerings.

Note that offering academic credit is a good option even for schools that don't allow students to participate in an active campus CERT:

- Students can be asked to buy their own manuals and backpack kits as required course materials, like lab fees.
- Even though these students will not be serving in a campus CERT right away, they take the skills and knowledge learned in those classes with them after graduation and may join a local CERT later in life.
- These students increase national preparedness by bringing the information from CERT training to their families, neighbors, coworkers, and communities as they move on to graduate school, begin careers, or move back home.

Programs may also want to consider a dual approach by offering CERT as an academic class for credit, and at the same time forming a Campus CERT program for preparedness and response to enhance a culture of preparedness and institutional resilience.

The FEMA Emergency Management Institute Higher Education Program website (http://training.fema.gov/EMIWeb/edu/syllabi.asp) gives links to sample syllabi or lesson plans from various institutions that faculty may adapt and use for teaching CERT as a course for credit at their school.

Academic Calendars

A related concern is to make sure that CERT program offerings are tied to the institution's academic calendar.

Most schools work on a schedule of fall and spring semesters (with some also doing the variation of a 1-month January term in between the two 4-month semesters), but others do 3 trimesters or 4 quarters per academic year and offer summer classes.

Therefore, CERT program coordinators will have to make sure that they plan any CERT training around the school's schedule and avoid school vacations, mid-terms, and final testing periods.

Note that the academic calendar also makes it possible to spread out Campus CERT training over a semester or term, or as an evening adult educational program.

Determining Costs

It is important to identify and calculate the major costs of starting a Campus CERT program before speaking with administrators. Costs include equipment, printing, and other logistical expenses.

Campus CERT backpacks or kits and equipment can be the largest expense associated with the program and require several up-front decisions:

- Depending upon the resources, policies, and philosophy of the college or university, administrators may choose to purchase Campus CERT kits and equipment for their teams, or provide basic items such as safety helmet and vest and ask volunteers to assemble their own kits or purchase them from an approved vendor.
- What will be included in the Campus CERT backpack kit: Work gloves? Flashlight? 4-in-1 tool? First aid kit? Helmet? School logo on helmets or vests? Cost can vary widely depending on what you buy. See the CERT Basic Training Course Instructor Guide, pp. 10 – 11 for a complete list of recommended CERT kit items.
- What personal items, if any, will be allowed?

If the school buys the kits:

- Are you required to buy American-made goods? (This can be much more expensive.)
- What is the policy for reimbursement or replacement of equipment?
- Where and how will equipment be issued or stored—given to everyone, or locked up in a storage room to be issued at time of deployment by public safety or team leaders? Stored in cargo containers outside buildings for easier access in case buildings become unsafe to enter?
- What about backpacks issued to those who quit or graduate—are they required to be turned back in? How are kits recovered or replaced if not returned voluntarily?

If the school buys the kits, it may wish to store them until they are needed, in order to preserve their inventory as volunteers quit their active participation in Campus CERT or leave the school. This also depends on how Campus CERT is organized or deployed. Options include:

- Issue a kit to each volunteer to keep in their residence or office.
- Store the kits in a secure location in particular buildings where Campus CERT volunteers can access them, or from which they can be given out by the campus public safety agency in either emergency or non-emergency activations.

Because emergency situations can be chaotic and equipment-intensive, it is the norm, rather than the exception, that consumable equipment will be used in volume and other equipment may be damaged or lost. If the school buys the kits, options for replacing equipment include:

- Replacement from available stock or equipment stores at local emergency service units;

- A special request to the campus administration or municipality; and
- Voluntary donations from the community, a corporate sponsor, or foundation.

However, the equipment is replaced or reimbursement is made, it would be a morale-builder for Campus CERT volunteers to feel assured that they will not have to pay for replacement items from their own pockets. If this issue is not addressed early on, CERT volunteers may feel anxious about costs and less inclined to volunteer.

In addition to equipment, other costs associated with CERT may include printing Campus CERT manuals, burning CDs, hiring contractual instructors to conduct Campus CERT training, and program administration expenses. Some of these costs may be relatively low and easily absorbed into normal operating funds as an investment by the institution. Time spent by full-time public safety officers or other staff involved with Campus CERT training or program administration may qualify as a matching investment or a “soft match” to satisfy the cost-share requirements of various Federal or State grants to help with personnel expenses.

Finding Funding

Each institution must find creative, legal, and ethical ways to get additional funding for costs related to Campus CERT. Options may include:

- Seeking local, state, or federal grant funding from existing homeland security grants;
- Seeking contributions from corporate sponsors, alumni associations, foundations, major donors, or non-profit organizations; and
- Fundraising activities at popular campus events. Campus CERT program managers can also look for savings:
- Getting “free” trainers from campus staff, campus faculty, or local public safety employees;
- Getting discounts on printing manuals, possibly through the campus print shop or existing contracts with external vendors;
- Having volunteers buy their own backpack kits or including only equipment that is truly required in the kits; and
- Joining with schools in the same system or geographic area to go in together to buy and then share training equipment to lower costs to each school (e.g., BullEx fire extinguisher training system, a portable collapsed structure or rescue training unit, moulage kit, first-aid dummies).

Look for external funding by getting help from the grants department in finding federal or state grants, foundation grants, or wealthy alumni to help fund the program. Campus CERT is not hugely expensive, and there is lots of potential return on the relatively low investment.

CERT Planning Activity

You will now do an activity in which you will practice speaking with administrators about starting a Campus CERT program:

- The class will be broken up into groups of about 4 or 5.

- Each group will come up with 3 questions that they would have about Campus CERT if they were an administrator deciding about allowing the start-up of a CERT program at their school.
- Each group will then swap its questions with another group and answer them in a role-playing format, letting different individuals play the administrator for each question.
- Once the role-playing is completed, each group will read its most difficult question aloud to the class and ask for additional input.
- Each group will have about 10-15 minutes for this activity.

SECTION 3: MARKETING CONSIDERATIONS

Things to Consider

Marketing is key not only to starting but also to sustaining a Campus CERT program. This is true of any CERT program, but even more crucial in a campus setting, in which constant turnover of the student body and faculty is a reality of campus life.

There are many aspects to consider when marketing a Campus CERT program:

- Framing and targeting the message depending on the group you are addressing;
- Getting communications support from campus leadership;
- Getting support from campus security and emergency management;
- Reaching out to local partners;
- Tapping into student events and organizations;
- Reaching out to off-campus neighborhoods;
- Using the media effectively;
- Collaborating with academic departments whose subject areas tie to CERT;
- Finding ways to feature your CERT's successes; and
- Planning for continual recruitment.

