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# UNIT 5: MAXIMIZE LEARNING

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In this unit you will learn about:

- **How People Learn.** The three primary learning styles and activities that address them.
- **Creating a Positive Learning Environment.** What adults need to facilitate learning and how to address these factors.
- **Techniques That Maximize Learning.** The four critical elements of learning: motivation, reinforcement, retention, and transfer.
- **Why Instructors Need to Evaluate.** To see if knowledge is being transferred and to assess whether the training is meeting learners' physical, emotional, and intellectual needs.
- **Formal and Informal Ways to Evaluate.** The various types of evaluation that an instructor will use.
- **Guidelines for Asking and Answering Questions.** Why we ask questions, the kinds of questions that can be asked, how to ask a question, and how to answer a question.
- **Guidelines for When and How to Give Feedback.** What needs to be corrected and how to correct it.

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# COMMUNITY EMERGENCY RESPONSE TEAM TRAIN-THE-TRAINER COURSE

## UNIT 5: MAXIMIZE LEARNING

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<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 ways in which people learn.</li><li>▪ Explain how to create a positive learning environment.</li><li>▪ Demonstrate how to maximize learning in a given scenario.</li><li>▪ State why instructors need to evaluate.</li><li>▪ List formal and informal ways of evaluating.</li><li>▪ Provide some guidelines for asking and answering questions.</li><li>▪ Provide some guidelines for giving feedback.</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>▪ How People Learn</li><li>▪ Create a Positive Learning Environment</li><li>▪ Techniques That Maximize Learning</li><li>▪ Exercise: Power Outage</li><li>▪ Why You Need to Evaluate</li><li>▪ Ways to Evaluate</li><li>▪ Guidelines for Asking and Answering Questions</li><li>▪ Guidelines for Giving Feedback</li><li>▪ Exercise: Develop “What If” Questions</li><li>▪ Unit Summary</li></ul>
<b>ESTIMATED COMPLETION TIME</b>	90 minutes

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#### TRAINING METHODS

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

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

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

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

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

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

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

Next the instructor discusses formal and informal ways to evaluate.

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

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

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

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

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

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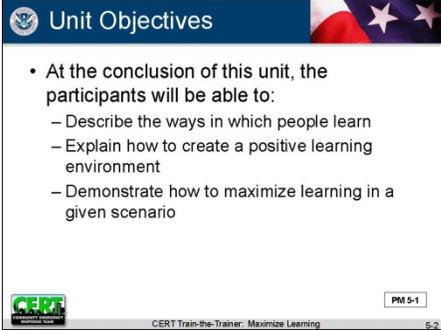
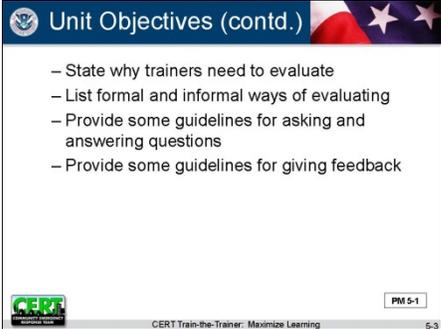
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**REMARKS**

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

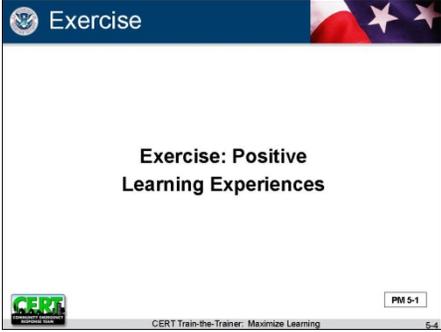
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# Unit 5: Maximize Learning

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

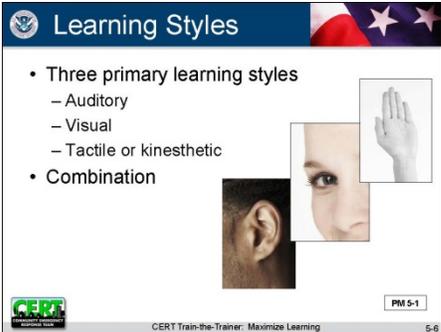
# COMMUNITY EMERGENCY RESPONSE TEAM TRAIN-THE-TRAINER COURSE

## UNIT 5: MAXIMIZE LEARNING

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

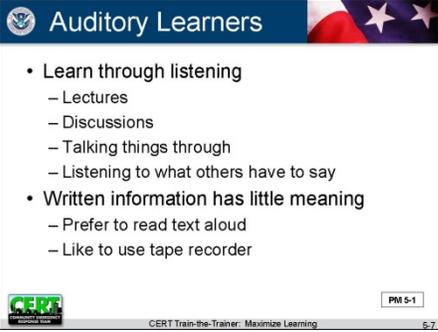
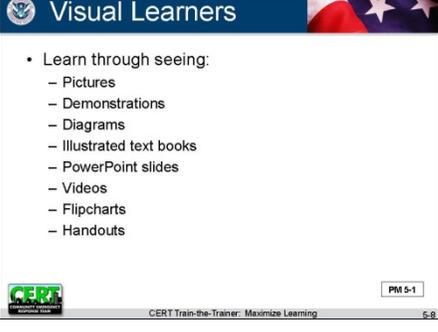
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## UNIT 5: MAXIMIZE LEARNING

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

# COMMUNITY EMERGENCY RESPONSE TEAM TRAIN-THE-TRAINER COURSE

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

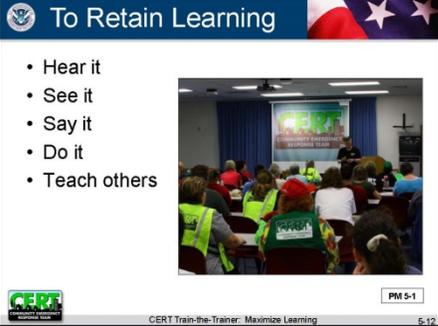
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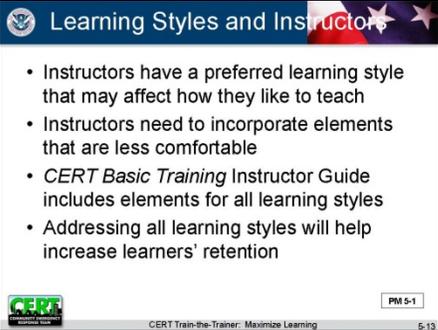
## UNIT 5: MAXIMIZE LEARNING

