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# UNIT 1: INTRODUCTION

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In this unit you will learn about:

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

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# COMMUNITY EMERGENCY RESPONSE TEAM TRAIN-THE-TRAINER COURSE

## UNIT 1: INTRODUCTION

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**LEARNING  
OBJECTIVES/  
PERFORMANCE  
OUTCOMES**

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

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

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**SCOPE**

The topics that will be discussed in this unit are:

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

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**ESTIMATED  
COMPLETION TIME**

75 minutes

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# COMMUNITY EMERGENCY RESPONSE TEAM TRAIN-THE-TRAINER COURSE

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### TRAINING METHODS

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

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

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

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

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

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

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

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

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

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

# COMMUNITY EMERGENCY RESPONSE TEAM TRAIN-THE-TRAINER COURSE

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

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- RESOURCES REQUIRED**
- *Community Emergency Response Team Train-the-Trainer* Instructor Guide (for Train-the-Trainer instructors)
  - *Community Emergency Response Team Train-the-Trainer* Participant Manual (for all participants)
  - *Community Emergency Response Team Basic Training* Instructor Guide (for all participants)
  - PowerPoint slides 1-1 to 1-29
  - Copies of the Pre-test, one for each participant
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- EQUIPMENT** The following additional equipment is required for this unit:
- A computer with PowerPoint software
  - A computer projector and screen
  - Masking tape (for posting the participant expectations)
  - Easel pad and easel
  - Whiteboard (optional)
  - Markers
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**PREPARATION** Prior to class, make copies of the Pre-test, one for each participant. You can find the blank Pre-test following these notes, just prior to the lesson plan for Unit 1.

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

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

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### NOTES

A suggested time plan for this unit is as follows:

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

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### REMARKS

#### **Pre-Test**

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

#### **Expectations**

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

#### **Refresher Questions**

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

#### **CERT Walk-Through**

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

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# CERT Train-the-Trainer Pre-test

Name: \_\_\_\_\_

You have 10 minutes to complete this test.

1. Which of the following best describes the purpose of CERT?
  - a. To provide first responder services in an emergency situation until professional services arrive
  - b. To sacrifice personal safety to provide the greatest good for the greatest number
  - c. To train volunteers in life-saving techniques
  - d. To better enable communities to fight terrorism
  
2. Which of the following is *not* one of the roles of a *CERT Basic Training* instructor?
  - a. Subject matter expert
  - b. Friend and coach
  - c. CPR trainer
  - d. Evaluator
  
3. A CERT member's first responsibility is to prepare his or her \_\_\_\_\_.
  - a. Community
  - b. Household
  - c. Fellow CERT members
  - d. Local officials
  
4. Observing body language is one way to learn about your learners. About what percentage of communication is non-verbal?
  - a. 10
  - b. 80
  - c. 35
  - d. 65