Framing Your Message

When marketing a CERT program, it is crucial to know the audience and identify "What's in it for me" for each group you speak with. For example:

- Administrators will be looking for information on program costs and risks and benefits to the institution.
- Students will be looking for information on how the program could help them in their studies and in their personal lives.

Part of framing the CERT message effectively is knowing the culture of the campus. With its educational mission, an academic culture is different from a municipal government or corporate culture.

Many universities and colleges are highly "risk-averse," and are usually very reluctant to take any chance of opening themselves up to liability, litigation, or even poor publicity.

Brand and image are huge factors for maintaining and attracting students and alumni donations. So, in trying to start a Campus CERT, you need to take that into account and do your homework about how the program will enhance the college's image and preparedness, and perhaps reduce or avoid liability. Using examples of other campuses who have successfully implemented CERT may prove useful.

There may also be unique nuances at private for-profit schools, at private non-profit or parochial schools, or at vocational or technical schools.

- Some schools may be owned or run by religious or faith-based groups (e.g. synod), and you must make sure you do not violate or insult any theological doctrines or faith traditions in forming and using a campus CERT.

- In contrast, some schools, or the surrounding community where the school is located, may be wary of law enforcement or emergency services, and especially wary of the Federal government efforts regarding homeland security.
- There may be differences between small community colleges and major state universities, but also differences between states. An example is Texas, where they have a single, state university system with many campus sites but a single board of regents or trustees. Another example is Michigan, where they have separate, independent state universities, each with their own boards of regents or trustees.

These differences affect the political or administrative environment, and thus executive—and possibly financial—support for the CERT program.

In addition to knowing the campus culture, you must also know the specific campus vulnerabilities and hazards.

- Information about specific campus hazards should be available through the campus public safety or emergency management agency, and should be treated as sensitive.
- This information may be used to show realistic portrayals of actual campus hazards, and thus mitigate complacency about emergency preparedness.

If you cannot access this information or if it does not exist, research hazards and access existing risk, threat, and vulnerability assessments to identify past disasters or critical incidents at the institution or local area.

Campus-focused threat and vulnerability assessment tools, along with a site survey instrument are available online from the International Association of Campus Law Enforcement Administrators (IACLEA) at www.iaclea.org/.

Recall that earlier in this module, we talked about how CERT ties into FEMA trends such as “whole community” emergency response and countering violent extremism initiatives. This can be valuable information to share with administrators, emergency management faculty, and local emergency response leaders.

Note that keeping track of specific ways in which CERTs could have been useful to the school are excellent selling points when talking about the program with campus administrators or security forces.

If you are not sure about how to use Campus CERT volunteers, there are good resources on the national CERT website. Other local media features on CERT programs can be found through basic online searches.

Support from Campus Leadership

Support from the top is essential, and must be communicated to everyone in the administration, faculty, and student body.

The school leadership has access to campus-wide methods of communication that will be very useful to a campus CERT. These include school websites, student listservs, newsletters, newspapers, alumni magazines, social media networks, and memoranda to faculty and staff.

The Campus CERT program may find substantial support and partnership with the college or university's public affairs, community relations, or outreach offices in these activities.

Campus Security

As noted earlier, campus security personnel are a key Campus CERT program partner and will be interested in what skills or training the CERT will have and how the CERT can be of use to them. Marketing to them should focus on examples of roles, functions, events, incidents, or situations for which schools might consider deploying campus CERTs:

- Traffic and crowd management at scheduled large events (e.g., home football games or other sports events, commencement, conferences, concerts).
- Building or campus evacuations during drills and actual emergencies, including accounting for evacuees.
- Emergency response—helping campus or local public safety respond to major incidents such as natural disasters, severe weather, fires, technological accidents or power disruptions, major crimes (e.g., perimeter control around the crime scene) and searches for missing persons; providing rehab for firefighters; helping with mass shelter or vaccination operations; or serving as runners or switchboard operators at EOCs.
- Pre-planned or non-emergency events—helping with organizing, planning, or logistics for drills and exercises, public safety conferences, and public relations activities.

Typical questions from campus or local emergency personnel include:

- How do we get the CERT volunteers when we need them?
- How long can they work?
- What roles and needs will they fulfill, and what responsibilities will they have?
- How do we communicate with them?
- Who is supervising them?

Possible answers to these questions will have been developed earlier as part of the Planning Considerations.

Local Partners

Broader community outreach is vital for the success and sustainability of Campus CERT. Outreach can lead to increased funding, recruitment, training, or activation opportunities for a campus CERT.

While the nature or composition of each community will vary, key community elements to consider for outreach and partnerships might include:

- Local community CERT program;
- Local police, fire, and emergency services;
- Local chambers of commerce;

- Civic or service clubs and fraternal organizations (e.g., Kiwanis, Lions, Rotary Clubs, American Legion or VFW Posts);
- Local media, such as TV, radio, and newspapers;
- Churches or faith-based organizations;
- American Red Cross chapters, Salvation Army, other non-governmental organizations, and Volunteer Organizations Active in Disasters (VOADs);
- Senior citizen's groups or organizations;
- Hospitals and healthcare facilities or organizations;
- Labor organizations and trade associations;
- Community foundations or associations;
- Other local public boards, councils, or commissions;
- Land grant college extension service offices or organizations; and
- Other university-related community outreach programs.

Many of these groups, such as Kiwanis or Rotary Clubs, are often eager for guest speakers and can give valuable contacts, even though they are not on-campus organizations. Presentations to these groups by key Campus CERT representatives, attendance or participation in their meetings or programs, joint efforts in community service or public relations activities, and a wide variety of other collaborative activities will certainly enhance the visibility and viability of Campus CERT.

For example, the community police chief might also be a Rotary Club member, and once he or she learns about CERT, might be more likely to use the CERT during an emergency.

Sustainability, after all, is not just financial, it is in having the CERT resource become known and used in the community and garnering essential community support, resources, and cooperation.

Keep in mind as well that if there is a local community CERT program in addition to the campus CERT, marketing activities to the above groups should be coordinated so that the CERT programs appear in the community as partners rather than as competitors.

Student Organizations

The Office of Student Life can allow a Campus CERT program to tap into existing networks of campus organizations and events.

It is especially crucial for Campus CERT programs that will use students as volunteers to be visible at the events that form the life of the campus community.

Although it is easy to identify CERTs by their uniforms and emergency backpacks during a team activation, visibility on campus in general means, for example, participation in events such as freshman orientations, briefings at departmental meetings, and information booths at campus concerts and other events.