INSTRUCTOR GUIDANCE	CONTENT
 <ul style="list-style-type: none"><li>• Instructor's body language and facial expressions help them understand</li><li>• Sit at front of room</li><li>• Remember by seeing</li><li>• Like to take detailed notes to absorb information</li></ul>  <p>CERT Train-the-Trainer: Maximize Learning 5-9</p>	<p>The instructor's body language and facial expressions help visual learners understand the content. They like to sit up front so nothing is in the way between them and the instructor.</p> <p>They remember something by seeing it in their minds.</p> <p>Visual learners like to take detailed notes to absorb the information.</p>
<p><b>Display Slide 5-9</b></p>  <ul style="list-style-type: none"><li>• Learn by doing, moving, touching<ul style="list-style-type: none"><li>– Hands-on activities</li></ul></li><li>• Find it hard to sit still for very long</li><li>• Want to actively explore physical world around them</li></ul>  <p>CERT Train-the-Trainer: Maximize Learning 5-10</p>	<p><b>Tactile Learners</b></p> <p>Explain that tactile learners learn by doing, moving, and touching. They find it hard to sit still for very long.</p> <p>Hands-on activities and games are great for tactile learners. They want to actively explore the physical world around them.</p>
<p><b>Display Slide 5-10</b></p>  <ul style="list-style-type: none"><li>• Good instruction should combine auditory, visual, and tactile</li><li>• Retention increases dramatically when learning involves more senses and is more active</li></ul>  <p>CERT Train-the-Trainer: Maximize Learning 5-11</p>	<p><b>Learning Styles and Teaching</b></p> <p>Explain that good instruction has something for each type of learner. The best approach is a combination of auditory, visual, and tactile.</p>
<p><b>Display Slide 5-11</b></p>	

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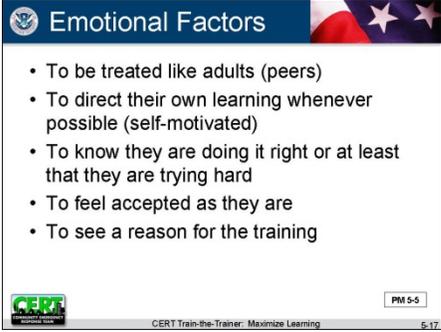
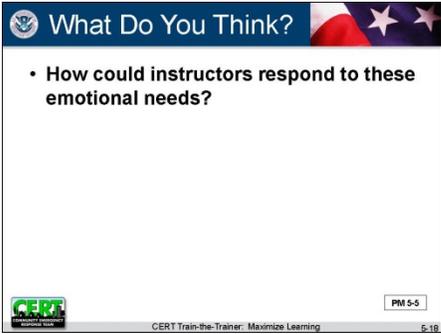
INSTRUCTOR GUIDANCE	CONTENT
 <p><b>To Retain Learning</b></p> <ul style="list-style-type: none"><li>• Hear it</li><li>• See it</li><li>• Say it</li><li>• Do it</li><li>• Teach others</li></ul> <p><b>Display Slide 5-12</b></p>	<p>Explain that to really grasp a new piece of information or a new skill, we need to:</p> <ul style="list-style-type: none"><li>▪ Hear it (a verbal description)</li><li>▪ See it (a demonstration)</li><li>▪ Say it (repeat it back)</li><li>▪ Do it (a practical exercise)</li><li>▪ Teach it to others (explain it to a friend or family member)</li></ul> <p>The <i>CERT Basic Training</i> material, especially the Instructor Guide, provides content and guidance to assure that the first four learning modes are incorporated into the delivery of each unit.</p>

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

INSTRUCTOR GUIDANCE	CONTENT
<div data-bbox="237 384 678 716"> <p>What Do You Think?</p> <ul style="list-style-type: none"> <li>• What is a physically comfortable learning environment?</li> </ul> <p>CERT Train-the-Trainer: Maximize Learning 5-15</p> </div> <p><b>Display Slide 5-15</b></p> <p>Conduct a class discussion based on this question.</p> <div data-bbox="237 947 678 1278"> <p>Physical Factors</p> <ul style="list-style-type: none"> <li>• What is a physically comfortable learning environment?                             <ul style="list-style-type: none"> <li>– Room not too hot or too cold</li> <li>– People can see and hear instructor</li> <li>– Lighting and amplification for people with reduced vision and hearing</li> <li>– Don't have to sit too long; take regular breaks</li> <li>– Expectations account for reduced flexibility, reaction times, time of day</li> </ul> </li> </ul> <p>CERT Train-the-Trainer: Maximize Learning 5-16</p> </div> <p><b>Display Slide 5-16</b></p>	<p><b>Physical Factors</b></p> <p>Say that adults need to be physically comfortable or they can't focus on learning.</p> <p>Ask the class:</p> <p><b>What is a physically comfortable learning environment?</b></p> <p>Summarize the discussion by reviewing the slide.</p> <p>The following factors help create a physically comfortable learning environment:</p> <ul style="list-style-type: none"> <li>▪ The room is not too hot or too cold.</li> <li>▪ The room is set up so people can see and can hear the instructor.</li> <li>▪ Lighting and amplification allow for people with reduced vision and hearing.</li> <li>▪ Allowances are made for fatigue: there are frequent activities so participants don't have to sit too long; you take regular breaks.</li> </ul> <p>Expectations for performance take into account reduced flexibility, reduced reaction times, time of day (evening may not be the best time to be sharp).</p>

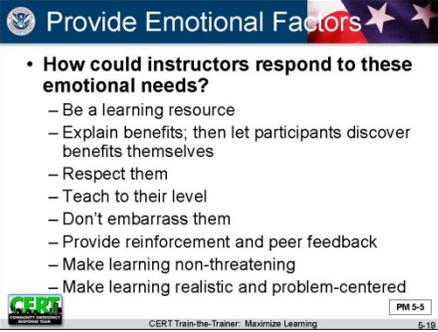
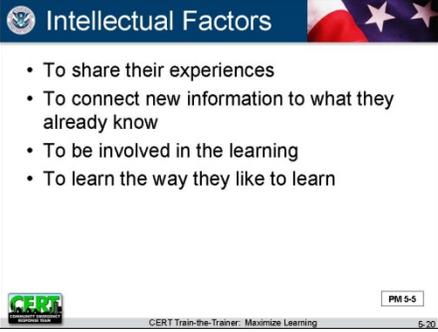
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## UNIT 5: MAXIMIZE LEARNING