## COMMUNITY EMERGENCY RESPONSE TEAM TRAIN-THE-TRAINER COURSE

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

# COMMUNITY EMERGENCY RESPONSE TEAM TRAIN-THE-TRAINER COURSE

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

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

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

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

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

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

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

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

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

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

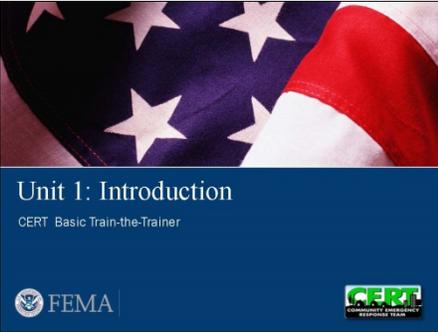
## COMMUNITY EMERGENCY RESPONSE TEAM TRAIN-THE-TRAINER COURSE

### UNIT 1: INTRODUCTION

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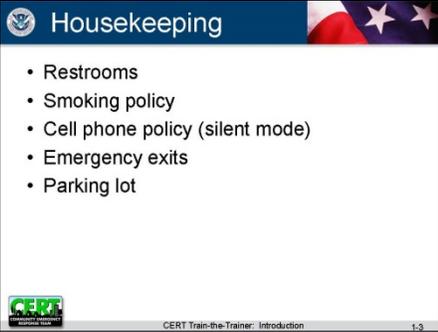
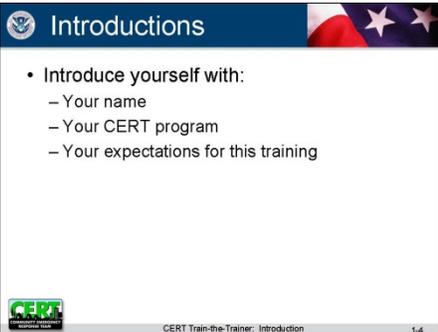
15. What should you do if a learner starts an activity and then decides that he or she is physically unable to complete the activity?
- Emphasize that there are functions for every person on a CERT
  - Tell the person to take a break and return to the class after the activity
  - Push the person to try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

# Unit 1: Introduction

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

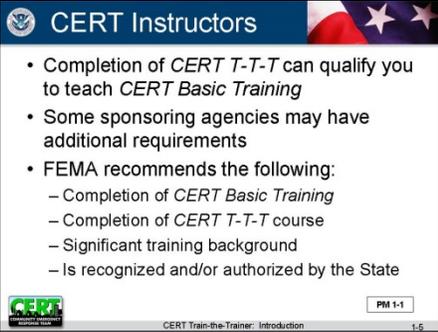
# COMMUNITY EMERGENCY RESPONSE TEAM TRAIN-THE-TRAINER COURSE

## UNIT 1: INTRODUCTION

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

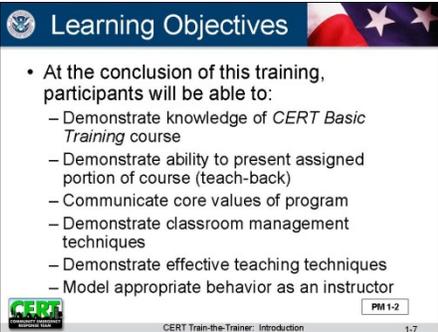
# COMMUNITY EMERGENCY RESPONSE TEAM TRAIN-THE-TRAINER COURSE

## UNIT 1: INTRODUCTION

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

# COMMUNITY EMERGENCY RESPONSE TEAM TRAIN-THE-TRAINER COURSE

## UNIT 1: INTRODUCTION

INSTRUCTOR GUIDANCE	CONTENT
 <p><b>Display Slide 1-6</b></p>  <p><b>Display Slide 1-7</b></p>	<h3><b>Course Preview</b></h3> <h3><b>Course Purpose</b></h3> <p>Review the course purpose.</p> <p>The purpose of this course is to produce competent instructors for the <i>CERT Basic Training</i> course. A competent instructor:</p> <ul style="list-style-type: none"><li>▪ Delivers the <i>CERT Basic Training</i> course accurately, conveying the messages and intent of the CERT Program (e.g., safety, teamwork, place in overall community emergency operations plan)</li><li>▪ Ensures that participants achieve the objectives of the <i>CERT Basic Training</i> course</li><li>▪ Delivers training effectively and at an appropriate level, thus enabling participants to learn and correctly apply skill sets</li><li>▪ Creates a comfortable yet managed learning environment</li></ul> <h3><b>Course Learning Objectives</b></h3> <p>Review the learning objectives for the <i>CERT T-T-T</i> course. These objectives describe what behaviors are expected from the participants by the conclusion of the <i>CERT T-T-T</i>.</p> <p>Explain that the slide only shows the six primary learning objectives. The full list of learning objectives or performance outcomes is in the Participant Manual (beginning on page 1-2).</p>

