

---

## UNIT 2: YOUR ROLE AS INSTRUCTOR

---

---

---

In this unit you will learn about:

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

[This page intentionally left blank]

# COMMUNITY EMERGENCY RESPONSE TEAM TRAIN-THE-TRAINER COURSE

## UNIT 2: YOUR ROLE AS INSTRUCTOR

---

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

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

### UNIT 2: YOUR ROLE AS INSTRUCTOR

---

#### TRAINING METHODS (CONTINUED)

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

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

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

---

#### RESOURCES REQUIRED

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

---

#### EQUIPMENT

The following additional equipment is required for this unit:

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

---

#### PREPARATION

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

---

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

**UNIT 2: YOUR ROLE AS INSTRUCTOR**

---

**NOTES**

A suggested time plan for this unit is as follows:

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

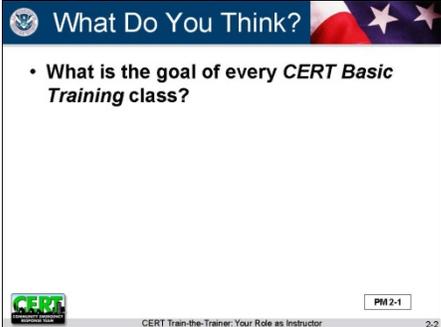
---

**REMARKS**

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

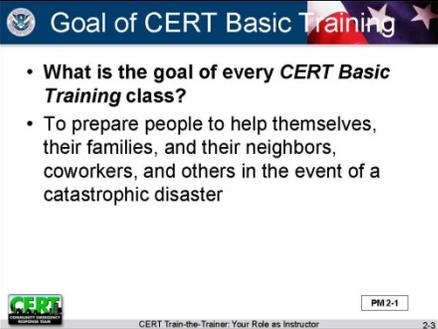
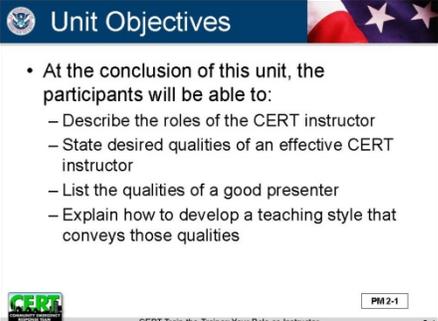
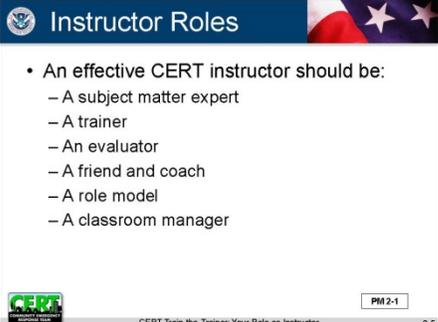
---

# Unit 2: Your Role as Instructor

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

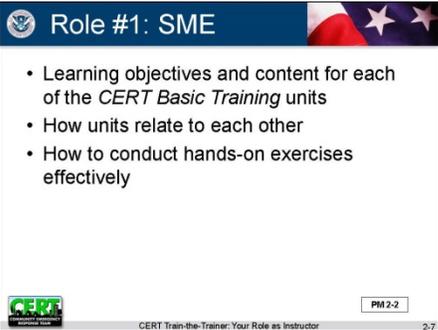
# COMMUNITY EMERGENCY RESPONSE TEAM TRAIN-THE-TRAINER COURSE

## UNIT 2: YOUR ROLE AS INSTRUCTOR

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

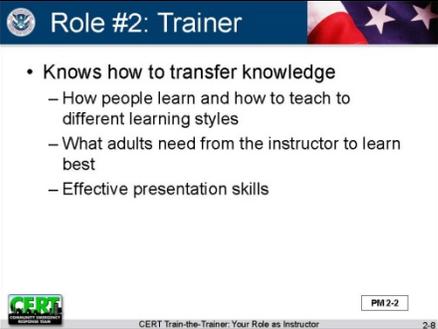
# COMMUNITY EMERGENCY RESPONSE TEAM TRAIN-THE-TRAINER COURSE

## UNIT 2: YOUR ROLE AS INSTRUCTOR

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

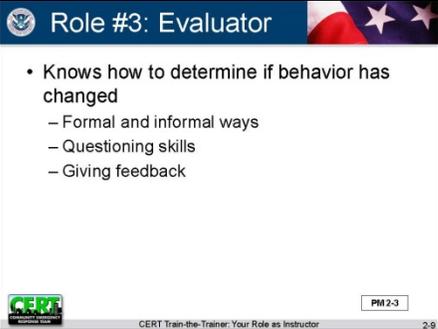
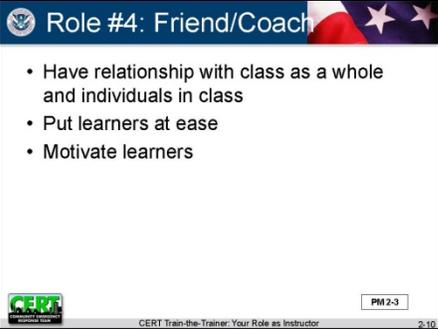
# COMMUNITY EMERGENCY RESPONSE TEAM TRAIN-THE-TRAINER COURSE