By the same token, campus CERTs should instruct students and other volunteers that they should not wear their uniforms when they are not representing their team in an official capacity.

Neighborhoods

Depending on the geographic location of a campus, a Campus CERT program might be the only CERT program for dozens or even hundreds of miles, or it might be one of many in an urban area.

In either situation, it is important to reach out to the off-campus neighborhoods surrounding a campus to market CERT training and services. In a rural area, you might be trying to recruit additional volunteers from the surrounding community, while in an urban one, you might be jointly publicizing the program with another CERT program.

Remember to target the local off-campus neighborhood associations or homeowners' associations in your efforts.

Be sure to coordinate with any local CERT program when reaching out to neighborhoods served by the local program.

Media

College campuses offer many ways to communicate about a CERT program.

These include campus TV and radio stations, newspapers, journals, any public broadcasting housed on campus, campus websites, and campus social media sites on Facebook or Twitter.

You can also make your own specific team Facebook or Twitter page and ask for a link to the campus website as well.

Be sure to also have a display board ready for campus poster exhibits and traditional printed flyers and handouts.

Academic Departments

If your campus CERT will include students, be sure to ask the faculty in relevant academic departments if they would allow you to pitch the program directly to students during classes. Disciplines with a natural tie-in to CERT include emergency management, homeland security, criminal justice, and medicine and health services.

The relationships you build may also allow you to tap into those faculty—several of whom may be national experts in their fields—for CERT trainers or guest speakers.

Highlighting Success

As part of the efforts to keep a visible presence for CERT on campus, participants will need to remember to look for opportunities to feature the CERT's successes.

Campus media, community media, and FEMA are always looking for new material. Providing them with information and photos of a Campus CERT activity makes the odds of getting coverage good.

The publicity will in turn help efforts at recruitment and funding for the program.

Continual Recruitment

College campuses are dynamic, ever-changing communities, with built-in continual turnover of the student body and frequent staff and faculty changes.

This feature makes ongoing marketing and continual recruitment even more important for Campus CERT programs than for regular CERT programs, particularly if students are allowed as part of CERT.

An active program is often the best recruiting tool that you can have. It is important to use or deploy Campus CERT volunteers in emergency drills or exercises, emergency response, and other, non-emergency activities. Otherwise, their skills and interest will fade away.

Remember that these campus-based CERT activities also help keep CERT highly visible and can create more interest in joining CERT.

It is also essential to involve Campus CERT volunteers in a regular schedule of continuing education.

This type of participation will lead to building trust and respect, and is important to the integration of Campus CERT during a potential emergency response.

Active participation helps keep people interested in the program. This is important because:

- Volunteers are, in all respects, becoming rarer because of almost incessant demands for their time and services. Activities that do not make use of volunteers on a regular basis will soon find they are without help, as those that have the time to volunteer wish to be regularly involved.
- The more active a group becomes, the better the cohesion and group morale.
- This is directly proportional to the importance of the task they are carrying out, and Campus CERTs can benefit from this type of validation.

Note that other CERT programs around the country have made recruitment videos and other materials that might be useful to you as you continually recruit new volunteers.

Selling the Program Activity

You will now have a chance to practice your CERT marketing skills in an activity in which you will frame your CERT “sales” message depending on the group they are speaking to.

Working in the same groups as in the earlier exercise, each group will be assigned one of the following marketing situations:

- **Scenario 1:** You are meeting with the school chancellor to update her about the establishment of the CERT she approved earlier this year and request her help with getting a link on the school website to your CERT program.
- **Scenario 2:** You have arranged with a faculty member to speak about CERT to a group of undergraduate students currently taking Emergency Management 101.
- **Scenario 3:** You are speaking with the chief of Campus Security to look for activation opportunities for your CERT volunteers.

- **Scenario 4:** You are meeting with the head of the Local Kiwanis Club. You hope to be able to speak to the entire group about the program and to coordinate a joint CERT-Kiwanis service project.
- **Scenario 5:** You are meeting with the Office of Student Life to see if you can set up a table at various student events, including freshman orientation and an upcoming campus rock concert.
- **Scenario 6:** You would like to have your CERT's activities featured in the campus-wide newspaper, so you are meeting with the student editor-in-chief.
- **Scenario 7:** You would like to have your CERT's activities featured in the local community (off-campus) newspaper, so you are meeting with a reporter.
- Each group will have about 5 minutes to discuss what parts of the CERT program you would highlight.

SECTION 4: DELIVERING CERT BASIC TRAINING ON CAMPUS

Things to Consider

A Campus CERT Basic Training will use the same curriculum and materials as a regular CERT training. However, there are several additions and modifications that might be needed due to the unique conditions present at the campus training site.

Things to consider include:

- Modifications to the training that will allow you to tailor the training to your campus;
- Any restrictions that the campus places on such CERT training activities as fire suppression and cribbing;
- Getting expert trainers to supplement your knowledge;
- Deciding on the course format and corresponding accreditation options;
- Getting all needed training materials and supplies;
- Getting an adequate training location;
- Clarifying CERT roles and protocols as they will work on your campus; and
- Planning on ways to make the training fun for students and faculty.

Training Modifications

There are several ways to tailor the CERT Basic Training to make it relevant for your campus:

- Focus on hazards that threaten the area, whether it is earthquakes, floods, hurricanes, tornadoes, or other.
- Include slides with pictures of specific buildings, locations, or incidents for presenting Unit 1.
- Use instructors from the various skill areas (e.g., fire, first aid, hazmat) from campus public safety, or from local agencies that serve the campus.
- Tailor the disaster simulation scenarios to reflect the locations, circumstances, or issues that might be encountered on campus. For example, for the unit on light search and rescue/cribbing, the scenario might be set up in the library to simulate large bookshelves falling over on top of someone in an earthquake or severe storm. Or, the disaster medical ops simulation might be set up in the gym, football stadium, conference/banquet hall, cafeteria, etc. to simulate some sort of mass casualty scene where triage and first aid need to happen.
- The content for Unit 2 on CERT Organization needs to be supplemented with specific guidance and information for that institution. This might be a good place to hand out and explain SOPs and protocols made during the planning phase of the program.
- Because colleges and universities are unique and diverse communities with students and faculty from many countries, religions, and cultures, and many with disabilities, those issues should be touched on in the training content (e.g., be very sensitive about touching women during assessment or first aid if they are Muslim, know where to find interpreters for the families of faculty or students who

may not speak English, special issues for evacuating people with disabilities). This may involve having someone from Student Life as a guest speaker, or developing a resource list or protocol for these issues.