# COMMUNITY EMERGENCY RESPONSE TEAM TRAIN-THE-TRAINER COURSE

## UNIT 1: INTRODUCTION

INSTRUCTOR GUIDANCE	CONTENT
<p>Rather than reading the sub-objectives, refer participants to the Participant Manual for the “sub” learning objectives. They are included here for the instructor’s reference.</p>	<p>Say that each course objective’s sub-objectives are included in the Participant Manual and can be reviewed in detail individually.</p> <p>At the conclusion of this training, participants will be able to:</p> <ol style="list-style-type: none"><li>1. Demonstrate knowledge of the <i>CERT Basic Training</i> course<ol style="list-style-type: none"><li>a. Relate the history of CERT.</li><li>b. Describe the intent and purpose of CERT.</li><li>c. Describe the emergency management system and where CERT fits.</li><li>d. Discuss the learning objectives of each unit of the <i>CERT Basic Training</i> course and how the unit meets those objectives.</li><li>e. Describe the sequence of the units and explain how one unit connects to the other units.</li><li>f. Describe how to formulate an effective Unit 9 scenario.</li></ol></li><li>2. Demonstrate the ability to present an assigned portion of the course (teach-back)<ol style="list-style-type: none"><li>a. The teach-back must include a lecture, a demonstration, a hands-on activity, and structured feedback on the activity.</li><li>b. The demonstration and hands-on activity must be done in a safe manner.</li></ol></li></ol>

# COMMUNITY EMERGENCY RESPONSE TEAM TRAIN-THE-TRAINER COURSE

## UNIT 1: INTRODUCTION

INSTRUCTOR GUIDANCE	CONTENT
<p>Refer to CERT core values listed on easel.</p>	<ol style="list-style-type: none"><li>3. Communicate the core values of the program<ol style="list-style-type: none"><li>a. Articulate the core values.<ol style="list-style-type: none"><li>i. Safety, safety, safety</li><li>ii. Teamwork: stronger together than alone</li><li>iii. Community members helping each other in the neighborhood, workplace, school, other venues</li><li>iv. Valuing volunteers and CERT as an asset to the community</li><li>v. Preparedness</li><li>vi. Importance of each individual's contribution</li><li>vii. Practice, practice, practice</li><li>viii. Self-sufficiency and problem-solving, rather than the victim role</li><li>ix. Leadership</li><li>x. Ability to do the greatest good for the greatest number in the shortest amount of time</li></ol></li><li>b. Demonstrate the core values during the <i>CERT Basic Training</i> course.</li></ol></li><li>4. Demonstrate classroom management techniques<ol style="list-style-type: none"><li>a. Manage difficult learners.</li><li>b. Adjust to the limitations of particular learners.</li><li>c. Describe the logistical issues to be considered when putting on a course, including facility management.</li><li>d. Manage classroom time to meet course requirements.</li><li>e. Use training equipment correctly.</li><li>f. Manage unforeseen classroom challenges.</li><li>g. Identify potential ethical situations.</li><li>h. Describe techniques to transition smoothly from one unit to another.</li></ol></li></ol>

# COMMUNITY EMERGENCY RESPONSE TEAM TRAIN-THE-TRAINER COURSE

## UNIT 1: INTRODUCTION

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

# COMMUNITY EMERGENCY RESPONSE TEAM TRAIN-THE-TRAINER COURSE

## UNIT 1: INTRODUCTION

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

# COMMUNITY EMERGENCY RESPONSE TEAM TRAIN-THE-TRAINER COURSE

## UNIT 1: INTRODUCTION

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

Display Slide 1-8

### Course Agenda

Review the course agenda on the following page.

