
UNIT 11: MANAGE THE CLASSROOM

In this unit you will learn about:

- **How to Learn About Your Learners.** What is useful information to know and ways to find it out.
- **What You Should Do With the Information You Learn.** How to use what you learn to be a more effective instructor.
- **Situations That Might Make Learners Feel “Left Out” or Uncomfortable and How to Avoid Those Situations.**
- **Behaviors That Might Be Disruptive.** What they are and how to handle them.
- **Working With Learners With Functional Limitations.** What those limitations might be and how to accommodate them.

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**LEARNING
OBJECTIVES/
PERFORMANCE
OUTCOMES**

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

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

SCOPE

The topics that will be discussed in this unit are:

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

**ESTIMATED
COMPLETION TIME**

90 minutes

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TRAINING METHODS

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

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

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

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

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

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

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

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

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

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

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

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**PREPARATION
(CONTINUED)**

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

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

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

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

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

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

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

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

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

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

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Being a Brain-Friendly Instructor

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

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

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

Follow this rule of thumb:

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

Another thing you can do is to think about building blocks.

1. Pre-expose learners to ideas and concepts.
2. This starts the learning process and gives the hippocampus pegs that it can hang new information onto.
3. The hippocampus can process information faster if it has already created the pegs.

Can anyone think of an example of this from the *CERT Basic Training* course?

- The concept of sizeup is introduced and explained in Unit 2 (Fire) and then used again in Units 3, 4, and 5.
- The concept of individual safety is introduced in Unit 1 and then reinforced throughout the course.

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**PREPARATION
(CONTINUED)**

How to conduct the exercise:

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

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

NOTES

A suggested time plan for this unit is as follows:

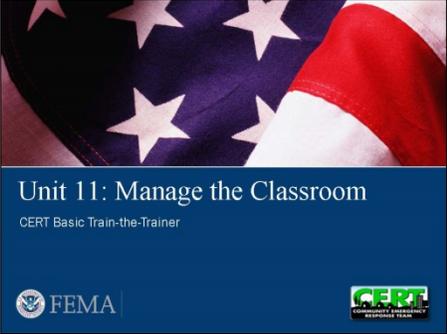
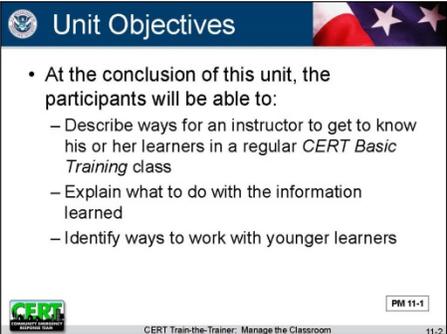
Unit Overview	5 minutes
Learn About Your Learners	15 minutes
Use the Information You Learned.....	5 minutes
Teaching for All Ages	13 minutes
Difficult Situations	2 minutes
Guidelines for Appropriate Action.....	5 minutes
Potentially Disruptive Behaviors	25 minutes
Working with Learners with Functional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

REMARKS

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

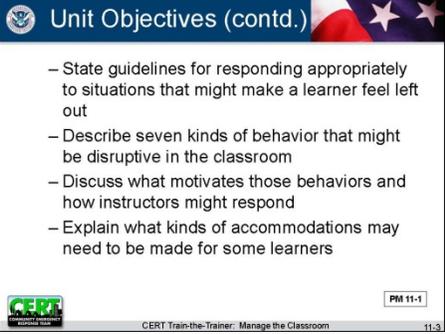
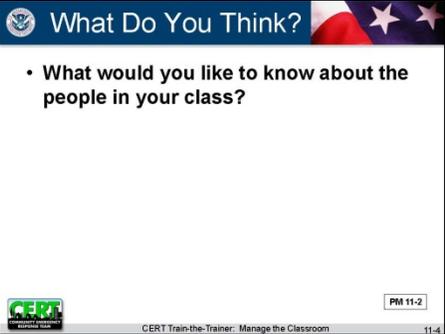
Many instructors-to-be are the most apprehensive about working with challenging learners. Actual instances are few and there are good tips for how to deal with them. This unit provides those tips. Instructors need to be reassured that they can learn to handle any situations that arise.

Unit 11: Manage the Classroom

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

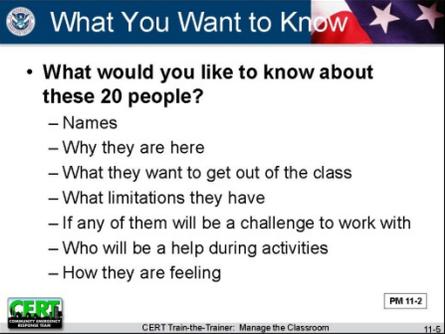
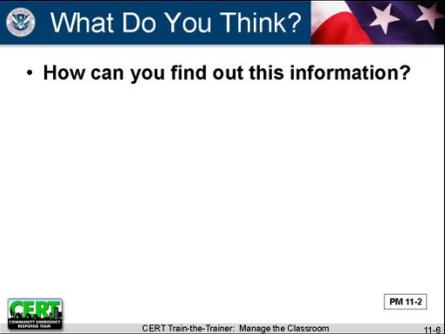
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INSTRUCTOR GUIDANCE	CONTENT
 <p>Unit Objectives (contd.)</p> <ul style="list-style-type: none">- State guidelines for responding appropriately to situations that might make a learner feel left out- Describe seven kinds of behavior that might be disruptive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