## UNIT 2: YOUR ROLE AS INSTRUCTOR

INSTRUCTOR GUIDANCE	CONTENT
 <p><b>Role #2: Trainer</b></p> <ul style="list-style-type: none"><li>• Knows how to transfer knowledge<ul style="list-style-type: none"><li>– How people learn and how to teach to different learning styles</li><li>– What adults need from the instructor to learn best</li><li>– Effective presentation skills</li></ul></li></ul> <p><b>Display Slide 2-8</b></p>	<p><b>Role #2: Trainer</b></p> <p>Explain that some people think that, if you know the information, you can teach it. Sometimes this is true. But many people who are subject matter experts don't know how to get the information out of their heads and into someone else's head.</p> <p>An effective instructor knows how to transfer knowledge to participants. A skilled trainer can:</p> <ul style="list-style-type: none"><li>▪ Teach to different learning styles</li><li>▪ Provide a learning environment where adults can learn best</li><li>▪ Present content effectively</li></ul> <p>One of the greatest tools for being a good trainer is to follow the <i>CERT Basic Training</i> Course Instructor Guide as it is written. It employs sound adult learning principles.</p> <p>In this course, we will talk about:</p> <ul style="list-style-type: none"><li>▪ How to maximize learning</li><li>▪ The attributes of a good presenter</li></ul> <p>Both of these will help you be a better trainer.</p>

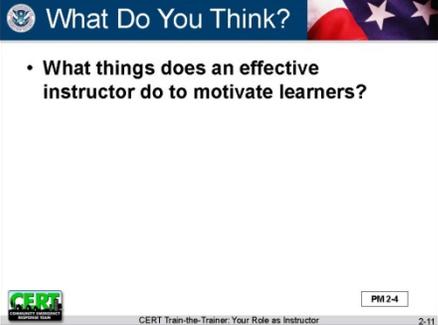
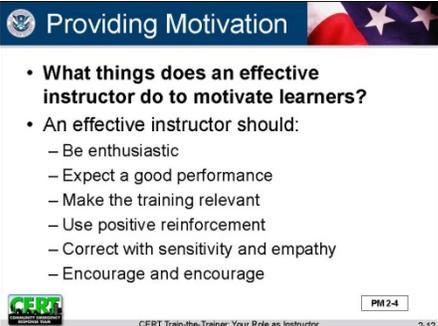
# COMMUNITY EMERGENCY RESPONSE TEAM TRAIN-THE-TRAINER COURSE

## UNIT 2: YOUR ROLE AS INSTRUCTOR

INSTRUCTOR GUIDANCE	CONTENT
 <p>Role #3: Evaluator</p> <ul style="list-style-type: none"><li>• Knows how to determine if behavior has changed<ul style="list-style-type: none"><li>– Formal and informal ways</li><li>– Questioning skills</li><li>– Giving feedback</li></ul></li></ul> <p>CERT Train-the-Trainer: Your Role as Instructor 2-9</p>	<h3>Role #3: Evaluator</h3> <p>Tell participants that it is not enough to know the material and to know the best ways to transfer knowledge.</p> <p>Good learning involves a change in behavior. For example, a participant can not only say what a pressure bandage is but he or she can show the instructor the correct way to apply a pressure bandage.</p> <p>The instructor needs to see that the participants' behavior has changed, that they have learned the new skill. There are both formal and informal ways to evaluate whether progress that has been made.</p> <p>In this course, Unit 5 discusses evaluating progress and how and when to do it. The unit also covers how to ask good questions and how to give useful feedback. These are all ways to evaluate progress.</p>
 <p>Role #4: Friend/Coach</p> <ul style="list-style-type: none"><li>• Have relationship with class as a whole and individuals in class</li><li>• Put learners at ease</li><li>• Motivate learners</li></ul> <p>CERT Train-the-Trainer: Your Role as Instructor 2-10</p>	<h3>Role #4: Friend and Coach</h3> <p>Explain that an effective instructor has a relationship with the class as a whole and with the individuals in the class.</p> <p>The instructor makes a point of meeting each person and getting to know something about that person. This helps to put the participants at ease and make them feel part of the class.</p> <p>In this course, there is a unit on getting to know your audience.</p> <p>Part of this role of friend/coach requires the instructor to be a motivator. This is particularly important as many participants will be there for different reasons (as further discussed in Unit 11, Manage the Classroom). Your job is to identify what is motivating the participants to be in class (family safety vs. community response) and to reinforce that motivation.</p>