Make these points:

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

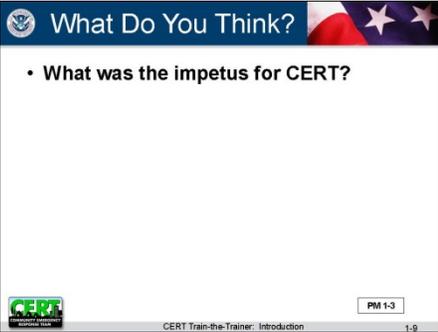
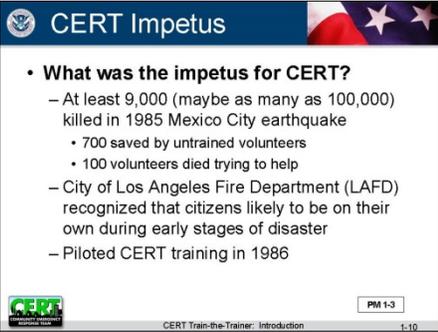
**COMMUNITY EMERGENCY RESPONSE TEAM TRAIN-THE-TRAINER COURSE**

**UNIT 1: INTRODUCTION**

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

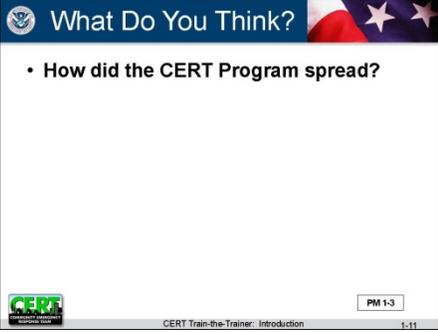
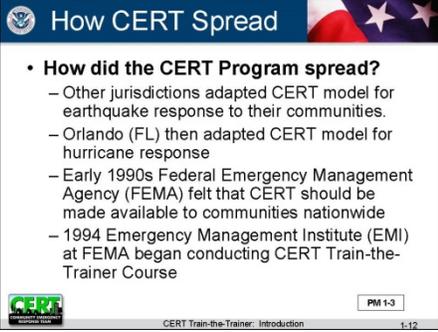
# COMMUNITY EMERGENCY RESPONSE TEAM TRAIN-THE-TRAINER COURSE

## UNIT 1: INTRODUCTION

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

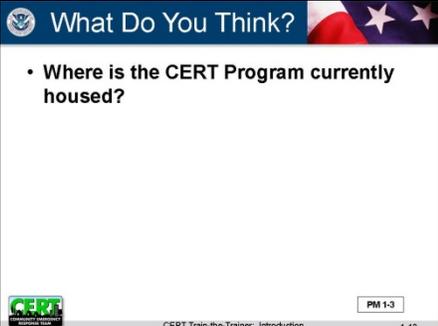
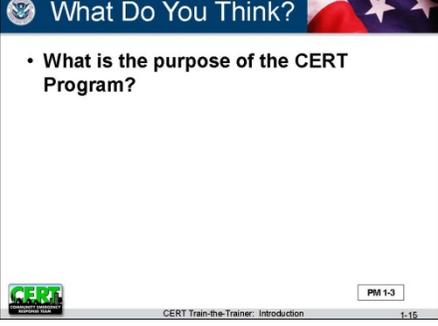
# COMMUNITY EMERGENCY RESPONSE TEAM TRAIN-THE-TRAINER COURSE

## UNIT 1: INTRODUCTION

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

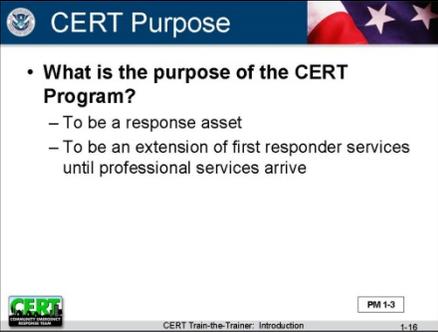
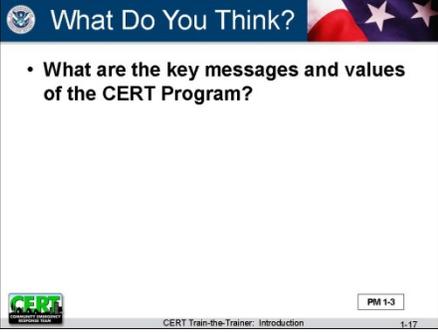
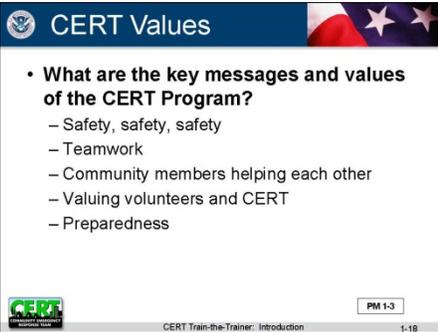
# COMMUNITY EMERGENCY RESPONSE TEAM TRAIN-THE-TRAINER COURSE