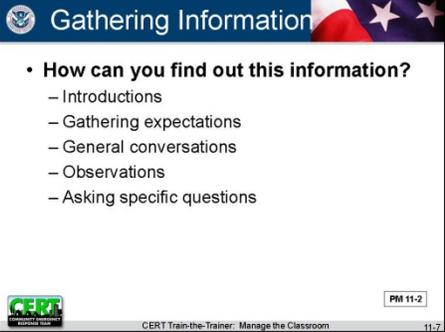
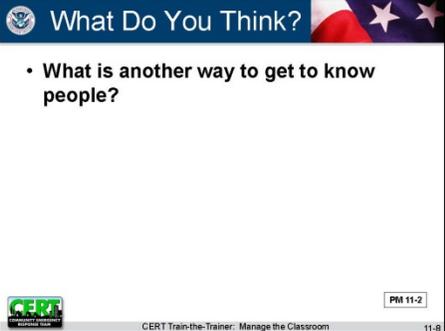
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INSTRUCTOR GUIDANCE	CONTENT
 <p>What You Want to Know</p> <ul style="list-style-type: none">• What would you like to know about these 20 people?<ul style="list-style-type: none">– Names– Why they are here– What they want to get out of the class– What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

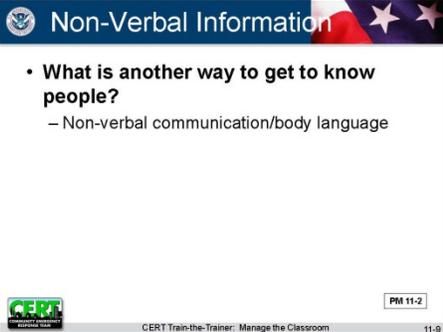
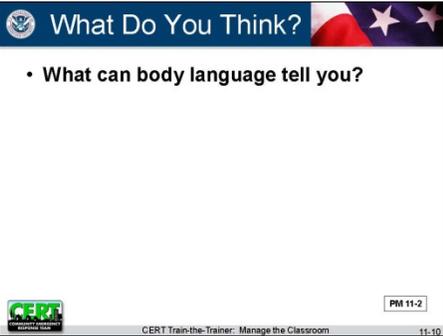
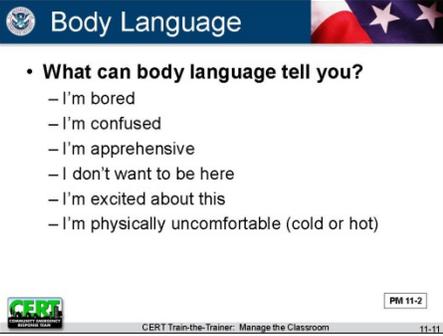
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INSTRUCTOR GUIDANCE	CONTENT
 <p>Gathering Information</p> <ul style="list-style-type: none">• How can you find out this information?<ul style="list-style-type: none">– Introductions– Gathering expectations– General conversations– Observations– Asking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

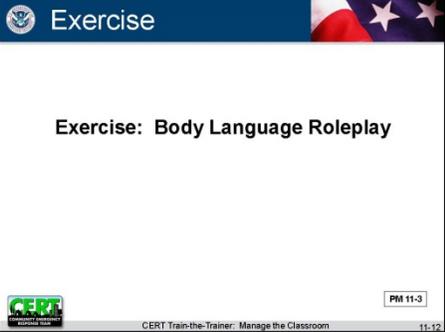
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INSTRUCTOR GUIDANCE	CONTENT
 <p>Non-Verbal Information</p> <ul style="list-style-type: none">• What is another way to get to know people?<ul style="list-style-type: none">– Non-verbal communication/body language <p>CERT CERT Train-the-Trainer: Manage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

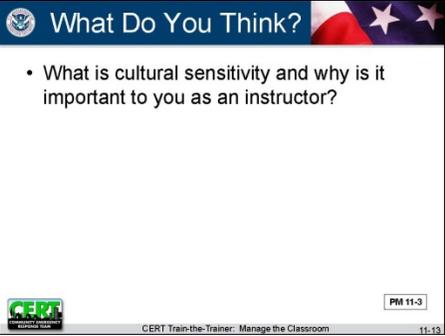
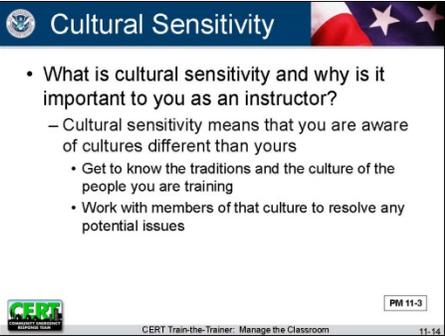
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INSTRUCTOR GUIDANCE	CONTENT
 <p>Exercise: Body Language Roleplay</p> <p>Display Slide 11-12</p> <p>Keep these roleplays brief.</p>	<p>Exercise: Body Language Roleplay</p> <p><u>Purpose:</u> This short exercise allows participants to role play some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