INSTRUCTOR GUIDANCE	CONTENT
<div data-bbox="237 384 678 716"><p><b>Emotional Factors</b></p><ul style="list-style-type: none"><li>• To be treated like adults (peers)</li><li>• To direct their own learning whenever possible (self-motivated)</li><li>• To know they are doing it right or at least that they are trying hard</li><li>• To feel accepted as they are</li><li>• To see a reason for the training</li></ul><p><small>CERT Train-the-Trainer: Maximize Learning 5-17</small></p></div> <p><b>Display Slide 5-17</b></p> <div data-bbox="237 1094 678 1428"><p><b>What Do You Think?</b></p><ul style="list-style-type: none"><li>• How could instructors respond to these emotional needs?</li></ul><p><small>CERT Train-the-Trainer: Maximize Learning 5-18</small></p></div> <p><b>Display Slide 5-18</b></p> <p>Conduct a class discussion based on this question.</p>	<p><b>Emotional Factors</b></p> <p>Say that adults also have to be comfortable emotionally. Adults have definite emotional needs:</p> <ul style="list-style-type: none"><li>▪ To be treated like adults (They want to be peers with the instructor.)</li><li>▪ To direct their own learning whenever possible (Adults are self-motivated. They are at the training because they chose to be, not because someone told them to come.)</li><li>▪ To know they are doing it right (or at least that they are trying hard)</li><li>▪ To feel accepted as they are (Adults come in all forms and styles. They all have a place with CERT.)</li><li>▪ To see a reason for the training (Adults want to know how the training is going to make a difference for them or their families.)</li></ul> <p>Ask the class:</p> <p><b>How could instructors respond to these emotional needs?</b></p>

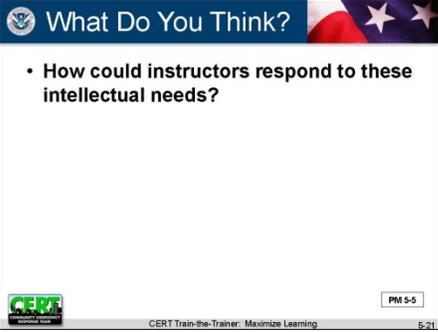
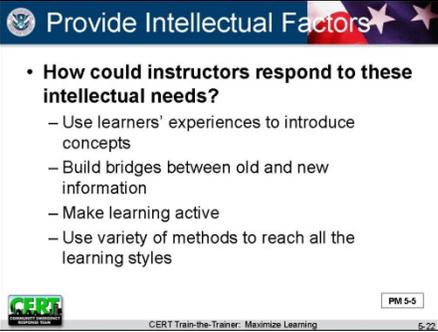
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INSTRUCTOR GUIDANCE	CONTENT
 <p><b>Provide Emotional Factors</b></p> <ul style="list-style-type: none"><li>• How could instructors respond to these emotional needs?<ul style="list-style-type: none"><li>– Be a learning resource</li><li>– Explain benefits; then let participants discover benefits themselves</li><li>– Respect them</li><li>– Teach to their level</li><li>– Don't embarrass them</li><li>– Provide reinforcement and peer feedback</li><li>– Make learning non-threatening</li><li>– Make learning realistic and problem-centered</li></ul></li></ul> <p><small>CERT Train-the-Trainer: Maximize Learning 5-19</small></p> <p><b>Display Slide 5-19</b></p>	<p>Summarize the discussion by reviewing the slide.</p> <p>An instructor can respond to emotional needs by:</p> <ul style="list-style-type: none"><li>▪ Being a learning resource, a coach</li><li>▪ Explaining the benefits of the training (WIIFM: What's In It For Me), then letting participants explore as much as possible (to discover the benefits for themselves)</li><li>▪ Respecting them (not talking down to them)</li><li>▪ Teaching to their level (not above or below)</li><li>▪ Not embarrassing them</li><li>▪ Providing meaningful reinforcement and opportunities for peer feedback (This is also a powerful reinforcement.)</li><li>▪ Making learning non-threatening (This goes along with teaching to their level.)</li><li>▪ Making the learning realistic and problem centered; using scenarios and "what if" situations that are familiar and that they might or do encounter</li></ul>
 <p><b>Intellectual Factors</b></p> <ul style="list-style-type: none"><li>• To share their experiences</li><li>• To connect new information to what they already know</li><li>• To be involved in the learning</li><li>• To learn the way they like to learn</li></ul> <p><small>CERT Train-the-Trainer: Maximize Learning 5-20</small></p> <p><b>Display Slide 5-20</b></p>	<p><b>Intellectual Factors</b></p> <p>Explain that, in addition to needing to be physically and emotionally comfortable, adults have intellectual needs:</p> <ul style="list-style-type: none"><li>▪ They have lived full lives and they want to share their experiences.</li><li>▪ They want to connect new information to what they already know.</li><li>▪ They want to be active participants in the learning.</li><li>▪ They want to learn things the way they like to learn (through hearing or seeing or doing).</li></ul>

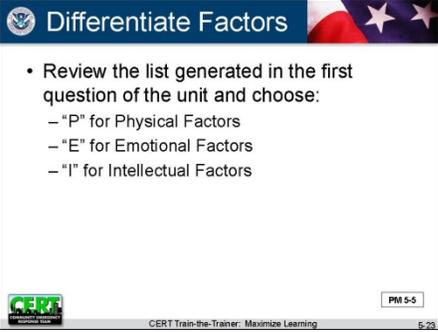
# COMMUNITY EMERGENCY RESPONSE TEAM TRAIN-THE-TRAINER COURSE

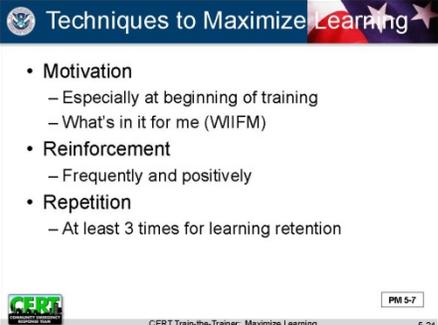
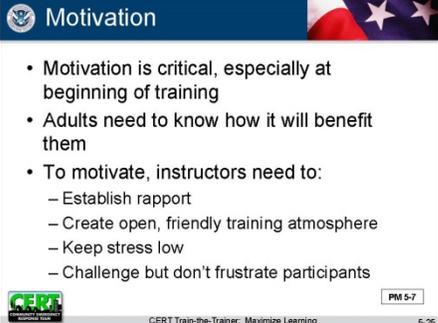
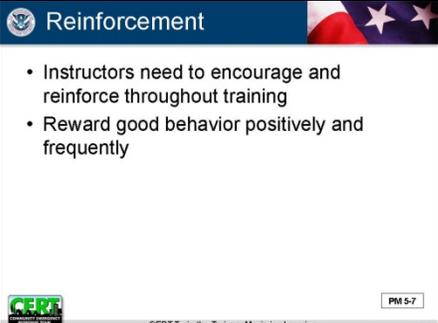
## UNIT 5: MAXIMIZE LEARNING