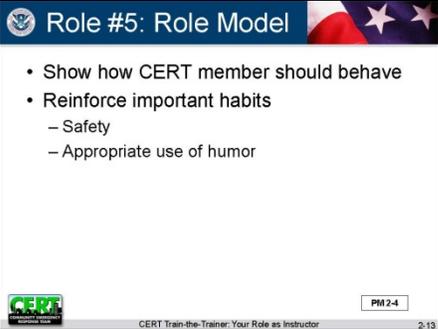
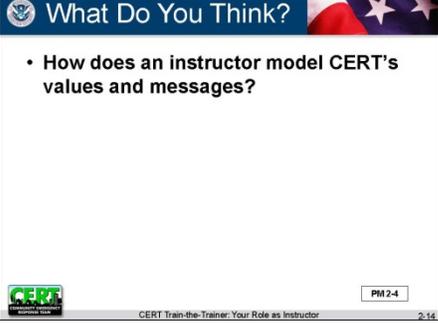
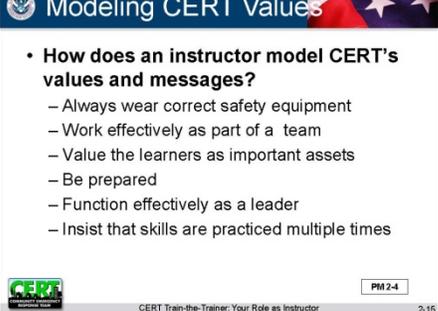
# COMMUNITY EMERGENCY RESPONSE TEAM TRAIN-THE-TRAINER COURSE

## UNIT 2: YOUR ROLE AS INSTRUCTOR

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

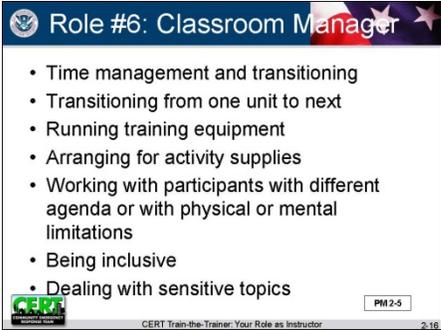
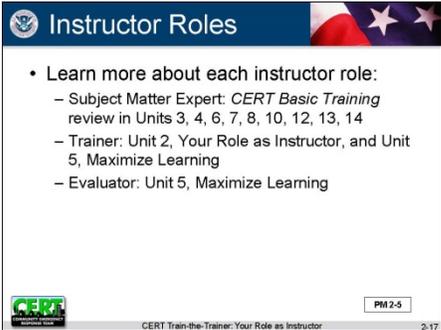
# COMMUNITY EMERGENCY RESPONSE TEAM TRAIN-THE-TRAINER COURSE

## UNIT 2: YOUR ROLE AS INSTRUCTOR

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

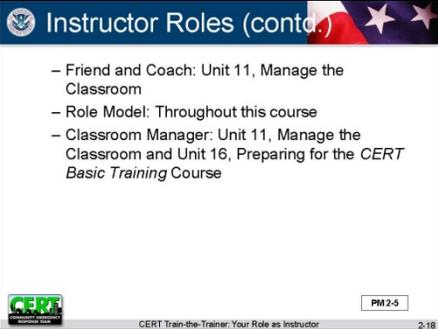
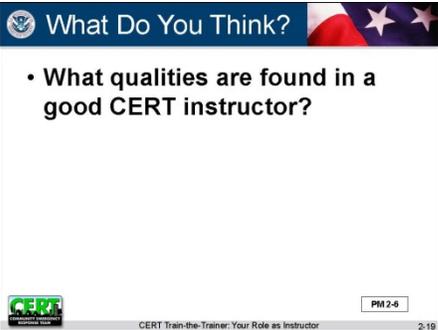
# COMMUNITY EMERGENCY RESPONSE TEAM TRAIN-THE-TRAINER COURSE