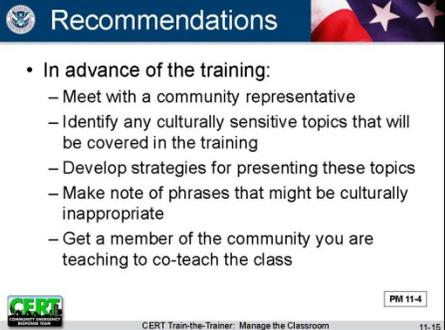
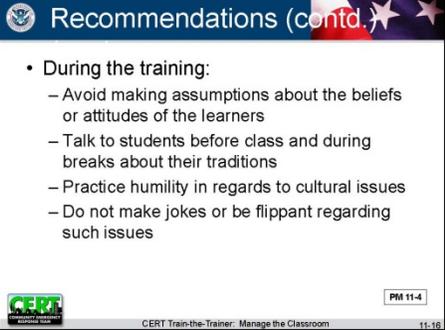
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INSTRUCTOR GUIDANCE	CONTENT
 <p>Display Slide 11-13</p> <p>Conduct a class discussion based on this question.</p>  <p>Display Slide 11-14</p>	<p>Tell participants that another thing that they need to know or be aware of is the cultural background of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

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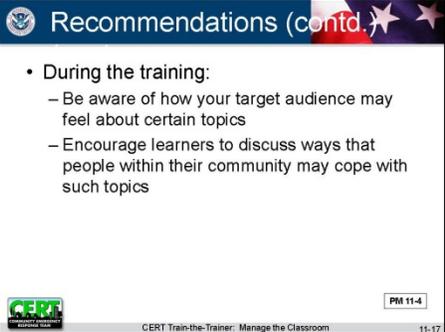
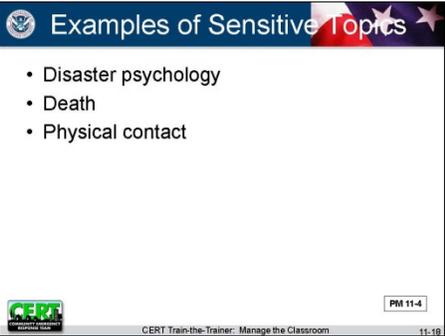
INSTRUCTOR GUIDANCE	CONTENT
 <p>Recommendations</p> <ul style="list-style-type: none">• In advance of the training:<ul style="list-style-type: none">– Meet with a community representative– Identify any culturally sensitive topics that will be covered in the training– Develop strategies for presenting these topics– Make note of phrases that might be culturally inappropriate– Get a member of the community you are teaching to co-teach the class <p><small>CERT Train-the-Trainer: Manage the Classroom 11:15</small></p>	<p>Discuss the following recommendations that participants can follow in advance of the training to learn about any potential cultural issues in the community where they are going to be teaching.</p> <p>In advance of the training:</p> <ul style="list-style-type: none">▪ Meet with a community representative involved in emergency preparedness to discuss local customs and potential cultural issues.▪ Discuss with the representative the different topics that will be covered in the training and identify any culturally sensitive topics.▪ Develop strategies for presenting such topics in ways that will engage, rather than offend, participants.▪ Make note of specific phrases that might be culturally inappropriate to the target audience.▪ Try to get a member of the community you are teaching to co-teach the class. If you cannot find someone to help you teach the class, invite someone from the community to attend your class and ask him or her to correct you if necessary.
 <p>Recommendations (contd.)</p> <ul style="list-style-type: none">• During the training:<ul style="list-style-type: none">– Avoid making assumptions about the beliefs or attitudes of the learners– Talk to students before class and during breaks about their traditions– Practice humility in regards to cultural issues– Do not make jokes or be flippant regarding such issues <p><small>CERT Train-the-Trainer: Manage the Classroom 11:16</small></p>	<p>Discuss the following recommendations that participants can follow during the training to deal with any cultural issues.</p> <p>During the training:</p> <ul style="list-style-type: none">▪ Avoid making assumptions about the beliefs or attitudes of the learners. Remember that not all members of a community may have the same cultural background.▪ Talk to participants before class and during breaks about their traditions.▪ Practice humility in regards to cultural issues.▪ Do not make jokes or be flippant regarding such issues.