INSTRUCTOR GUIDANCE	CONTENT
 <p><b>What Do You Think?</b></p> <ul style="list-style-type: none"><li>• How could instructors respond to these intellectual needs?</li></ul> <p><small>CERT Train-the-Trainer: Maximize Learning 5-21</small></p> <p><b>Display Slide 5-21</b></p> <p>Conduct a class discussion based on this question.</p>  <p><b>Provide Intellectual Factors</b></p> <ul style="list-style-type: none"><li>• How could instructors respond to these intellectual needs?<ul style="list-style-type: none"><li>– Use learners' experiences to introduce concepts</li><li>– Build bridges between old and new information</li><li>– Make learning active</li><li>– Use variety of methods to reach all the learning styles</li></ul></li></ul> <p><small>CERT Train-the-Trainer: Maximize Learning 5-22</small></p> <p><b>Display Slide 5-22</b></p>	<p>Ask the class:</p> <p><b>How could instructors respond to these intellectual needs?</b></p> <p>Summarize the discussion by reviewing the slide.</p> <p>An instructor can respond to intellectual needs by:</p> <ul style="list-style-type: none"><li>▪ Using the learners' life experiences to introduce new concepts through questions and discussion</li><li>▪ Building bridges between old information and new information with analogies, examples, and job aids (The <i>CERT Basic Training Participant Manual</i> provides a reference to help with retention.)</li><li>▪ Making the learning active. Include practical hands-on exercises, not just lecture and slides.</li><li>▪ Using a variety of methods when teaching to reach all the learning styles (e.g., lecture, discussion, roleplay, demonstrations, activities, games)</li></ul>

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

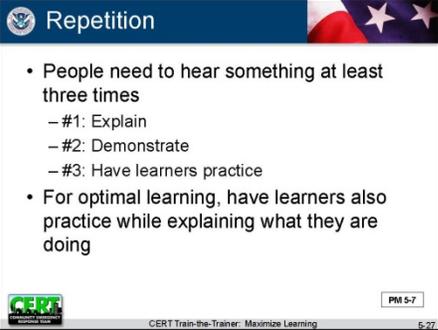
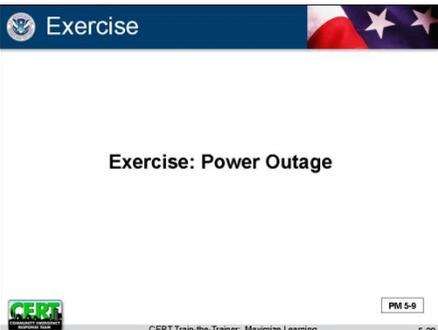
**UNIT 5: MAXIMIZE LEARNING**

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

INSTRUCTOR GUIDANCE	CONTENT
 <p><b>Techniques to Maximize Learning</b></p> <ul style="list-style-type: none"> <li>• Motivation                     <ul style="list-style-type: none"> <li>– Especially at beginning of training</li> <li>– What’s in it for me (WIIFM)</li> </ul> </li> <li>• Reinforcement                     <ul style="list-style-type: none"> <li>– Frequently and positively</li> </ul> </li> <li>• Repetition                     <ul style="list-style-type: none"> <li>– At least 3 times for learning retention</li> </ul> </li> </ul> <p>CERT Train-the-Trainer: Maximize Learning 5-24</p>	<p><b><i>Techniques That Maximize Learning</i></b></p> <p>Say that we’ve talked in this unit about learning styles and factors that affect adult learning. But when it comes right down to it, the bottom line is that adults basically need what kids need:</p> <ul style="list-style-type: none"> <li>▪ Motivation</li> <li>▪ Reinforcement</li> <li>▪ To be told something more than once</li> </ul>
<p><b>Display Slide 5-24</b></p>	
 <p><b>Motivation</b></p> <ul style="list-style-type: none"> <li>• Motivation is critical, especially at beginning of training</li> <li>• Adults need to know how it will benefit them</li> <li>• To motivate, instructors need to:                     <ul style="list-style-type: none"> <li>– Establish rapport</li> <li>– Create open, friendly training atmosphere</li> <li>– Keep stress low</li> <li>– Challenge but don’t frustrate participants</li> </ul> </li> </ul> <p>CERT Train-the-Trainer: Maximize Learning 5-25</p>	<p><b>Motivation</b></p> <p>Explain that motivation is critical, especially at the beginning of the training. Adults need to know how the training will benefit them. If they don’t understand this, they won’t learn. In order to motivate participants, instructors need to take every opportunity to:</p> <ul style="list-style-type: none"> <li>▪ Establish a rapport</li> <li>▪ Create an open, friendly training atmosphere</li> <li>▪ Keep stress low</li> <li>▪ Challenge participants but not frustrate them</li> </ul>
<p><b>Display Slide 5-25</b></p>	
 <p><b>Reinforcement</b></p> <ul style="list-style-type: none"> <li>• Instructors need to encourage and reinforce throughout training</li> <li>• Reward good behavior positively and frequently</li> </ul> <p>CERT Train-the-Trainer: Maximize Learning 5-26</p>	<p><b>Reinforcement</b></p> <p>Say that throughout the training, instructors need to encourage and reinforce. The instructor must reward good behavior – however small – positively and frequently. Rewards don’t have to be physical. Simply saying “good job” means a lot to an adult learner.</p>
<p><b>Display Slide 5-26</b></p>	

# COMMUNITY EMERGENCY RESPONSE TEAM TRAIN-THE-TRAINER COURSE

## UNIT 5: MAXIMIZE LEARNING

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

COMMUNITY EMERGENCY RESPONSE TEAM TRAIN-THE-TRAINER COURSE

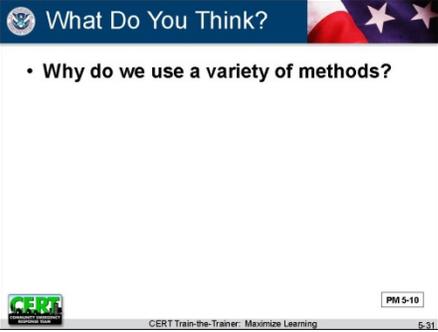
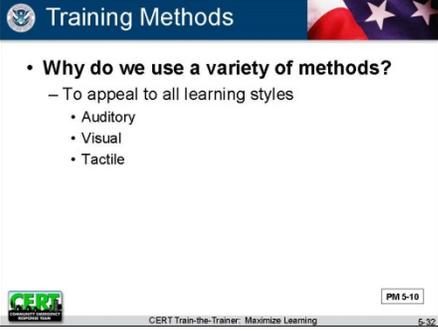
UNIT 5: MAXIMIZE LEARNING