## UNIT 1: INTRODUCTION

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

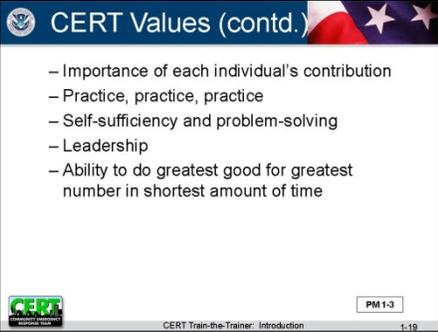
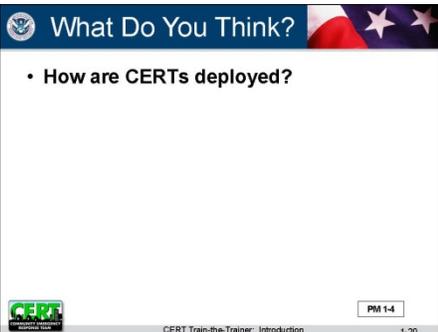
# COMMUNITY EMERGENCY RESPONSE TEAM TRAIN-THE-TRAINER COURSE

## UNIT 1: INTRODUCTION

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

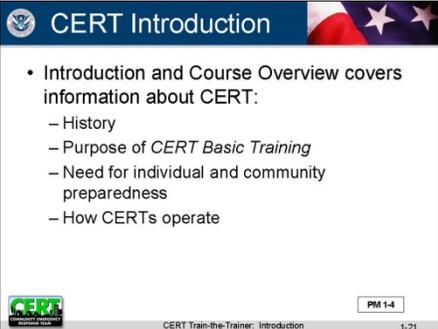
# COMMUNITY EMERGENCY RESPONSE TEAM TRAIN-THE-TRAINER COURSE

## UNIT 1: INTRODUCTION

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

# COMMUNITY EMERGENCY RESPONSE TEAM TRAIN-THE-TRAINER COURSE

## UNIT 1: INTRODUCTION

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

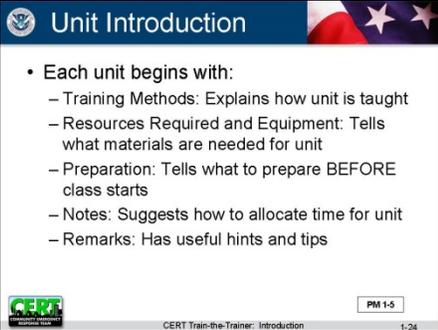
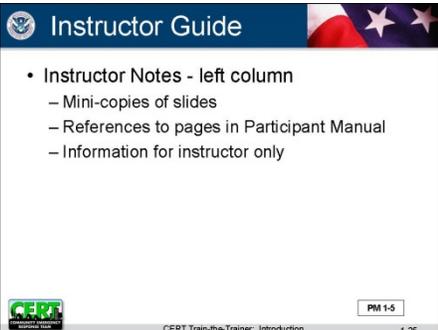
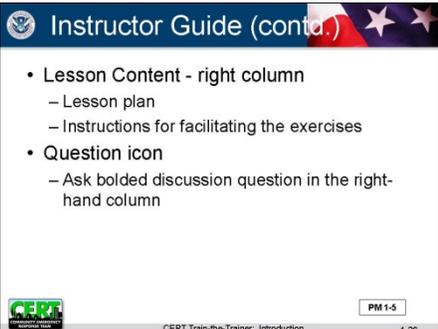
# COMMUNITY EMERGENCY RESPONSE TEAM TRAIN-THE-TRAINER COURSE