## UNIT 2: YOUR ROLE AS INSTRUCTOR

INSTRUCTOR GUIDANCE	CONTENT
 <p><b>Role #6: Classroom Manager</b></p> <ul style="list-style-type: none"><li>• Time management and transitioning</li><li>• Transitioning from one unit to next</li><li>• Running training equipment</li><li>• Arranging for activity supplies</li><li>• Working with participants with different agenda or with physical or mental limitations</li><li>• Being inclusive</li><li>• Dealing with sensitive topics</li></ul> <p><b>Display Slide 2-16</b></p>	<p>Throughout this course, there will be reminders about values and messages that should be modeled.</p> <p><b>Role # 6: Classroom Manager</b></p> <p>Tell participants that it is not enough to know the <i>CERT Basic Training</i> curriculum and how to teach effectively. An instructor also needs to know how to manage the classroom. This includes skills such as:</p> <ul style="list-style-type: none"><li>▪ Time management (sticking to the schedule but also being flexible in terms of schedule “glitches”)</li><li>▪ Transitioning smoothly from one unit to the next</li><li>▪ Being able to run the training equipment</li><li>▪ Arranging for activity supplies</li><li>▪ Working with participants with a different agenda or with physical or mental limitations</li><li>▪ Being inclusive (not making anyone feel left out)</li><li>▪ Dealing with sensitive topics, e.g., touching</li></ul> <p>In this course, Unit 11 will teach more about managing the classroom successfully.</p>
 <p><b>Instructor Roles</b></p> <ul style="list-style-type: none"><li>• Learn more about each instructor role:<ul style="list-style-type: none"><li>– Subject Matter Expert: <i>CERT Basic Training</i> review in Units 3, 4, 6, 7, 8, 10, 12, 13, 14</li><li>– Trainer: Unit 2, Your Role as Instructor, and Unit 5, Maximize Learning</li><li>– Evaluator: Unit 5, Maximize Learning</li></ul></li></ul> <p><b>Display Slide 2-17</b></p>	<p>Explain that, in this course, there are many opportunities to learn more about the six roles of an instructor. Refer to the next two slides that list other units of this course that offer additional information on each role.</p> <ul style="list-style-type: none"><li>▪ Subject Matter Expert: <i>CERT Basic Training</i> review in Units 3, 4, 6, 7, 8, 10, 12, 13, 14</li><li>▪ Trainer: Unit 2, Your Role as Instructor, and Unit 5, Maximize Learning</li><li>▪ Evaluator: Unit 5, Maximize Learning</li></ul>

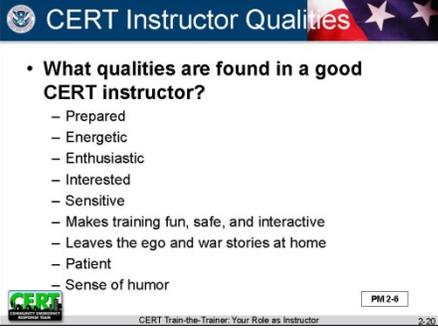
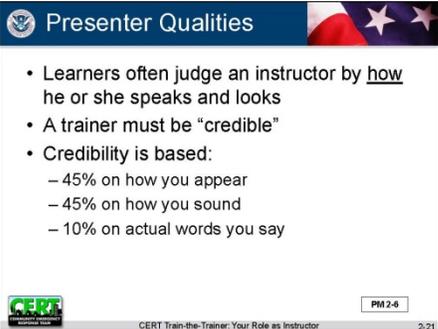
# COMMUNITY EMERGENCY RESPONSE TEAM TRAIN-THE-TRAINER COURSE

## UNIT 2: YOUR ROLE AS INSTRUCTOR

INSTRUCTOR GUIDANCE	CONTENT
 <p><b>Instructor Roles (cont.)</b></p> <ul style="list-style-type: none"><li>- Friend and Coach: Unit 11, Manage the Classroom</li><li>- Role Model: Throughout this course</li><li>- Classroom Manager: Unit 11, Manage the Classroom and Unit 16, Preparing for the <i>CERT Basic Training Course</i></li></ul> <p><b>Display Slide 2-18</b></p>	<ul style="list-style-type: none"><li>▪ Friend and Coach: Unit 11, Manage the Classroom</li><li>▪ Role Model: Throughout this course</li><li>▪ Classroom Manager: Unit 11, Manage the Classroom, and Unit 16, Preparing for the <i>CERT Basic Training Course</i></li></ul>
 <p><b>What Do You Think?</b></p> <ul style="list-style-type: none"><li>• What qualities are found in a good CERT instructor?</li></ul> <p><b>Display Slide 2-19</b></p> <p>Conduct a class discussion based on this question.</p>	<p><b><i>Good CERT Basic Training Instructor Qualities</i></b></p> <p>Ask the class:</p> <p><b>What qualities are found in a good CERT instructor?</b></p>