INSTRUCTOR GUIDANCE	CONTENT
<p>Suggested responses:</p> <p>Physical:</p> <p>Temperature</p> <p>Safety in the dark</p> <p>Claustrophobia</p> <p>Make the situation work:</p> <p>Have people imagine exploring a dark building during a disaster.</p> <p>Present “what if” scenarios that might happen in an individual’s home or work and get them to talk about them.</p> <p>How to remember key points:</p> <p>Ask review questions.</p> <p>Make up a game.</p>	<p><b>Instructions:</b> Follow the steps below to conduct the exercise.</p> <ol style="list-style-type: none"><li>1. Present this scenario to the whole group. What if you have a power outage 30 minutes after you started the unit on fire safety? You decide to wait for the power to come back on.</li><li>2. Ask these questions: What physical factors do you need to think about?  How might you make this situation work for you? Think about emotional and intellectual needs.</li><li>3. Add to the scenario. What if the power comes back on after an hour? You don’t have time to teach the whole unit. You know you will have to reteach the lesson but you don’t want the evening to be a complete waste.</li><li>4. What can you do to make sure that participants remember the key points that you have covered so far? Remember all three learning styles.</li></ol> <p><b>Debrief:</b> Instructors should be prepared to adapt to different learning situations as they arise. Instructors should keep the physical, emotional, and intellectual needs, as well as the different learning styles, of adult learners in mind.</p>



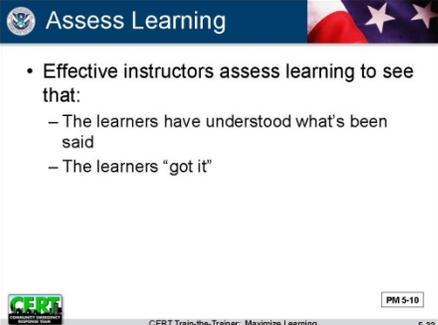
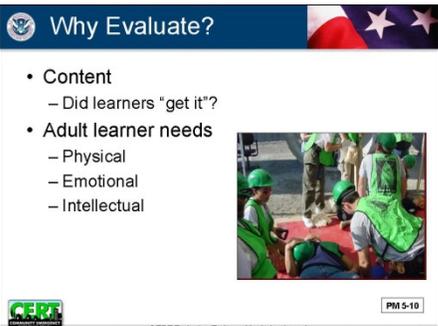
# COMMUNITY EMERGENCY RESPONSE TEAM TRAIN-THE-TRAINER COURSE

## UNIT 5: MAXIMIZE LEARNING

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

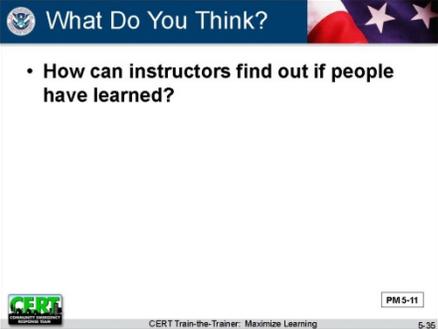
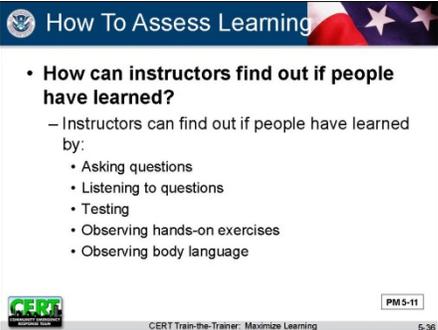
# COMMUNITY EMERGENCY RESPONSE TEAM TRAIN-THE-TRAINER COURSE

## UNIT 5: MAXIMIZE LEARNING

INSTRUCTOR GUIDANCE	CONTENT
 <p><b>Assess Learning</b></p> <ul style="list-style-type: none"><li>• Effective instructors assess learning to see that:<ul style="list-style-type: none"><li>– The learners have understood what's been said</li><li>– The learners “got it”</li></ul></li></ul> <p><small>CERT Train-the-Trainer: Maximize Learning 5-33</small></p>	<p>Say that effective instructors also know that periodically they have to assess whether what they have been saying has been learned.</p> <p>This is the responsibility of effective instructors. They need to know that:</p> <ol style="list-style-type: none"><li>1. They said it in ways that the learners could understand</li><li>2. The learners “got it”</li></ol>
<p><b>Display Slide 5-33</b></p>  <p><b>Why Evaluate?</b></p> <ul style="list-style-type: none"><li>• Content<ul style="list-style-type: none"><li>– Did learners “get it”?</li></ul></li><li>• Adult learner needs<ul style="list-style-type: none"><li>– Physical</li><li>– Emotional</li><li>– Intellectual</li></ul></li></ul>  <p><small>CERT Train-the-Trainer: Maximize Learning 5-34</small></p>	<p>Explain that finding out if learners “got it” is the process called evaluation. Because only if they learned it and can apply it will they be valuable CERT members.</p> <p>In addition to making sure that participants have learned, there are other things that CERT trainers want to evaluate too:</p> <ul style="list-style-type: none"><li>▪ Physical needs: Is it too cold in here? Is it time for a break?</li><li>▪ Emotional needs: Does the chart make sense? Are people uncertain or frustrated?</li><li>▪ Intellectual needs: Do we need to practice this more?</li></ul>
<p><b>Display Slide 5-34</b></p>	

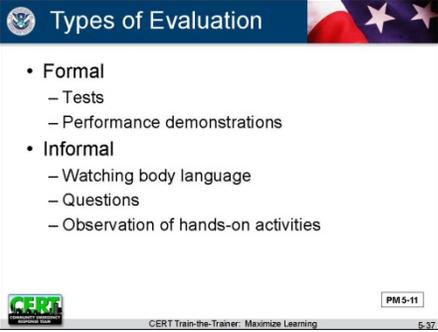
# COMMUNITY EMERGENCY RESPONSE TEAM TRAIN-THE-TRAINER COURSE

## UNIT 5: MAXIMIZE LEARNING

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

# COMMUNITY EMERGENCY RESPONSE TEAM TRAIN-THE-TRAINER COURSE

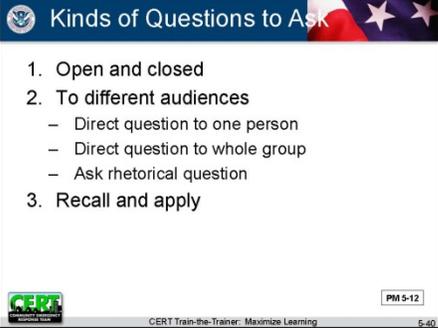
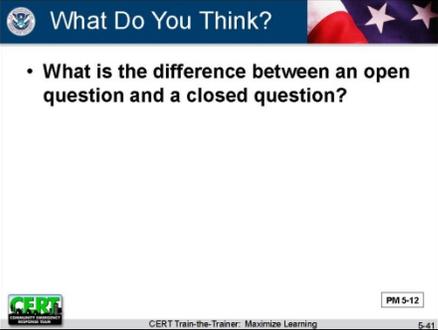
## UNIT 5: MAXIMIZE LEARNING