Display Slide 11-15

Display Slide 11-16

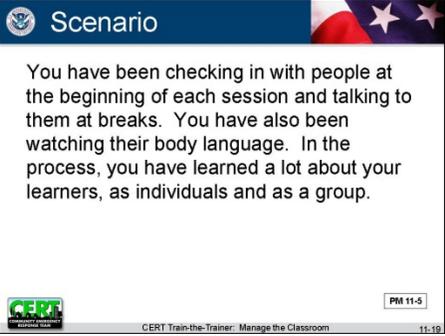
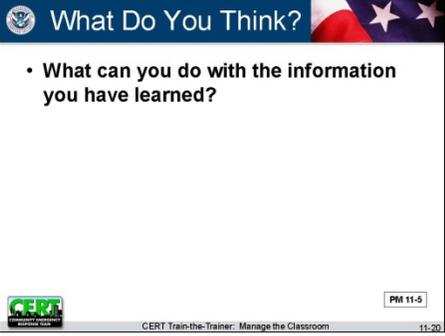
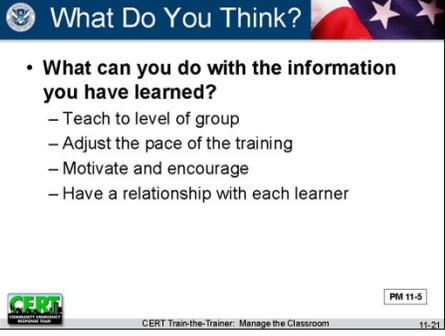
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INSTRUCTOR GUIDANCE	CONTENT
<div data-bbox="164 384 609 716"><p>Recommendations (contd.)</p><ul style="list-style-type: none">• During the training:<ul style="list-style-type: none">– Be aware of how your target audience may feel about certain topics– Encourage learners to discuss ways that people within their community may cope with such topics<p>CERT Train-the-Trainer: Manage the Classroom 11-17</p></div> <p data-bbox="164 737 451 768">Display Slide 11-17</p> <div data-bbox="164 800 609 1136"><p>Examples of Sensitive Topics</p><ul style="list-style-type: none">• Disaster psychology• Death• Physical contact<p>CERT Train-the-Trainer: Manage the Classroom 11-18</p></div> <p data-bbox="164 1157 451 1188">Display Slide 11-18</p> <div data-bbox="164 1482 240 1556"></div> <p data-bbox="164 1577 553 1640">Do not spend more than a few minutes on this activity.</p>	<p data-bbox="646 384 1430 422">Continue discussing the recommendations on the slide.</p> <p data-bbox="646 436 915 474">During the training:</p> <ul data-bbox="646 489 1455 688" style="list-style-type: none">▪ Be aware of how your target audience may feel about certain topics such as trauma or coping with stressors.▪ Encourage learners to discuss ways that people within their community may cope with such issues. <p data-bbox="646 804 1409 909">Review the examples on the slide of some sensitive topics that participants may encounter when teaching. Ask participants to provide you with more examples.</p> <p data-bbox="646 930 1409 1003">These are some examples of sensitive topics that you may encounter when teaching a class:</p> <ul data-bbox="646 1020 1455 1377" style="list-style-type: none">▪ Some cultures dislike the term “disaster preparedness,” as they feel that it invites disaster. In this case, seek guidance to find another term(s) that will capture the positive aspects of the concept.▪ In some cultures, discussing death is taboo. Treat this topic with reverence and respect participants’ cultural backgrounds.▪ Physical contact is another potentially sensitive topic that you may encounter. <p data-bbox="646 1482 1455 1549">Ask participants who are already conducting CERT Basic Training:</p> <ul data-bbox="646 1566 1398 1640" style="list-style-type: none">▪ Have you made any adjustments to the content to help tailor it to the participants’ culture?

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INSTRUCTOR GUIDANCE	CONTENT
 <p>Scenario</p> <p>You have been checking in with people at the beginning of each session and talking to them at breaks. You have also been watching their body language. In the process, you have learned a lot about your learners, as individuals and as a group.</p> <p><small>CERT Train-the-Trainer: Manage the Classroom 11:19</small></p>	<h3><i>Use the Information You Learn</i></h3> <p>Present this scenario:</p> <p>So you know that you are supposed to communicate with your learners, both verbally and non-verbally. You have been checking in with people at the beginning of each session to see how they are doing and you have been talking to folks at breaks. You have been watching their body language. In the process you learn a lot about your learners, as individuals and as a group.</p>
<p>Display Slide 11-19</p>  <p>What Do You Think?</p> <ul style="list-style-type: none">• What can you do with the information you have learned? <p><small>CERT Train-the-Trainer: Manage the Classroom 11:20</small></p>	<p>Ask the class:</p> <p>So what can you do with the information you have learned?</p>
<p>Display Slide 11-20</p> <p>Conduct a class discussion based on this question.</p>  <p>What Do You Think?</p> <ul style="list-style-type: none">• What can you do with the information you have learned?<ul style="list-style-type: none">– Teach to level of group– Adjust the pace of the training– Motivate and encourage– Have a relationship with each learner <p><small>CERT Train-the-Trainer: Manage the Classroom 11:21</small></p>	<p>Summarize the discussion by reviewing the slide.</p> <p>You can use the information learned about the class to:</p> <ul style="list-style-type: none">▪ Teach to the level of the group (might need to start at a more basic or more advanced place)▪ Adjust the training (might need to slow the pace)▪ Motivate and encourage: smile, nod, make eye contact, be genuine, compliment, be patient▪ Have a personal relationship with each learner: call them by name, ask if expectations are being met, tell them something about yourself