# COMMUNITY EMERGENCY RESPONSE TEAM TRAIN-THE-TRAINER COURSE

## UNIT 2: YOUR ROLE AS INSTRUCTOR

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

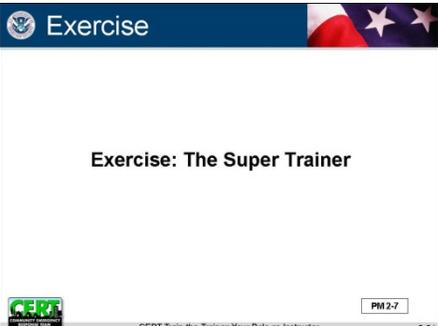
# COMMUNITY EMERGENCY RESPONSE TEAM TRAIN-THE-TRAINER COURSE

## UNIT 2: YOUR ROLE AS INSTRUCTOR

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

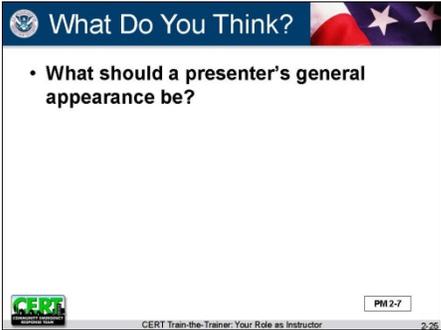
# COMMUNITY EMERGENCY RESPONSE TEAM TRAIN-THE-TRAINER COURSE

## UNIT 2: YOUR ROLE AS INSTRUCTOR

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

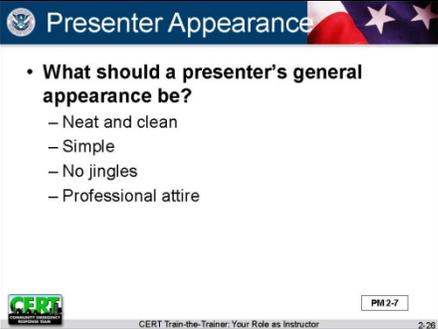
# COMMUNITY EMERGENCY RESPONSE TEAM TRAIN-THE-TRAINER COURSE

## UNIT 2: YOUR ROLE AS INSTRUCTOR

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

# COMMUNITY EMERGENCY RESPONSE TEAM TRAIN-THE-TRAINER COURSE

## UNIT 2: YOUR ROLE AS INSTRUCTOR

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

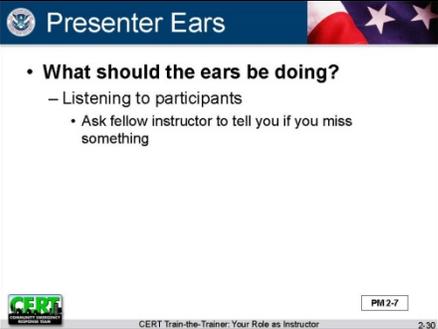
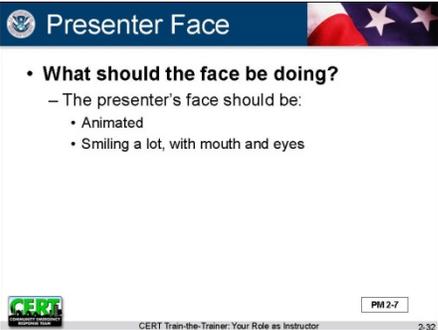
# COMMUNITY EMERGENCY RESPONSE TEAM TRAIN-THE-TRAINER COURSE

## UNIT 2: YOUR ROLE AS INSTRUCTOR

INSTRUCTOR GUIDANCE	CONTENT
A presentation slide titled "What Do You Think?" with a blue header and a red, white, and blue star pattern on the right. The main content area contains a single bullet point: "• What should the eyes be doing?". At the bottom left is the CERT logo, and at the bottom right is a small box labeled "PM 2-7". The footer text reads "CERT Train-the-Trainer: Your Role as Instructor" and "2-27".	<p>Ask the class:</p> <p><b>Let's start with the eyes. What should the eyes be doing?</b></p>
<p><b>Display Slide 2-27</b></p> <p>Conduct a class discussion based on this question.</p>	
A presentation slide titled "Presenter Eyes" with a blue header and a red, white, and blue star pattern on the right. The main content area contains a bullet point: "• What should the eyes be doing?" followed by two sub-bullets: "– Make eye contact" and "– Scan the group". At the bottom left is the CERT logo, and at the bottom right is a small box labeled "PM 2-7". The footer text reads "CERT Train-the-Trainer: Your Role as Instructor" and "2-28".	<p>Summarize the discussion by reviewing the slide.</p> <ul style="list-style-type: none"><li>▪ Make eye contact more often than not (don't stare at notes or PowerPoint slides).</li><li>▪ Make sure to scan the group; this makes you appear sincere.</li></ul>
<p><b>Display Slide 2-28</b></p>	
A presentation slide titled "What Do You Think?" with a blue header and a red, white, and blue star pattern on the right. The main content area contains a single bullet point: "• What should the ears be doing?". At the bottom left is the CERT logo, and at the bottom right is a small box labeled "PM 2-7". The footer text reads "CERT Train-the-Trainer: Your Role as Instructor" and "2-29".	<p>Ask the class:</p> <p><b>Now the ears. What should the ears be doing?</b></p>
<p><b>Display Slide 2-29</b></p> <p>Conduct a class discussion based on this question.</p>	