- Have faculty or staff from the institution itself teach certain elements, such as a risk manager or attorney talking about liability in Unit 1, or having a psychologist or counselor from the school talk about disaster psychology in Unit 5.
- Field trips or tours might be arranged to visit the campus/local 9-1-1 dispatch center, police or fire department, hospital or clinic trauma center or ER, scenes of past disasters or special hazards, or the campus or local EOC, etc. so that these places, agencies, and operations are more tangible and familiar to trainees.

Training Restrictions

You will need to check whether the college has rules that would restrict some of the CERT training exercises on campus.

- **Fire suppression exercise:** Objections or restrictions may involve environmental concerns over smoke, open flames, possible fuel spillage, or discharging chemical extinguishers. If the exercise is a problem, you can arrange to go off-campus (some fire departments have facilities where you can do the fire exercise) or give alternative fire training using fire extinguisher simulators.
- **Gas valve shut-off exercise:** In some jurisdictions, the utility companies (or possibly local public safety policies) prohibit, or strongly recommend against, having anyone shut off electric or gas utilities under any circumstances except their own trained employees. Some schools may adopt a restrictive policy for safety and liability reasons as a result, or because they may have unique utility shut-off systems that need different expertise and tools than those for small business and individual residences that are typically addressed in CERT training.
- **Search-and-rescue disaster simulation sites:** Because of concerns for staff and student safety, you should have a qualified person, perhaps a local firefighter, determine if the site is safe. For example, some sites may have harmful insects, venomous snakes, or old boards with protruding nails or sharp scrap metal pieces. It is also important to consider weather and temperature conditions if the simulation will be conducted outdoors.
- **Location of simulations:** Some schools want to avoid alarming the campus community unnecessarily and ask that any disaster simulations take place away from easily seen common areas, since passersby may not understand it is only a simulation.

Get Expert Help

As noted above, you will want to draw upon the expert help available to you on campus and in the community at large when setting up your CERT Basic Training classes.

- Consult with the fire department to make sure that the fire suppression exercise is performed safely and that all cribbing, search-and-rescue, and disaster simulation structures are safe enough for training participants.

- Try to get trainers and guest speakers for several of the basic training units from campus faculty and campus and community emergency response staff.
- Make sure that guest instructors satisfy the training objectives of their assigned units, and do not include too much technical jargon or information not relevant to the basic level intended for CERT training. Also make sure they are familiar with campus policies and restrictions of the CERT.

Accreditation Options

The earlier part of this module on planning considerations included the possibility of offering Campus CERT Basic Training for academic credit.

If academic credit is requested and the school's curriculum committee approved it, note that the training logistics will then be different than they are for a regular CERT Basic Training class.

The class will likely be extended with additional content, for example:

- CERT supplemental modules;
- CPR and defibrillator training;
- Severe weather-spotting training;
- Additional damage assessment training; and
- Other theoretical and conceptual information on emergency management and homeland security.

In addition, delivery will extend over an academic term.

The pre- and post-tests can be used for Campus CERT Basic Training and might be especially useful in situations where CERT is being offered for academic credit (see Appendix).

Materials

The curriculum and materials used for Campus CERT Basic Training are the same used for regular CERT Basic Training.

Trainers will therefore need Participant Manuals, Instructor Guides, slide sets, and all the standard props needed for regular CERT Basic Training.

- Some venues have a mobile collapsed structure unit with cribbing supplies hauled by trailer that can easily be set up for the simulations.
- Another good prop is an actual gas valve to demonstrate proper shut-off techniques, or a chart or handout that illustrates that process.
- Unusual props, such as mannequins and moulage kits, may be available to borrow from the local Red Cross, fire department, or other schools from within your university or community college system.

In addition to the standard CERT Basic Training materials, it would also be useful to have several campus-specific materials and supplemental materials:

- Check with the campus public safety, police, or emergency management office before conducting CERT training to see if they can review the results of any

recent or up-to-date hazard analysis or threat, risk, and vulnerability analysis for the institution. This should not be problematic if the instructor works for one of those units, but the administration may be reluctant to share that with some other faculty or staff member. The idea is not to copy and hand out the results or provide detailed data to trainees, but to help focus and guide the instruction of several units, including the specific hazards for that school (Disaster Preparedness Unit), and perhaps others (e.g., Fire Safety, Light Search and Rescue).

- You should also provide copies of a campus map, which can be used not only to refer to locations with specific hazards or vulnerabilities, but can be used for reference in terms of Campus CERT organization (e.g., they may organize or be deployed by zone or by building), and for evacuation, assembly, or staging areas.
- As noted earlier, it would also be helpful to augment the standard CERT PowerPoint slides with slides that show pictures of specific incidents, buildings, or locations from the campus or local area that would be recognizable to the trainees and make the training more relevant and tangible.
- Some institutions may prefer a waiver or "hold harmless" form developed so trainees can sign off because of the potential for injury or illness during the training or other CERT activities.
- You may have small props or techniques beyond things called for in the CERT Basic Training Instructor Guide to promote teambuilding such as ice-breaker games for trainees.
- Trainees should be able to hydrate properly especially for the simulations and if training activities are held outside. There should be drinking fountains or bottled water available. You might also consider providing snacks.

Location

For a training location, several logistical, facility, and safety issues should be considered, just as they should be for any CERT Basic Training class.

Although a few of the items below may seem obvious, it is sometimes hard to secure adequate space, even after providing your needs and specs in advance. It is therefore always a good idea to check any proposed training space for the following:

- Suitable classroom space with good lighting and tables and chairs or desks for the lecture portions, enough floor space for hands-on practice (e.g., opening an airway, patient carries) and signage to point people to the right room.
- AV equipment available (e.g., LCD projector, screen, computer, whiteboards, or flipcharts) and a place to plug in and project in the classroom.
- Accessibility that meets ADA standards, and a safe, well-lighted location that trainees don't need to fear when coming to class—especially if the training is in the evening when it is dark.
- Adequate restrooms close by.

If the class is scheduled or arranged such that trainees will need to move from the classroom to a different spot for the hands-on practice such as using a fire extinguisher,

then it should be close by so trainees do not have to walk long distances, or drive, and lose precious training time.