INSTRUCTOR GUIDANCE	CONTENT
<div data-bbox="162 384 609 718"> <p>Teaching for All Ages</p> <p>Veteran</p> <p>Boomer</p> <p>Gen X</p> <p>Gen Y</p> <p>CERT</p> <p>CERT Train-the-Trainer: Manage the Classroom</p> <p>11-22</p> </div> <p data-bbox="162 735 451 772">Display Slide 11-22</p> <div data-bbox="162 808 240 882"> </div> <div data-bbox="162 1312 240 1386"> </div>	<p data-bbox="646 384 1031 430"><i>Teaching for All Ages</i></p> <p data-bbox="646 443 1448 590">Explain that the learning environment has changed a great deal over the past 70-80 years. It is a good idea to think about the different learning needs and expectations of learners of different ages.</p> <p data-bbox="646 804 781 835">Veterans</p> <p data-bbox="646 856 1398 926">Think about learners who were born in the 1920s and 1930s.</p> <p data-bbox="646 947 1377 1016">As high school and college students, what was their learning environment like?</p> <ul data-bbox="649 1037 1268 1276" style="list-style-type: none"> ▪ Classrooms with blackboards ▪ Lectures ▪ Demonstrations (science) ▪ Reading (books and notes from lectures) ▪ Rote memorization <p data-bbox="646 1312 1276 1346">What tools did they have to gain knowledge?</p> <ul data-bbox="649 1367 802 1451" style="list-style-type: none"> ▪ Books ▪ Experts

INSTRUCTOR GUIDANCE	CONTENT
	<p>Boomers</p> <p>Think about learners who were born in the 1940s and 1950s.</p> <p>As high school and college students, what was their learning environment like?</p> <ul style="list-style-type: none"> ▪ Classrooms with blackboards ▪ Lectures ▪ Some smaller learning experiences (workshops, seminars) with more opportunity for discussion ▪ Some discovery learning (science labs) ▪ Reading (books and notes from lectures), filmstrips ▪ Rote memorization still expected
	<p>What new tools did they have to gain knowledge?</p> <ul style="list-style-type: none"> ▪ Overhead transparencies (began to be widely used in early 1960s) ▪ Television ▪ Some film
	<p>Gen X or Twenty-Something</p> <p>Think about learners who were born between 1960-65 and 1980-85.</p> <p>As high school and college students, what was their learning environment like?</p> <ul style="list-style-type: none"> ▪ Classrooms with blackboards/whiteboards ▪ Places with computers (library, lab, home) ▪ Participatory learning ▪ Exploration and hands-on ▪ Role-playing

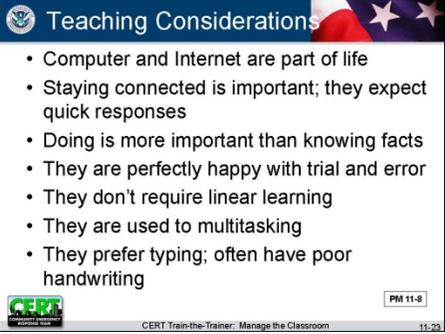
COMMUNITY EMERGENCY RESPONSE TEAM TRAIN-THE-TRAINER COURSE

UNIT 11: MANAGE THE CLASSROOM

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

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INSTRUCTOR GUIDANCE	CONTENT
 <p>Teaching Considerations</p> <ul style="list-style-type: none">• Computer and Internet are part of life• Staying connected is important; they expect quick responses• Doing is more important than knowing facts• They are perfectly happy with trial and error• They don't require linear learning• They are used to multitasking• They prefer typing; often have poor handwriting <p>Display Slide 11-23</p> <p>Refer participants to the handout, <i>Working With Younger Learners</i>, and the graphic, <i>How do (did) they learn?</i></p>	<p>Tell participants that some CERT trainers may relate more to Boomer or early Gen Y. However, many new CERT members may be Gen X or Gen Y.</p> <p>Let's review some things that are important to remember when working with them:</p> <ul style="list-style-type: none">▪ The computer and the Internet are a part of life. It's how they communicate, how they research things, how they stay connected.▪ Staying connected is important and they expect responses to be quick. They don't like delays: e-mail is too slow; they prefer IM and texting.▪ Doing is more important than knowing. They want to apply what they learn.▪ They are perfectly happy with trial and error. They don't have to get it right the first time (think of a video game).▪ Likewise they don't require linear learning (happy with simulations, games, collaboration).▪ They are used to multitasking.▪ They prefer typing and often have poor handwriting. <p>Leave participants with a final thought: all generations can engage in all types of learning and all types of media. However, it is good to think about what people are used to and are comfortable with.</p>