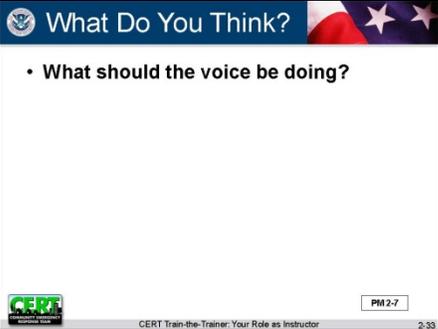
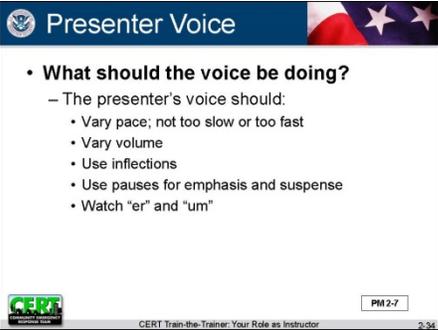
# COMMUNITY EMERGENCY RESPONSE TEAM TRAIN-THE-TRAINER COURSE

## UNIT 2: YOUR ROLE AS INSTRUCTOR

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

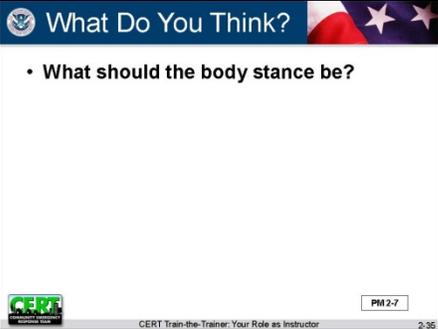
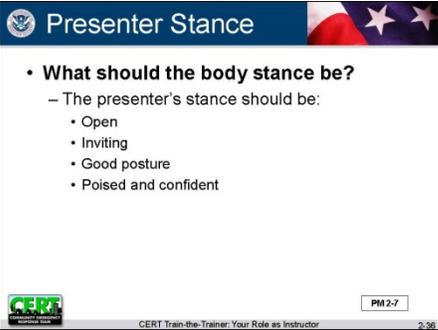
# COMMUNITY EMERGENCY RESPONSE TEAM TRAIN-THE-TRAINER COURSE

## UNIT 2: YOUR ROLE AS INSTRUCTOR

INSTRUCTOR GUIDANCE	CONTENT
 <p><b>What Do You Think?</b></p> <ul style="list-style-type: none"><li>• What should the voice be doing?</li></ul> <p><b>Display Slide 2-33</b></p> <p>Conduct a class discussion based on this question.</p>  <p><b>Presenter Voice</b></p> <ul style="list-style-type: none"><li>• What should the voice be doing?<ul style="list-style-type: none"><li>– The presenter's voice should:<ul style="list-style-type: none"><li>• Vary pace; not too slow or too fast</li><li>• Vary volume</li><li>• Use inflections</li><li>• Use pauses for emphasis and suspense</li><li>• Watch "er" and "um"</li></ul></li></ul></li></ul> <p><b>Display Slide 2-34</b></p>	<p>Ask the class:</p> <p><b>Let's talk about the voice. What should the voice be doing?</b></p> <p>Summarize the discussion by reviewing the slide.</p> <p>The presenter's voice should:</p> <ul style="list-style-type: none"><li>▪ Vary pace, but never be so slow that people get bored or so fast that people can't keep up</li><li>▪ Vary volume</li><li>▪ Use inflections</li><li>▪ Use pauses for emphasis and to add suspense</li><li>▪ Watch "er" and "um"</li></ul> <p>A strong, powerful voice is one of a presenter's greatest tools. It helps you keep control of the class. Be a 7-8 on a scale of 1-10.</p>

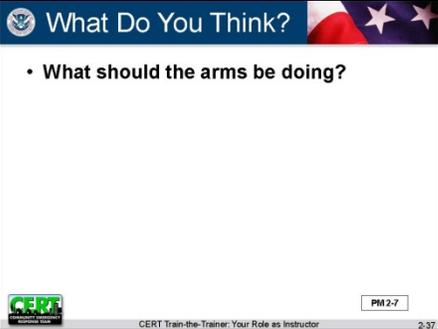
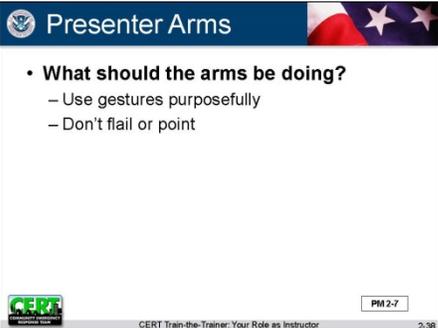
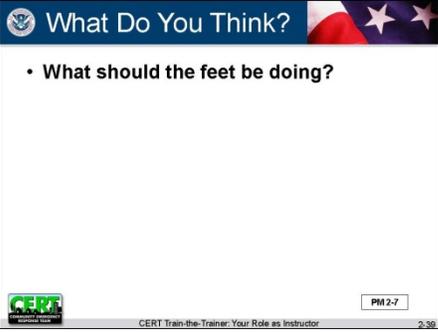
# COMMUNITY EMERGENCY RESPONSE TEAM TRAIN-THE-TRAINER COURSE