## UNIT 1: INTRODUCTION

INSTRUCTOR GUIDANCE	CONTENT
<p data-bbox="159 415 597 457"> CERT Introduction (contd.) </p> <ul data-bbox="183 478 540 604" style="list-style-type: none"><li>• Introduction and Course Overview also covers information about course:<ul data-bbox="207 527 410 604" style="list-style-type: none"><li>– Overview and objectives</li><li>– Target audience</li><li>– Course agenda</li></ul></li></ul> <p data-bbox="164 709 597 751"> <span data-bbox="516 716 557 730">PM 1-4</span> CERT Train-the-Trainer: Introduction 1-22</p> <p data-bbox="159 762 431 804"><b>Display Slide 1-22</b></p> <p data-bbox="159 863 597 905"> Instructor Responsibilities </p> <ul data-bbox="183 926 581 1087" style="list-style-type: none"><li>• This section covers:<ul data-bbox="207 947 581 1087" style="list-style-type: none"><li>– Instructor qualifications</li><li>– How to prepare content and classroom</li><li>– Instructor Guide Table of Contents</li><li>– Description of Instructor Guide and Participant Manual<ul data-bbox="232 1066 451 1087" style="list-style-type: none"><li>• Available at <a href="http://www.fema.gov/cert/">www.fema.gov/cert/</a></li></ul></li></ul></li></ul> <p data-bbox="164 1150 597 1192"> <span data-bbox="516 1157 557 1171">PM 1-5</span> CERT Train-the-Trainer: Introduction 1-23</p> <p data-bbox="159 1203 431 1245"><b>Display Slide 1-23</b></p>	<p data-bbox="626 415 1190 457">It includes information about the course:</p> <ul data-bbox="626 478 1019 615" style="list-style-type: none"><li>▪ Overview and objectives</li><li>▪ Target audience</li><li>▪ Course agenda</li></ul> <p data-bbox="626 863 987 905"><u>Instructor Responsibilities</u></p> <p data-bbox="626 915 1125 957">This section is fairly brief. It covers:</p> <ul data-bbox="626 968 1369 1308" style="list-style-type: none"><li>▪ Instructor qualifications</li><li>▪ How to prepare for the training, both content and classroom</li><li>▪ Instructor Guide Table of Contents</li><li>▪ A description of the Instructor Guide and the Participant Manual (available online for download from the National CERT Web site at <a href="http://www.fema.gov/cert/">www.fema.gov/cert/</a>)</li></ul>