There are also a couple of additional issues specific to doing the disaster simulation in Unit 9 in a campus setting that need to be considered as well:

- The simulation areas should also be accessible, safe, and lend themselves to the skill to be simulated. Many of the exercises are set up outside, and you might have trainees volunteer to play survivors for first aid or light search and rescue. As noted earlier, the instructor needs to make sure this will not take place where there are harmful insects, venomous snakes, old boards with protruding nails or sharp scrap metal pieces, etc. It's also important not to be out in the hot sun for long periods without water and shade, or in freezing cold conditions without proper clothing, or outside in general when high winds or lightning are present.
- The space needs to be large and diverse so that multiple scenes and simulations can take place in the same general area, with trainees easily moving from one to another.
- For the fire safety simulations, if a regular burn-pan with fuel oil or propane gas and extinguishers are used, it must be a safe area for fire, and not violate fire codes or environmental laws for smoke and the discharge from extinguishers. Many schools will not allow an open fire anywhere on campus, and some areas have state or local ordinances that restrict this type of activity.
- As noted earlier, some schools may prefer not to have trainees simulating a disaster in a common or public area where passersby may become afraid that it is a real emergency. Some schools may require you to do the simulations in out-of-the-way, remote, or quiet areas.

Clarify CERT Roles

As you tailor the CERT Basic Training for their campus, you need to be sure to communicate the decisions made during the planning phase of the program about CERT volunteer roles and expectations.

Make sure that CERT trainees know their expected role during an emergency and how to appropriately work with campus emergency services and local community fire and police departments.

In addition, if you have determined that your CERT volunteers will become an active team after training, prepare the trainees for the types of emergency and non-emergency activations they might be asked to participate in.

Training Students

While some Campus CERT programs will not include students among the trainees, others will. If your program will include students, keep the following points in mind:

- Many students (but not all) may be engaging in these topics for the first time, and engaging in hands-on or active training may be particularly helpful. Leave plenty of time for the demonstrations and hands-on practice included in the CERT Basic Training Instructor Guide.

- Establish ground rules for use of personal electronic devices such as cell phones or iPods. Because many schools have reverse 9-1-1 or other alert systems that require use of cell phones, texting, or Twitter, you may not be allowed to completely restrict them from having cell phones on.
- Following up on that theme, students are very into technology today, including social media. Social media and campus alert systems are often crucial tools for communicating with a large campus audience during an emergency. There may be a way to incorporate Facebook, Twitter, texting, etc. into the Campus CERT program by using those media for activations and communications, having a Campus CERT Facebook page, and using technology in the training itself (e.g., use podcasts and web-based training such as IS-100 or IS-700 online through FEMA-EMI). You can even ask for student assistance with these tasks.
- Students may have additional ideas for how to tie these technologies into their roles on a campus CERT. Be sure to check with students to see if they have any ideas.
- Provide snacks if the training is outside of a regular classroom setting (i.e., CERT as a class for academic credit), as most students, with their active metabolisms, will appreciate the food.

Training Faculty and Staff

A Campus CERT training might be attended by faculty, staff, and others in the community in addition to students.

As a result, the attendees are likely to be very well educated, so you should make sure that the pacing and content of the material presented keeps pace with the audience. Be sure to build in extra time for questions and discussion, and keep the training as interactive and engaging as possible.

Also remember that you should not be responsible for giving all the technical content—get credible, articulate subject matter experts to help you whenever appropriate. Luckily, a campus is the perfect place to find experts in many fields relevant to CERT.

Campus CERT Training Activity

You will now have a chance to discuss ways in which you would modify CERT Basic Training for a campus audience.

- The class will be divided into 8 groups, one for each CERT Basic Training unit.
- Each group will be assigned a unit.
- Each group will answer the questions for that unit in the “Tool Box” questionnaire on the following pages. The answers can be a combination of the experiences of all the members of the group.
- The groups will have about 10 minutes to answer the questions.

Campus CERT Tool Box: Approaches to Basic Training

Unit 1: Disaster Preparedness

1. When training your Campus CERT, what are some of the things you will consider when preparing them for a possible disaster in your area?

2. Home preparedness is important to the Campus CERT participant, but is often overlooked. What are some ways you as the instructor will stress the importance of home preparedness to the CERT participants? What about students living on campus?

3. Which of the CERT Hazard Annexes are you most likely to use in your area?

4. Your local or campus Emergency Operations Center will be a wealth of knowledge for you as you prepare to teach CERT on campus. Where is it located, and what information will you request from them?

5. There are several “non-disaster” roles that a Campus CERT could be involved with on your campus. Identify those that come to mind.

6. What other issues exist on your campus in terms of disaster preparedness?

Unit 2: CERT Operations

1. Think of possible issues or situations you could expect that would help show the need for a Campus CERT program on your campus.

2. Of the situations listed above, how could an organized campus CERT best be used during an emergency?

3. List the ways in which a campus CERT could be organized on your campus.

4. Explain how you and your agency would address safety procedures with the campus CERT.

5. What steps could you take to connect the campus CERT with the Incident Command System and the Emergency Operations Center?

Unit 3: Disaster Medical – Part 1

1. What areas, events, or activities on your campus present the greatest danger to large numbers of people? What are the largest capacities of your student housing? Classrooms? Stadiums or sports arenas? Other campus buildings?

2. How many campus public safety personnel are on duty at a tie? How is extra help obtained? What is the likely response time of law enforcement, fire, and EMS?

3. What is the expected size of the campus CERT on your campus?

4. Will there be any medically trained personnel (e.g. paramedics or EMTs) on the campus CERT?

5. What medical resources (supplies) are present on your campus? Is a Mass Casualty Incident (MCI) trailer available, or do you have a hospital, health clinic, medical school, or nursing school?

6. Of the resources listed above, how could an organized campus CERT access and use these medical resources during an "emergency event?"

7. In what way could medical or first aid supplies be stored and ready for use?

Unit 4: Disaster Medical – Part 2

1. How can you use Campus CERT volunteers with physical limitations or disabilities in patient assessment situations?

2. What are the primary considerations in a situation needing assessment?

3. What steps could you take to connect the campus CERT with the Incident Command System and the Emergency Operations Center for Disaster Medical Operations?

4. Do the campus medical facilities have a plan in place for major disasters? Could their staff become part of the campus CERT, or could the campus CERT give surge capacity when needed at the campus medical facilities?

5. What types of disaster medical exercises or drills would help the campus CERT in your venue?

Unit 5: Disaster Psychology

1. Are there any organizations, groups, or professionals that can be called upon in your venue, including faculty, counselors, or other clinical staff from your institution, to help the campus CERT with rehabilitation, psychological first aid, and emotional debriefing during an emergency event?

2. In what ways can you help Campus CERT volunteers reduce stress?

3. Are there any local resources that can give extra training to Campus CERT volunteers on the topics of traumatic crisis, trauma stress, and managing on-scene deaths?