INSTRUCTOR GUIDANCE	CONTENT
 <p>The slide titled "Types of Evaluation" lists two categories: Formal (Tests, Performance demonstrations) and Informal (Watching body language, Questions, Observation of hands-on activities). It includes a CERT logo and the text "CERT Train-the-Trainer: Maximize Learning 5-37".</p> <p><b>Display Slide 5-37</b></p>	<p><b>Formal Evaluation</b></p> <p>Explain that some evaluation is formal. The final exam is a formal evaluation as is the Unit 9 exercise in the <i>CERT Basic Training</i> course.</p> <p><b>Informal Evaluation</b></p> <p>Explain that some evaluation is informal.</p> <ul style="list-style-type: none"><li>▪ Watching body language is a good way to evaluate both whether learning has happened and how people are feeling.</li><li>▪ Questions are another great way to evaluate. Each unit of the <i>CERT Basic Training</i> course has questions at the beginning of the unit that review what was learned in the previous unit. Some questions are built into the Instructor Guide, but instructors should add their own, too.</li><li>▪ Observation of practice activities is one of the best ways to see how much learning is happening.</li></ul>

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

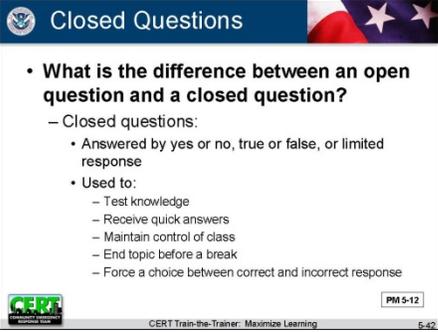
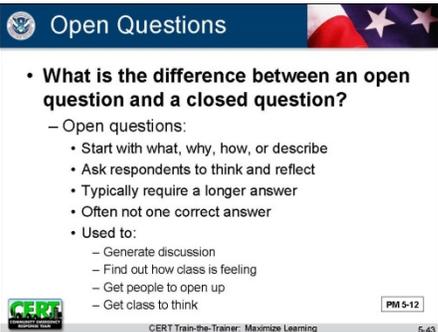
# COMMUNITY EMERGENCY RESPONSE TEAM TRAIN-THE-TRAINER COURSE

## UNIT 5: MAXIMIZE LEARNING

INSTRUCTOR GUIDANCE	CONTENT
 <p><b>Kinds of Questions to Ask</b></p> <ol style="list-style-type: none"><li>1. Open and closed</li><li>2. To different audiences<ul style="list-style-type: none"><li>– Direct question to one person</li><li>– Direct question to whole group</li><li>– Ask rhetorical question</li></ul></li><li>3. Recall and apply</li></ol> <p><small>CERT Train-the-Trainer: Maximize Learning 5-40</small></p> <p><b>Display Slide 5-40</b></p>  <p><b>What Do You Think?</b></p> <ul style="list-style-type: none"><li>• What is the difference between an open question and a closed question?</li></ul> <p><small>CERT Train-the-Trainer: Maximize Learning 5-41</small></p> <p><b>Display Slide 5-41</b></p> <p>Conduct a class discussion based on this question.</p>	<p><b>Kinds of Questions to Ask</b></p> <p>There are several kinds of questions.</p> <p><i>#1. Open and Closed Questions</i></p> <p>Ask the class:</p> <p><b>What is the difference between an open question and a closed question?</b></p>

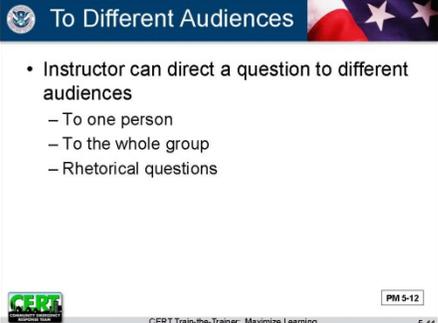
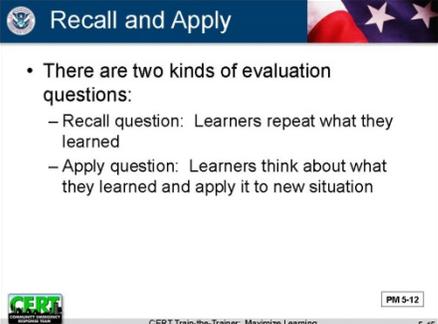
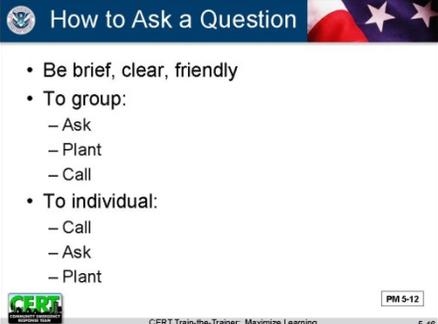
# COMMUNITY EMERGENCY RESPONSE TEAM TRAIN-THE-TRAINER COURSE