# COMMUNITY EMERGENCY RESPONSE TEAM TRAIN-THE-TRAINER COURSE

## UNIT 1: INTRODUCTION

INSTRUCTOR GUIDANCE	CONTENT
 <p>Unit Introduction</p> <ul style="list-style-type: none"><li>• Each unit begins with:<ul style="list-style-type: none"><li>– Training Methods: Explains how unit is taught</li><li>– Resources Required and Equipment: Tells what materials are needed for unit</li><li>– Preparation: Tells what to prepare BEFORE class starts</li><li>– Notes: Suggests how to allocate time for unit</li><li>– Remarks: Has useful hints and tips</li></ul></li></ul> <p><b>Display Slide 1-24</b></p> <p>Refer participants to page 3-1 in the <i>CERT Basic Training Instructor Guide</i> for an example of each of these sections.</p>	<p><u>Unit Introduction</u></p> <p>Each unit begins with some essential preparation information. Read it.</p> <ul style="list-style-type: none"><li>▪ The Training Methods section explains how the unit should be taught.</li><li>▪ The Resources Required and Equipment sections tell you what you will need to have on hand to teach the unit.</li><li>▪ The Preparation section tells you what you will need to get together BEFORE class starts.</li><li>▪ The Notes section makes suggestions on how to allocate your time for the unit.</li><li>▪ The Remarks section has useful hints and tips.</li></ul>
 <p>Instructor Guide</p> <ul style="list-style-type: none"><li>• Instructor Notes - left column<ul style="list-style-type: none"><li>– Mini-copies of slides</li><li>– References to pages in Participant Manual</li><li>– Information for instructor only</li></ul></li></ul> <p><b>Display Slide 1-25</b></p>	<p><u>Instructor Guide Format</u></p> <p>The course content is presented in a two-column format.</p> <ul style="list-style-type: none"><li>▪ Instructor Notes – left column<ul style="list-style-type: none"><li>• Mini-copies of the slides with the slide number</li><li>• References to pages in the Participant Manual when participants should review visuals and job aids there</li><li>• Information only the instructor needs to know</li></ul></li></ul>
 <p>Instructor Guide (cont.)</p> <ul style="list-style-type: none"><li>• Lesson Content - right column<ul style="list-style-type: none"><li>– Lesson plan</li><li>– Instructions for facilitating the exercises</li></ul></li><li>• Question icon<ul style="list-style-type: none"><li>– Ask bolded discussion question in the right-hand column</li></ul></li></ul> <p><b>Display Slide 1-26</b></p>	<ul style="list-style-type: none"><li>▪ Lesson Content – right column<ul style="list-style-type: none"><li>• Lesson plan</li><li>• Instructions for facilitating the exercises</li></ul></li><li>▪ Question icon<ul style="list-style-type: none"><li>• When you see this icon in the left-hand column, ask the accompanying bolded discussion question in the right-hand column.</li></ul></li></ul>

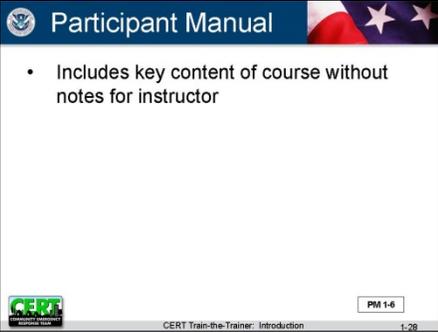
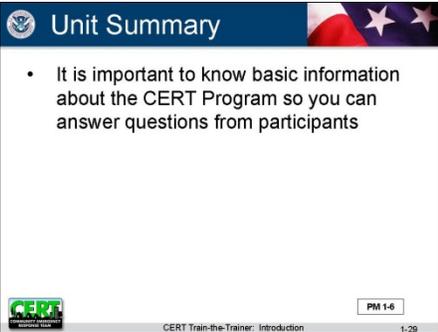
# COMMUNITY EMERGENCY RESPONSE TEAM TRAIN-THE-TRAINER COURSE

## UNIT 1: INTRODUCTION

INSTRUCTOR GUIDANCE	CONTENT
<p><b>Display Slide 1-26</b></p>  <p><b>Display Slide 1-27</b></p> 	<p>Be sure to follow the Instructor Guide carefully when conducting this course.</p> <p><u>Emphasize the following reminders:</u></p> <ol style="list-style-type: none"><li>1. The <i>CERT Basic Training</i> course is to be delivered as classroom-based, instructor-led training. Lecture, discussion, demonstration, and hands-on practice must be incorporated throughout the course to help ensure that participants acquire knowledge and skills incrementally.</li><li>2. You are required to cover the topics in all nine units of the <i>CERT Basic Training</i> course. You cannot leave out any of the topics.</li><li>3. Within the course you should tailor the information to your community. The course provides the minimum information required for CERT training, but instructors are able to add community-specific content, exercises, etc., to make it more relevant.</li><li>4. You may offer other modules outside of the course and can require that participants complete the other modules (e.g., CPR, IS700) in order to join a team.  Ask the following question:  <b>What modules have you added to the <i>Basic Training</i> or require your CERT participants to complete?</b></li><li>5. You are encouraged to add your own images to the PowerPoint slides.</li></ol>

# COMMUNITY EMERGENCY RESPONSE TEAM TRAIN-THE-TRAINER COURSE

## UNIT 1: INTRODUCTION

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



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