4. List other possible supporting or detracting issues that you can think of around stress management?

Unit 6: Fire Suppression

1. What types of fire hazards exist in your campus housing, if any? Other buildings on campus?

2. What types of fire extinguishers and extinguishing systems are present on campus?

3. Of the extinguishers listed above, could an organized campus CERT access and use these resources during an emergency event?

4. In what ways could a campus CERT be used on your campus in a fire situation? Are there any legal or policy restrictions on using a campus CERT for response to small fires at your school or in your state?

5. What type of hazardous materials or special consideration areas exist on campus?

6. How might a campus CERT relate to campus public safety and area emergency responders in a hazardous materials incident, keeping in mind CERT limitations in this area?

7. What other issues exist on your campus in terms of fire safety?

Unit 7: Light Search and Rescue

1. How can you learn the policies of your jurisdiction around shutting off utilities?

2. Teamwork is critical to rescue operations. How will you build teamwork among your trainees?

3. Safety is a critical component of Campus CERT operations. You will be teaching Campus CERT volunteers to search in potentially dangerous conditions. How will you train them to recognize the dangers they may run into?

4. How can you prepare Campus CERT volunteers for the trauma and suffering they will see during rescue operations?

5. One part of rescuer safety is to know your limitations. How will you explain to Campus CERT volunteers that an honest analysis of their capabilities is necessary?

6. In your venue, who could you call upon to make sure that any light search and rescue training activity you do is safe for participants?

7. Are there structures in your area you could use to explain the different types of collapse danger?

Unit 8: Terrorism

1. Has a threat, risk, and vulnerability study been done to assess the possible terrorist threat on campus? What is the threat (real or perceived)?

2. Looking at the goals of terrorists, how can the campus CERT prepare to reduce the impact of potential terrorism both pre- and post-event?

3. Are there any persons on campus who have special training, equipment, expertise, or capabilities that can be used regarding chemical, biological, radiological, nuclear, or explosive hazards?

4. How can the campus CERT form a relationship with local law enforcement, including 9-1-1 dispatch centers or local intelligence fusion centers, to help the flow of information so that even the most trivial information is appropriately communicated?

5. What are some of the other issues that need to be addressed related to terrorism preparedness on your campus?

UNIT SUMMARY

This module discussed ways to plan, market, and deliver CERT training in a campus setting.

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CERT Train-the-Trainer: Annex for Campus CERT Additional Materials

- Campus Emergencies and Disasters
- Campus CERT Participant Pre-Test
- Campus CERT Participant Post-Test
- Campus CERT Participant Pre- & Post-Test Answer Sheet

FEMA

CERT COMMUNITY EMERGENCY RESPONSE TEAM

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CAMPUS EMERGENCIES AND DISASTERS

Natural/Fire Disasters

(September 2003) Georgetown University

Hurricane Isabel forced Georgetown University to cancel classes for 2 days. The storm left thousands in the Washington, D.C. area without power, effecting street lights and traffic signs. Facility workers and campus emergency volunteers worked through the weekend to keep resources available for students. *Bell, C. (September 23, 2003). D.C., Georgetown cope with Isabel's aftermath. The Hoya.*

(January 2005) Ball State University

An ice storm that struck East-Central Indiana left thousands without power. Nearly $300,000 was spent to clear fallen trees on the university campus following the ice storm. *Smalls, Y. (January 18, 2005). Ball State U. works on storm cleanup. Daily News.*

(September 2005) Various Public and Private Colleges throughout Mississippi and Louisiana

Hurricane Katrina devastated educational institutions in both Mississippi and Louisiana. The storm forced colleges and universities throughout the region to close, displacing thousands of students. In Mississippi, the hurricane caused an estimated $700 million in damage. *(September 23, 2005). Katrina's Toll on Mississippi Colleges Will Approach $700-Million. The Chronicle of Higher Education.*

(November 2005) Florida Atlantic University

Hurricane Wilma devastated Florida Atlantic University. The storm created approximately $7.5 million dollars in damage. Generators were required to provide electricity to the campus, as additional police officers ensured campus was safe for night classes and events. No major injuries were reported. *Peltz, J. (November 10, 2005). FAU storm damages up to $7.5 million; other colleges take hard hits. Knight Ridder Tribune Business news. Washington.*

(April 2006) University of Iowa

Five tornadoes touched down in the area surrounding the University of Iowa campus. Over 100 students lost their homes, as the city and campus saw nearly $12 million in damage. In total, 212 buildings in the Iowa City area were damaged. No serious injuries were reported following the tornadoes, although several dozen patients were seen for minor injuries at area hospitals. *Jordan, E. & Patch, J. (April 15, 2006). Iowa tornado damage tops $12 million. The Des Moines Register.*

(June 2008) University of Iowa

The University of Iowa, Iowa City, sustained more than $231 million in damages to campus structures and facilities from massive flooding along the Iowa River during the June 2008 floods that affected Iowa and other States along several river systems. *Baldwin. J. (2008). Worst natural disaster in state history. www.Iowa.com.*

(June 2008) Kansas State University

A powerful tornado ripped through Kansas State University, causing more than $20 million in damages to university facilities, although the campus nuclear research reactor was not damaged. *Moser, K. (June 12, 2008). Tornado damages buildings at Kansas State U. Chronicle of Higher Education.*

(November 2008) Westmont College

Wildfires destroyed 15 faculty houses, a dormitory complex, and the physics and psychology buildings of Westmont College in California. No injuries were reported, but over 300 students had to spend the night in the college gymnasium when the wildfires ignited the dorm where the students slept. Biemiller, L. (November 16, 2008). *After Wildfire, Westmont College Fences Off Ruined Buildings, Assesses Damage. The Chronicle of Higher Education.*

(August 2011) Germanna Community College

Germanna Community College's Fredericksburg Campus sustained heavy damage to its largest classroom building during the 5.8-magnitude earthquake that struck the mid-Atlantic region on August 23. Although no one was injured, damage from the quake forced the college to suspend classes for several days and to look for alternate classroom space for the fall semester. Telvock, D. (August 26, 2011). *Germanna Needs Classroom Space After Earthquake Damage. Fredericksburg Patch.*

(August 2011) Colleges Throughout New England and the Mid-Atlantic

Hurricane Irene left many colleges in New England and the Mid-Atlantic scrambling to make contingency plans for newly arrived students and to deal with flooding, power loss, damaged roads, and downed trees. Some schools, such as William and Mary, evacuated their students in preparation for the storm but ultimately sustained minor damage, while others, such as Southern Vermont College, had to delay the start of fall classes because of heavily flooded or damaged roads. Other colleges faced flooding, power outages, and lost telephone and internet service as a result of the storm. *Eaton, C. (August 29, 2011). Flooding and Power Loss Plague Some New England Campuses in Wake of Storm. The Chronicle of Higher Education.*

Riots

(July 2000) Pennsylvania State University

A crowd of 2,500 people started a riot on the area surrounding Penn State's campus. The crowd broke windows and threw beer bottles and plastic cups from the balconies of nearby buildings. In addition, the crowd punctured three tires on a police car. The police responded with pepper spray and arrested 15 individuals for their participation in the riot. *Bradley, F. & Cichon, F. (July 17, 2000). Police put quick end to riot rear Penn State U. Daily Collegian.*

(November 2000) Ohio State University

A riot broke out at Ohio State University following a football game loss. Those involved started 129 fires and turned over at least five cars. One student was stabbed during the riot. Police made 29 arrests, suppressing the crowd with tear gas and rubber bullets.