## UNIT 5: MAXIMIZE LEARNING

INSTRUCTOR GUIDANCE	CONTENT
 <p><b>Closed Questions</b></p> <ul style="list-style-type: none"><li>• <b>What is the difference between an open question and a closed question?</b><ul style="list-style-type: none"><li>– Closed questions:<ul style="list-style-type: none"><li>• Answered by yes or no, true or false, or limited response</li></ul></li><li>• Used to:<ul style="list-style-type: none"><li>– Test knowledge</li><li>– Receive quick answers</li><li>– Maintain control of class</li><li>– End topic before a break</li><li>– Force a choice between correct and incorrect response</li></ul></li></ul></li></ul> <p><small>CERT Train-the-Trainer: Maximize Learning 5-42</small></p> <p><b>Display Slide 5-42</b></p>	<p>Summarize the discussion by reviewing the next two slides.</p> <p>Closed Questions:</p> <ul style="list-style-type: none"><li>▪ A closed question is typically only answered by yes or no, true or false. A closed question can also be answered by a very limited response, such as “Who was the first President of the United States?” Answer: George Washington.</li><li>▪ Instructors may use closed questions to:<ul style="list-style-type: none"><li>• Test knowledge</li><li>• Receive quick answers</li><li>• Maintain control of the class</li><li>• Take a break</li><li>• Force a choice between a correct and incorrect response (e.g., “When I’m getting ready to use a fire extinguisher, do I AIM first?” “No, you PULL first.”)</li></ul></li></ul>
 <p><b>Open Questions</b></p> <ul style="list-style-type: none"><li>• <b>What is the difference between an open question and a closed question?</b><ul style="list-style-type: none"><li>– Open questions:<ul style="list-style-type: none"><li>• Start with what, why, how, or describe</li><li>• Ask respondents to think and reflect</li><li>• Typically require a longer answer</li><li>• Often not one correct answer</li></ul></li><li>• Used to:<ul style="list-style-type: none"><li>– Generate discussion</li><li>– Find out how class is feeling</li><li>– Get people to open up</li><li>– Get class to think</li></ul></li></ul></li></ul> <p><small>CERT Train-the-Trainer: Maximize Learning 5-43</small></p> <p><b>Display Slide 5-43</b></p>	<p>Open Questions:</p> <ul style="list-style-type: none"><li>▪ An open question tends to start with what, why, how, or describe.</li><li>▪ An open question asks the respondents to think and reflect. It typically requires a longer answer. There is typically not one correct answer to an open question.</li><li>▪ An example of an open question is “What do you think about the video we just watched?”</li><li>▪ An instructor may use open questions to:<ul style="list-style-type: none"><li>• Generate discussion</li><li>• Find out how the class is feeling</li><li>• Get people to open up</li><li>• Get the class to think about what they’ve learned</li></ul></li></ul>

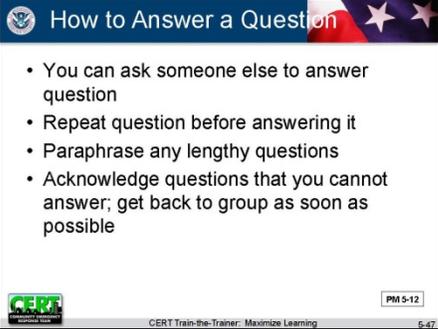
# COMMUNITY EMERGENCY RESPONSE TEAM TRAIN-THE-TRAINER COURSE

## UNIT 5: MAXIMIZE LEARNING

INSTRUCTOR GUIDANCE	CONTENT
 <p><b>To Different Audiences</b></p> <ul style="list-style-type: none"><li>• Instructor can direct a question to different audiences<ul style="list-style-type: none"><li>– To one person</li><li>– To the whole group</li><li>– Rhetorical questions</li></ul></li></ul> <p><small>CERT Train-the-Trainer: Maximize Learning 5-44</small></p>	<p><b>#2. Questions to Different Audiences</b></p> <p>Explain that an instructor can direct a question to different audiences.</p> <ul style="list-style-type: none"><li>▪ Direct a question to one person (maybe to tap into that person’s expertise)</li><li>▪ Direct a question to the whole group (good for starting discussions)</li><li>▪ Ask a rhetorical question (not intended to be answered but to stimulate thinking)</li></ul>
<p><b>Display Slide 5-44</b></p>  <p><b>Recall and Apply</b></p> <ul style="list-style-type: none"><li>• There are two kinds of evaluation questions:<ul style="list-style-type: none"><li>– Recall question: Learners repeat what they learned</li><li>– Apply question: Learners think about what they learned and apply it to new situation</li></ul></li></ul> <p><small>CERT Train-the-Trainer: Maximize Learning 5-45</small></p>	<p><b>#3. Recall and Apply Questions</b></p> <p>Describe the two kinds of evaluation questions that an instructor can ask:</p> <ul style="list-style-type: none"><li>▪ A recall question: Learners repeat back what they have learned.</li><li>▪ An apply question: Learners have to think about what they have learned and apply it to a new situation.<ul style="list-style-type: none"><li>• Explain that “what if” questions are apply questions. Apply questions will tell you the most about what a learner has learned.</li></ul></li></ul>
<p><b>Display Slide 5-45</b></p>  <p><b>How to Ask a Question</b></p> <ul style="list-style-type: none"><li>• Be brief, clear, friendly</li><li>• To group:<ul style="list-style-type: none"><li>– Ask</li><li>– Plant</li><li>– Call</li></ul></li><li>• To individual:<ul style="list-style-type: none"><li>– Call</li><li>– Ask</li><li>– Plant</li></ul></li></ul> <p><small>CERT Train-the-Trainer: Maximize Learning 5-46</small></p>	<p><b>How to Ask a Question</b></p> <p>Explain that good questions:</p> <ul style="list-style-type: none"><li>▪ Are brief</li><li>▪ Are easy to understand</li><li>▪ Are asked with a friendly tone</li><li>▪ Allow people time to think about the answer</li></ul>
<p><b>Display Slide 5-46</b></p>	

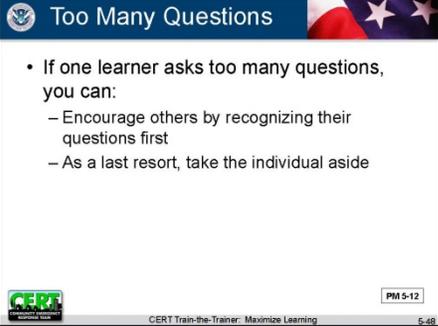
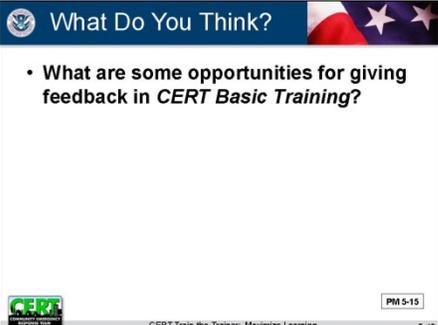
# COMMUNITY EMERGENCY RESPONSE TEAM TRAIN-THE-TRAINER COURSE