Working With Younger Learners

Gen X or Twenty-Something

Characteristics	What do they want
<p>Born between 1960-65 and 1980-85. Their parents were born shortly before or during World War II or in the 1950s when the war was a recent memory.</p>	
<p><i>Independent and self-reliant:</i> Having grown up with both parents working/furthering their education, Xers are used to getting things done on their own. Hence, they tend to be independent problem-solvers and self-starters.</p>	<p>They want support and feedback, but they don't want to be controlled.</p>
<p><i>Technologically literate:</i> They have grown up with and are familiar with computer technology.</p>	<p>They prefer the quick access of Internet, CD-ROMs, and the World Wide Web as their sources for locating information.</p>
<p><i>Expect immediate gratification:</i> Generation Xers are conditioned to expect immediate gratification.</p>	<p>They crave stimulation and expect immediate answers and feedback.</p>
<p><i>Tend to be focused:</i> As learners, Generation Xers don't want to waste time.</p>	<p>They want their work to be meaningful to them. "They want to know why they must learn something before they take time to learn how" (Caudron 1997, p. 22).</p>
<p><i>Lifelong learners:</i> Generation Xers know that they must keep learning to be marketable. They do not expect to grow old working for the same company, so they view their job environments as places to grow.</p>	<p>They seek continuing education and training opportunities.</p>
<p><i>Ambitious:</i> They crave success on their own terms.</p>	<p>They are "flocking to technology start-ups, founding small businesses and even taking up causes--all in their own way" (Hornblower 1997, p. 58).</p>

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Characteristics	What do they want
<p><i>Fearless:</i> Many are involved in extreme sports such as bungee jumping and sky surfing. “Indeed, adversity, far from discouraging youths, has given them a harder, even ruthless edge” (ibid., p. 62).</p>	<p>Most believe “I have to take what I can get in this world because no one is going to give me anything” (ibid., p. 62).</p>

Gen Y or Millennial

Characteristics	What do they want
<p>Born between 1976-1995 or 1985-2001 (depending on the source) Details: Bigger than Baby Boomer Generation; three times the size of Generation X; roughly 26% of the population</p>	
<p><i>Close relationship with parents:</i> They admire their parents (33% name one or both parents as their hero, rather than a pop culture celebrity).</p>	<p>Social interaction is important.</p>
<p><i>A close sphere of influence:</i> A more dangerous world has created an environment that is more sheltered and structured and where young people have been protected. The small sphere of influence has contributed to the creation of a generation that is, in general, more polite and considerate than their predecessors. They are less likely to call adults by their first names, but rather use the more formal Mr. or Mrs.</p>	<p>Respect and positive reinforcement are important to this group.</p>
<p><i>Attentive and respectful:</i> This generation has been brought up to show respect for others. In a crowded world where there are larger numbers of people in classrooms and activities, civility becomes essential to getting along.</p>	<p>Like their Boomer parents, fairness is important to this group.</p>

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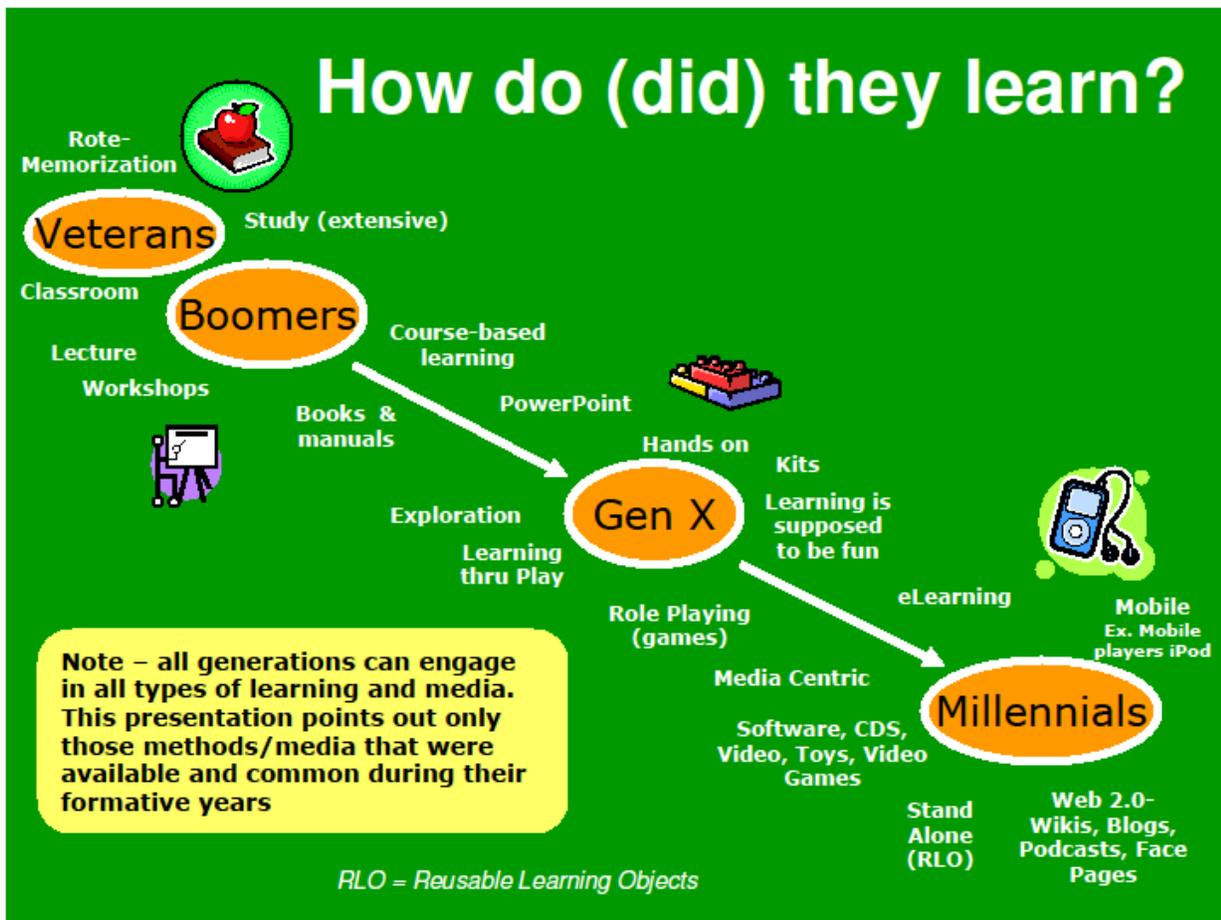
UNIT 11: MANAGE THE CLASSROOM