## UNIT 2: YOUR ROLE AS INSTRUCTOR

INSTRUCTOR GUIDANCE	CONTENT
 <p><b>What Do You Think?</b></p> <ul style="list-style-type: none"><li>• What should the body stance be?</li></ul> <p><b>Display Slide 2-35</b></p> <p>Conduct a class discussion based on this question.</p>  <p><b>Presenter Stance</b></p> <ul style="list-style-type: none"><li>• What should the body stance be?<ul style="list-style-type: none"><li>– The presenter's stance should be:<ul style="list-style-type: none"><li>• Open</li><li>• Inviting</li><li>• Good posture</li><li>• Poised and confident</li></ul></li></ul></li></ul> <p><b>Display Slide 2-36</b></p>	<p>Ask the class:</p> <p><b>Next let's look at the body. What should the body stance be?</b></p> <p>Summarize the discussion by reviewing the slide.</p> <p>The presenter's stance should be:</p> <ul style="list-style-type: none"><li>▪ Open<ul style="list-style-type: none"><li>• Don't cross arms or slouch.</li></ul></li><li>▪ Inviting<ul style="list-style-type: none"><li>• Smile and make eye contact with participants.</li></ul></li><li>▪ Good posture</li><li>▪ Poised and confident</li></ul>

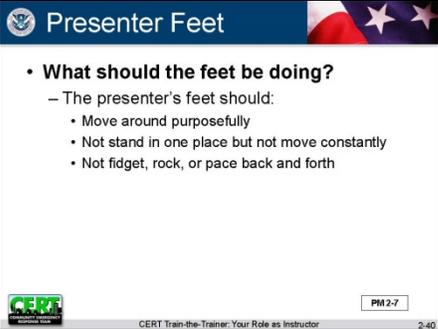
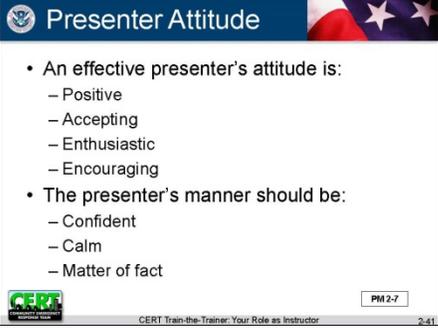
# COMMUNITY EMERGENCY RESPONSE TEAM TRAIN-THE-TRAINER COURSE

## UNIT 2: YOUR ROLE AS INSTRUCTOR

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

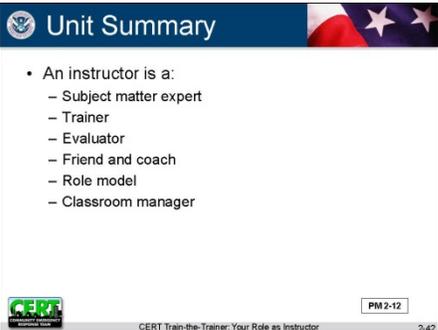
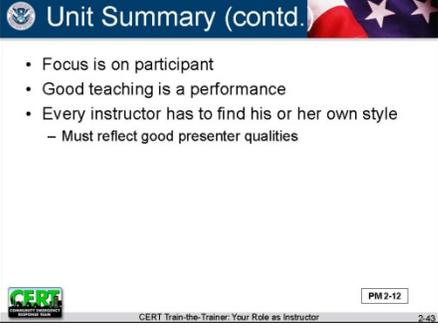
# COMMUNITY EMERGENCY RESPONSE TEAM TRAIN-THE-TRAINER COURSE

## UNIT 2: YOUR ROLE AS INSTRUCTOR

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

# COMMUNITY EMERGENCY RESPONSE TEAM TRAIN-THE-TRAINER COURSE

## UNIT 2: YOUR ROLE AS INSTRUCTOR

INSTRUCTOR GUIDANCE	CONTENT
 <p>Unit Summary</p> <ul style="list-style-type: none"><li>An instructor is a:<ul style="list-style-type: none"><li>Subject matter expert</li><li>Trainer</li><li>Evaluator</li><li>Friend and coach</li><li>Role model</li><li>Classroom manager</li></ul></li></ul> <p>CERT Train-the-Trainer: Your Role as Instructor 2-42</p>	<h3>Unit Summary</h3> <p>As an instructor, you need to be a:</p> <ol style="list-style-type: none"><li>1. Subject matter expert</li><li>2. Trainer</li><li>3. Evaluator</li><li>4. Friend and coach</li><li>5. Role model</li><li>6. Classroom manager</li></ol>
 <p>Unit Summary (contd.)</p> <ul style="list-style-type: none"><li>Focus is on participant</li><li>Good teaching is a performance</li><li>Every instructor has to find his or her own style<ul style="list-style-type: none"><li>Must reflect good presenter qualities</li></ul></li></ul> <p>CERT Train-the-Trainer: Your Role as Instructor 2-43</p>	<p>At all times, the focus is on the participant. Training is not about what the instructor knows but how well the instructor transfers his or her knowledge to the participant.</p> <p>In addition to all of the roles you need to fulfill to be an effective instructor, you also need to embody the qualities that make a credible, engaging presenter.</p>
	<p><b>Do you have any questions about anything covered in this unit?</b></p> <p><b>Transition</b></p> <p>The next unit will review Unit 1 of the <i>CERT Basic Training</i> course.</p>