Enders, D. (November 29, 2000). Ohio State U. students riot after football loss. Michigan Daily.

(April 2002) University of Maryland

Approximately 400 individuals started a riot after the school's basketball team lost a Final Four game. Members of the crowd destroyed two police cruisers and pelted police with glass. During the riot, several phone booths and garbage cans were knocked over and street signs were pulled down. The rioters also looted several stores surrounding the campus. Police fired pepper spray to control the crowd. *Keller, C. (April 1, 2002). Police fire pellets after U. Maryland fans loot store cruisers. The Diamondback.*

(April 2003) University of Minnesota

After the University of Minnesota hockey team won the men's national championship, riots broke out on the school's campus. A crowd of 1,000 people started the riot. They set more than 60 fires and threw rocks and bottles at police officers. Twelve people were arrested following the event. *Daglas, C. (April 14, 2003). Minnesota riots after hockey win. Badger Herald.*

(May 2003) University of Massachusetts – Amherst

After police broke up a party of 1,000 – 1,500 people, members of the crowd started a riot. Students threw glass bottles, rocks, and lawn chairs at officers, injuring 15. Several police cruisers were damaged during the incident. In addition, the crowd started fires – burning a bus stop to the ground – and turned over one car. The Amherst Fire Department made 27 ambulance and fire runs during the incident. *Singer, M. (May 5, 2003). Riots at U. Massachusetts results in fires, violence. Massachusetts Daily Collegian.*

(October 2003) University of Massachusetts – Amherst

A riot started on the University of Massachusetts campus after a Boston Red Sox loss. Between 150 and 200 students participated in the riot. They threw beer cans, debris, and firecrackers out of windows. One group of students set a large fire on the Northeast quad. Police responded with pepper spray, arresting 15 people involved in the riot. *Lamonth, D. & Salniker, F. (October 20, 2003). 15 arrested a U. Massachusetts following Red Sox loss. Massachusetts Daily Collegian.*

(February 2004) Northeastern University

Northeastern students rioted after the New England Patriots won the Super Bowl. Students lit fireworks off rooftops and overturned six cars, damaging other vehicles in the process. A hit-and-run accident that occurred during the riot resulted in one casualty and three injuries. At least three students were arrested following the riot. *Vosk, S. (February 5, 2004). Students arrested after riots erupt near Northeastern U. Northeastern News.*

(April 2004) Iowa State University

After city police broke up an off-campus party during the school's Veishea celebration, students began to riot. Approximately 400 students were involved in the riots, damaging lamp posts, parking meters, and storefront windows. One hundred police officers

responded to the riot, later arresting 32 individuals. *Bui, P.K. (April 19, 2004). "Most Violent" Iowa State U. Riot ends in 32 arrests. Iowa State Daily.*

(August 2004) Colorado State University

When police attempted to disperse a crowd of 1,500 people from a party near Colorado State University, it sparked a riot the following night. Approximately 600 to 800 people gathered and began throwing rocks, bottles, and Molotov cocktails. Rioters overturned several cars. Campus police responded to the riots and arrested five individuals. *Wiggins, E. (August 24, 2004). U. Colorado-area cops baffled by Colorado State U. riots. Colorado Daily.*

(April 2005) Michigan State University

A crowd of 2,000 students rioted in downtown East Lansing after the MSU's men's basketball team lost in the Final Four. Pepper spray was used to disperse the crowd, along with 42 arrests. Damage from the riot was estimated at $8,275, and staffing for the eight police agencies involved in suppressing the crowd added up to $190,389. *Hassett, K. (May 4, 2005). Pepper-spray use in East Lansing riot reviewed. Lansing State Journal.*

(February 2008) Evergreen State College

A police officer's car was overturned and looted by bands of rock-throwing students after a disturbance at a Dead Prez concert at Evergreen State College in Olympia, Washington. The officer was trying to arrest a student believed to have been fighting with other concertgoers. The crowd of 200 students had to be dispersed with pepper spray. *KOMO Staff and News Services. (February 15, 2008). Riot at Evergreen State damages deputy's car. www.KOMOnews.com.*

(February 2010) University of California—Berkeley

Student protests over rising tuition rates led to rioting and clashes with police. Rioters set trash cans on fire, threw glass bottles, and shattered windows, which led to the arrest of several students. The disturbances ultimately required the intervention of seven law enforcement agencies*. Anderson, E. and Panzar, J. (February 26, 2010). Rioters Clash with Police in Streets South of UC Berkeley. The Daily Californian.*

(March 2010) University of Maryland at College Park

Police in riot gear tried to disperse a crowd of almost 1,500 students that took down a traffic sign and rocked a bus after the Maryland men's basketball team had a surprise playoff victory over Duke. There were similar problems in 2005 when the Maryland team beat Duke in a regular season win. Over two dozen people were arrested, and some students were beaten*. Mastis, L. (March 4, 2010). Chaotic Celebration in College Park After Victory Over Duke. 9 News Now at WUSA.com.*

Terrorism and Other Violent Mass Attacks

(February 2000) University of Minnesota, St. Paul

The Earth Liberation Front targeted a University of Minnesota campus greenhouse. The incident caused $1,000 in damage and set research back more than 3 months. The

group overturned 88 oat plants, glued locks shut, and spray-painted greenhouse walls. *Rust, M. & Virtucio, V.P. (February 14, 2000). Activists damage U. Minnesota St. Paul campus seed lab. Minnesota Daily.*

(May 21, 2001) University of Washington

The Earth Liberation Front conducted two separate attacks on this date, setting fire to a research lab at the University of Washington and to a tree nursery in Oregon. The attack at the University of Washington destroyed the Center for Urban Horticulture building. No injuries were reported. *Incident Profile: Earth Liberation Front. MIPT Terrorism Knowledge Base. http://www.tkb.org/*