Characteristics	What do they want
<p><i>Programmed and team oriented:</i></p> <p>Some believe that many Gen Yers have "lost the sense of pure play." They expect everything to be planned for them and do not expect to have as much freedom or responsibility for structuring their educational lives.</p>	<p>They need a lot of structure as students. Generation Yers want materials presented in a well-organized and rational way. They want clear goals, targets, and purpose. They want to know where they are going with their learning — and why. They want to know precisely what is required of them, when work is due, and very specific information about expectations.</p>
<p><i>May have poor conflict resolution and interpersonal skills:</i></p> <p>Having spent a large percentage of time in structured activities, they are accustomed to having a lot of adult supervision.</p>	<p>They want lots of feedback. This allows them to know when they are headed in the right direction and when they are getting off track. Frequent attention from teachers is welcome.</p>
<p><i>Pressured to succeed:</i></p> <p>The Boomers, parents of the Gen Y generation, were pressured themselves to succeed and they transferred that pressure to their children. In addition, just as Boomers have lived in a world where there is increasing competition for resources, Gen Y has done the same.</p> <p>Yet at the same time, Gen Y is open, eager, and responsive.</p>	<p>They want relevance in what they are learning. They will also want to "skip" steps in learning if there are areas of the information that they have already mastered, and they will avoid repetition and rote practice once they feel they have mastered the information.</p>
<p><i>Involved:</i></p> <p>This is a generation of activists — young people who believe they can make a difference. They are socially conscious and interested in politics and social issues.</p>	<p>They like to be useful and helpful.</p>
<p><i>Egalitarian, diverse, inclusive:</i></p> <p>They definitely do not prefer hierarchy. One in five has an immigrant parent. They are very accepting of all.</p>	<p>They prefer to work in teams or groups.</p>

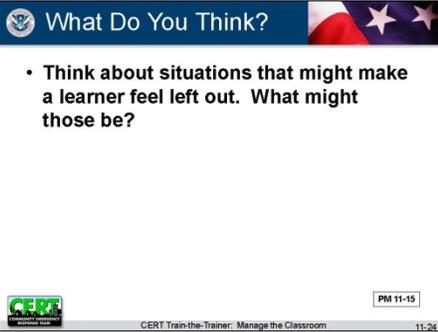
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Characteristics	What do they want
<p><i>Demanding of themselves and others, impatient, stressed:</i></p> <p>Members of this group set the bar high for themselves, and they, like their Boomer parents, expect success. They sometimes "expect" to get good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

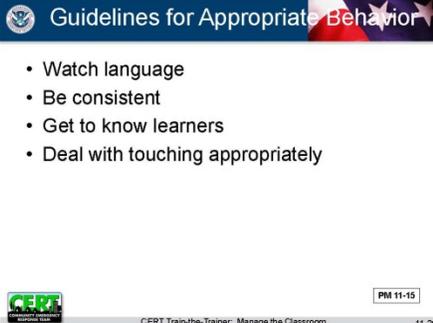
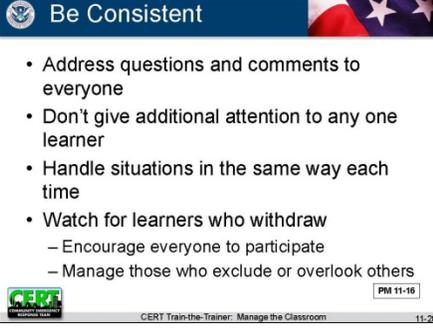


Source: <http://nkilkenny.wordpress.com/creative-commons/>

INSTRUCTOR GUIDANCE	CONTENT
<p>Display Slide 11-24</p> <p>Conduct a class discussion based on this question.</p>  <p>Display Slide 11-25</p> 	<p><i>Difficult Situations</i></p> <p>Say that there are some situations in a classroom that can become a bit sensitive. This unit reminds participants to watch out for these situations and offers some guidelines.</p> <p>Ask the class:</p> <p>Think about situations that might make a learner feel left out. What might those be?</p> <p>Summarize the discussion by reviewing the slide.</p> <p>Situations that may make a learner feel left out include:</p> <ul style="list-style-type: none"> ▪ Instructor ignores some learners ▪ Instructor has some favorite learners ▪ Some learners don't feel able to do the exercises due to physical limitations ▪ Some learners don't feel comfortable doing some of the exercises (touching) ▪ Instructor uses inappropriate language or makes inappropriate jokes ▪ Learners feel that other learners "take charge" too much during group activities/exercises