## **APPENDIX**

[This page intentionally left blank]

**General Appearance:**

**Face:**

**Eyes:**

**Ears:**

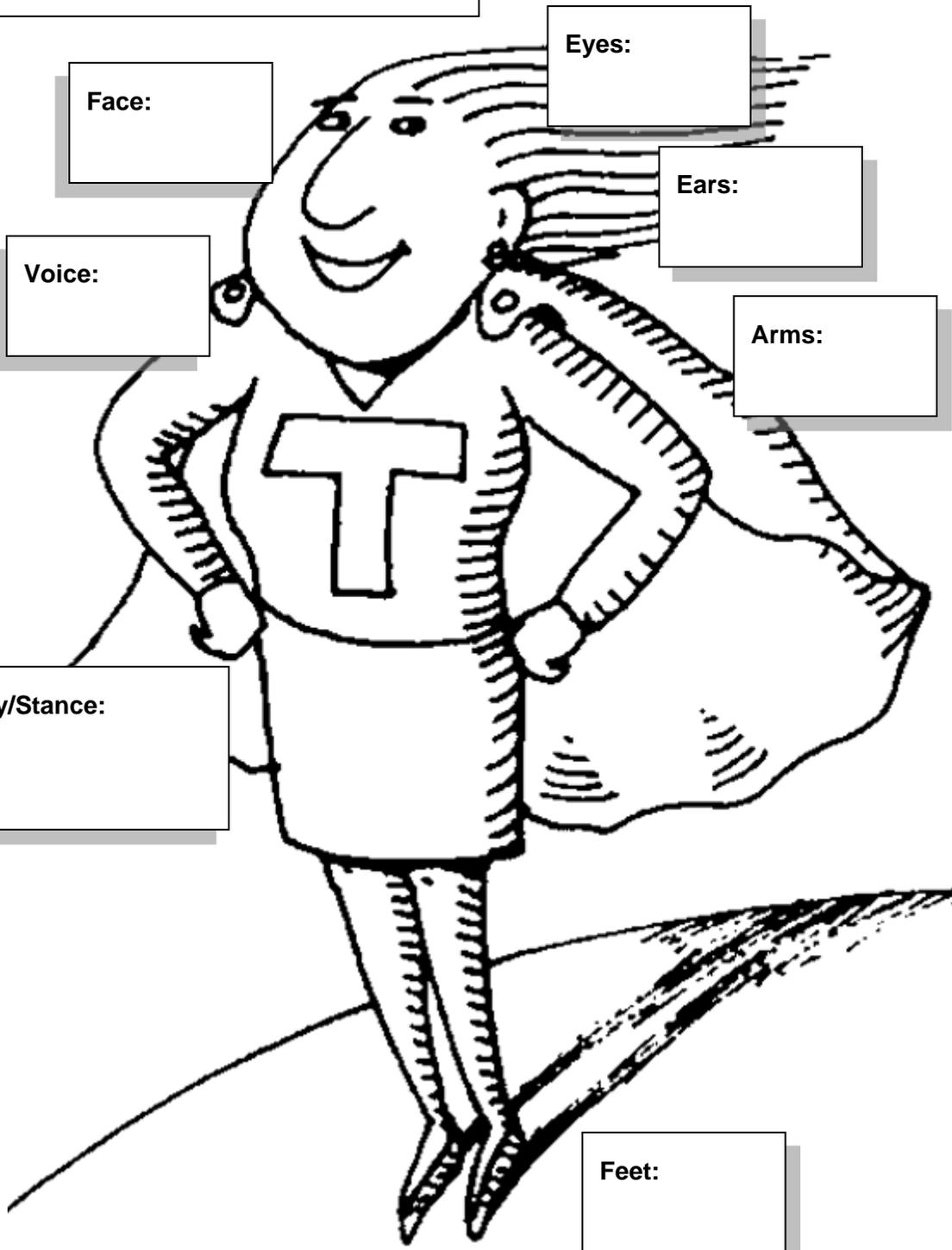
**Voice:**

**Arms:**

**Body/Stance:**

**Feet:**

**The Model  
Presenter/  
Trainer**



[This page intentionally left blank]