(January 26, 2002) University of Minnesota, St. Paul

The Earth Liberation Front set fire to machinery at the Microbial and Plant Genomic Research Center at the University of Minnesota, St. Paul campus. No injuries were reported. *Incident Profile: Earth Liberation Front. MIPT Terrorism Knowledge Base. http://www.tkb.org/*

(July 8, 2004) Brigham Young University

The Animal Liberation Front and the Earth Liberation Front conducted an attack at Brigham Young University. The incident, which destroyed two sheds belonging to the animal science building, caused over $30,000 in damage. No injuries were reported. *Incident Profile: Earth Liberation Front. MIPT Terrorism Knowledge Base. http://www.tkb.org/*

(April 2007) Virginia Polytechnic Institute

Disturbed student Cho Seung-Hui killed 27 students, five faculty members, and himself in one of the deadliest and most shocking incidences of mass violence in U.S. history. Classes were cancelled for a week to allow students to grieve, and the hall where Seung-Hui conducted the bulk of the attacks was closed for the rest of the semester. *Hauser, C. (April 17, 2007). Virginia Gunman Identified as a Student. New York Times.*

CAMPUS CERT PARTICIPANT PRE-TEST

Directions: To properly evaluate the effectiveness of the Campus CERT training you are about to receive, it is important for us to measure how much you know prior to training. Please answer each question to the best of your ability and don't be alarmed if you don't know some (or any) of the correct answers. We promise you will do much better after you have had the Campus CERT training!

Please circle an answer to each question below.

1. A family disaster supply kit should contain:
   a. One gallon of water per day, per person.
   b. One quart of water per day, per person.
   c. Two gallons of water per day, per person.
   d. None of the above.
2. Regarding disaster situations, which of the following is not true?
   a. Disasters may be manmade (e.g. bombings).
   b. Disasters may be natural (e.g. hurricanes).
   c. Disasters cannot be foreseen.
   d. Disasters may overwhelm emergency response personnel workers' capabilities.
3. Following a disaster, which of the following activities might CERT volunteers be involved with?
   a. Suppressing a small fire.
   b. Coordinating the response to a mass casualty incident.
   c. Locating and turning off utilities if safe to do so.
   d. All of the above.
4. A family emergency plan should include:
   a. A meeting place outside the neighborhood in case the family can't return home.
   b. Smoke alarms on every floor of the house.
   c. A plan that provides for escape from every room of the home.
   d. All of the above.
5. CERT size-up is a continual nine-step process that enables team members to make decisions and respond appropriately. The first step in size-up is:
   a. Establish priorities.
   b. Gather facts.
   c. Assess damage.
   d. Develop an action plan.
6. Regarding fire suppression (i.e. putting out a fire) which of the following is correct?
   a. For safety, you should always have two ways to exit the fire area.
   b. To check for fires behind closed doors, feel the door for heat with your hand, working from the top to the bottom of the door.
   c. Extinguish fires starting at the top of the flame and work your way to the base of the fire.
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   a. 6 drops of bleach per gallon of water.
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14. At the medical treatment site, patients should be positioned:
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    a. When damage to a building is heavy (e.g., structural instability) CERT volunteers should secure the building perimeter and warn others to stay out.
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22. Regarding the Incident Command System (ICS), which of the following is incorrect?
    a. The ICS is used by fire and police personnel to manage emergency operations.
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23. Regarding Critical Incident Stress Debriefing (CISD), which of the following is incorrect?
    a. CISD is used to help rescuers cope with the psychological trauma they may experience following a disaster situation.
    b. CISD is mandatory for all Campus CERTs involved in disaster operations.
    c. CISD discussions are confidential.
    d. During CISD participants are encouraged to share their thoughts and feelings about the disaster.
24. During a disaster, rescuers and survivors may experience disaster-related stress. CERTs should not:
    a. Ask uninjured people to get involved in helping others.
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    c. Help survivors connect with family and/or friends.
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25. Research shows that survivors go through four distinct emotional phases following a disaster. During the impact phase, survivors:
    a. Generally do not panic or show emotion.
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26. Shelter-in-place procedures include:
    a. Shutting off the ventilation system.
    b. Placing plastic sheeting around all doors and windows.
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27. If CERT volunteers suspect a terrorist incident, they should:
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28. CERT volunteers can limit their exposure to the harmful effects of terrorist weapons by:
    a. Evacuating at least 500-1,000 feet away, uphill and upwind.
    b. Evacuating at least 500-1,000 feet away, downhill and downwind.
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29. Basic decontamination procedures include:
    a. Leaving the contaminated area.
    b. Removing everything (e.g., clothing, jewelry).
    c. Showering with cool water.
    d. All of the above.

CAMPUS CERT PARTICIPANT POST-TEST

Directions: In order to properly evaluate the effectiveness of the Campus CERT training you just received, it is important for us to measure how much you learned during training. Please answer each question to the best of your ability.

Please circle an answer to each question below.

1. A family disaster supply kit should contain:
   a. One gallon of water per day, per person.
   b. One quart of water per day, per person.
   c. Two gallons of water per day, per person.
   d. None of the above.
2. Regarding disaster situations, which of the following is not true?
   a. Disasters may be manmade (e.g. bombings).
   b. Disasters may be natural (e.g. hurricanes).
   c. Disasters cannot be foreseen.
   d. Disasters may overwhelm emergency response personnel workers' capabilities.
3. Following a disaster, which of the following activities might CERT volunteers be involved with?
   a. Suppressing a small fire.
   b. Coordinating the response to a mass casualty incident.
   c. Locating and turning off utilities if safe to do so.
   d. All of the above.
4. A family emergency plan should include:
   a. A meeting place outside the neighborhood in case the family can't return home.
   b. Smoke alarms on every floor of the house.
   c. A plan that provides for escape from every room of the home.
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5. CERT size-up is a continual nine-step process that enables team members to make decisions and respond appropriately. The first step in size-up is:
   a. Establish priorities.
   b. Gather facts.
   c. Assess damage.
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6. Regarding fire suppression (i.e. putting out a fire) which of the following is correct?
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7. CERTs should only attempt to suppress fires that are smaller than the size of a:
   a. Wood shed.
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CAMPUS CERT PARTICIPANT PRE- & POST-TEST ANSWER SHEET

Directions: Answers are bolded below.

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18. Regarding search and rescue, which of the following is <u>incorrect</u>?
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