## UNIT 5: MAXIMIZE LEARNING

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

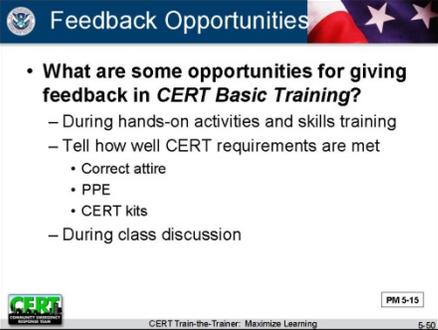
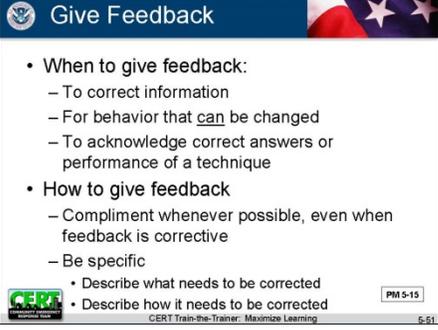
# COMMUNITY EMERGENCY RESPONSE TEAM TRAIN-THE-TRAINER COURSE

## UNIT 5: MAXIMIZE LEARNING

INSTRUCTOR GUIDANCE	CONTENT
 <p><b>Too Many Questions</b></p> <ul style="list-style-type: none"><li>• If one learner asks too many questions, you can:<ul style="list-style-type: none"><li>– Encourage others by recognizing their questions first</li><li>– As a last resort, take the individual aside</li></ul></li></ul> <p><b>Display Slide 5-48</b></p>	<p>Some learners may ask questions about everything. Their questions may appear to be habitual or an indication that the learner is not understanding a lot of the material. If their many questions are slowing down the entire group, trainers may note some frustration on the part of other participants.</p> <p>When that is the case, trainers should:</p> <ul style="list-style-type: none"><li>▪ Encourage others to participate more by recognizing their questions first.</li><li>▪ As a last resort, take the individual aside and ask if he or she could hold the questions until the breaks or after the session is over, at which time the trainer would quickly go through any questions the individual may have.</li></ul>
 <p><b>What Do You Think?</b></p> <ul style="list-style-type: none"><li>• What are some opportunities for giving feedback in <i>CERT Basic Training</i>?</li></ul> <p><b>Display Slide 5-49</b></p> <p>Conduct a class discussion based on this question.</p>	<p><b><i>Some Guidelines for Giving Feedback</i></b></p> <p>Review guidelines for giving feedback.</p> <p>Ask the class:</p> <p><b><i>What are some opportunities for giving feedback in CERT Basic Training?</i></b></p>

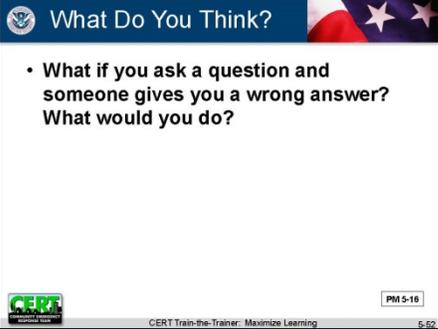
# COMMUNITY EMERGENCY RESPONSE TEAM TRAIN-THE-TRAINER COURSE

## UNIT 5: MAXIMIZE LEARNING

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

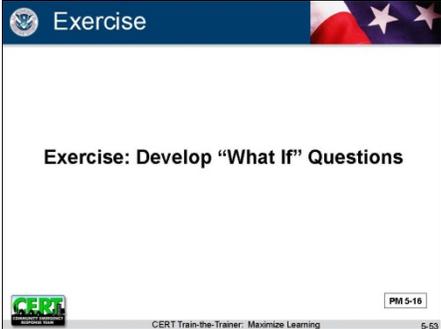
# COMMUNITY EMERGENCY RESPONSE TEAM TRAIN-THE-TRAINER COURSE

## UNIT 5: MAXIMIZE LEARNING

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

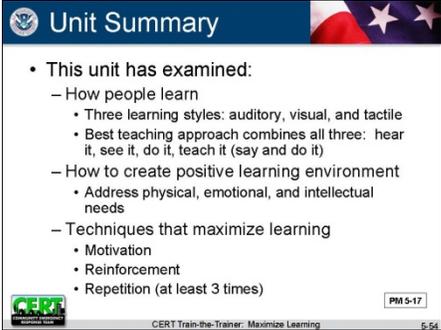
# COMMUNITY EMERGENCY RESPONSE TEAM TRAIN-THE-TRAINER COURSE

## UNIT 5: MAXIMIZE LEARNING

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

# COMMUNITY EMERGENCY RESPONSE TEAM TRAIN-THE-TRAINER COURSE

## UNIT 5: MAXIMIZE LEARNING

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

# COMMUNITY EMERGENCY RESPONSE TEAM TRAIN-THE-TRAINER COURSE

## UNIT 5: MAXIMIZE LEARNING

INSTRUCTOR GUIDANCE	CONTENT
<p data-bbox="240 386 678 424"> Unit Summary (contd.)</p> <ul data-bbox="285 443 654 558" style="list-style-type: none"><li>- Why instructors need to evaluate</li><li>- Formal and informal ways to evaluate</li><li>- Guidelines for asking and answering questions</li><li>- Guidelines for when and how to give feedback</li></ul> <p data-bbox="240 674 678 716"> <small>CERT Train-the-Trainer: Maximize Learning 5-55</small></p> <p data-bbox="240 730 509 764"><b>Display Slide 5-55</b></p> 	<p data-bbox="706 386 1317 420">Say that this unit also examined evaluation:</p> <ul data-bbox="706 438 1455 1226" style="list-style-type: none"><li>▪ Why instructors need to evaluate<ul data-bbox="764 491 1455 646" style="list-style-type: none"><li>• To see if knowledge is being transferred</li><li>• To assess whether the training is meeting learners' physical, emotional, and intellectual needs</li></ul></li><li>▪ Formal and informal ways to evaluate<ul data-bbox="764 722 1308 856" style="list-style-type: none"><li>• Tests and performance evaluations</li><li>• Asking questions</li><li>• Observation</li></ul></li><li>▪ Guidelines for asking and answering questions<ul data-bbox="764 932 1390 1121" style="list-style-type: none"><li>• Why we ask questions</li><li>• The kinds of questions that can be asked</li><li>• How to ask a question</li><li>• How to answer a question</li></ul></li><li>▪ Guidelines for when and how to give feedback<ul data-bbox="764 1194 1455 1226" style="list-style-type: none"><li>• To change incorrect information and behavior</li></ul></li></ul> <p data-bbox="706 1262 902 1295">Ask the class:</p> <p data-bbox="706 1314 1487 1381"><b>Do you have any questions about anything covered in this unit?</b></p> <p data-bbox="706 1419 862 1453"><b>Transition</b></p> <p data-bbox="706 1472 1409 1539">The next unit will review Unit 3 of the <i>CERT Basic Training</i> course.</p>

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