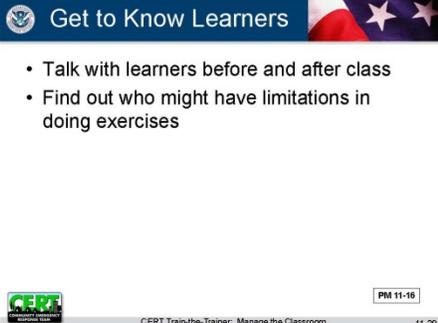
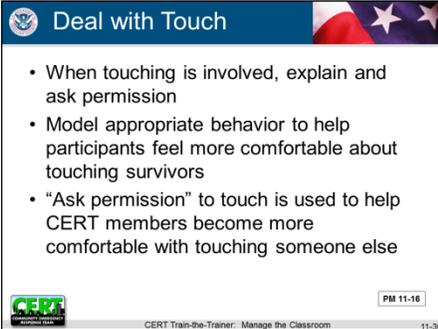
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INSTRUCTOR GUIDANCE	CONTENT
 <p>Guidelines for Appropriate Behavior</p> <ul style="list-style-type: none">• Watch language• Be consistent• Get to know learners• Deal with touching appropriately <p>CERT Train-the-Trainer: Manage the Classroom 11-26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

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

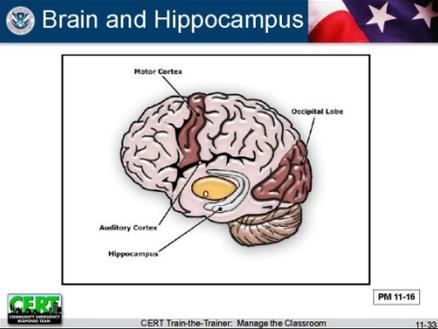
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INSTRUCTOR GUIDANCE	CONTENT
<p>What Do You Think?</p> <ul style="list-style-type: none">• For those of you who have taught <i>CERT Basic Training</i>, what methods have you found to be effective for asking permission to touch? <p> PM 11-16 CERT Train-the-Trainer: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

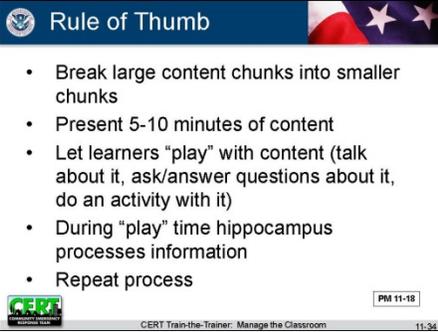
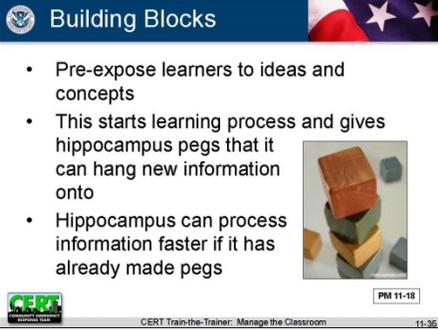
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INSTRUCTOR GUIDANCE	CONTENT
<p data-bbox="224 317 537 348">INSTRUCTOR GUIDANCE</p>  <p data-bbox="164 999 451 1031">Display Slide 11-33</p>	<p data-bbox="630 390 1425 495">Explain that this unit has been exploring another of the ways that you create a positive learning environment: by managing the classroom. You do this:</p> <ul data-bbox="630 516 1146 611" style="list-style-type: none"><li data-bbox="630 516 1122 548">▪ By learning about your learners<li data-bbox="630 579 1146 611">▪ By controlling sensitive situations <p data-bbox="630 653 1425 800">Say that another way to create a positive learning environment is by being a brain-friendly instructor. To be a brain-friendly instructor you need to know how information is received and processed.</p> <ol data-bbox="630 821 1425 1671" style="list-style-type: none"><li data-bbox="630 821 1357 884">1. The brain is taking in visual, auditory, and motor information all of the time.<li data-bbox="630 905 1398 1052">2. When a piece of information is new, novel, or challenging, the brain lobe taking in the information relays a stronger impulse to the relay station called the “hippocampus.”<li data-bbox="630 1083 1425 1262">3. This information is then processed for value, type of information, etc., and it is packaged up and sent to a long-term storage area, e.g., visual information is stored in the occipital lobe, sound memories are stored in the auditory cortex.<li data-bbox="630 1293 1425 1671">4. However, the hippocampus has very limited storage.<ol data-bbox="683 1356 1406 1671" style="list-style-type: none"><li data-bbox="683 1356 1406 1419">a. Imagine you have a water glass and a large jug of water.<li data-bbox="683 1440 1357 1514">b. You start to pour water into the glass and of course the glass begins to fill.<li data-bbox="683 1535 1049 1566">c. You continue pouring.<li data-bbox="683 1587 1260 1619">d. What happens? The water overflows.<li data-bbox="683 1640 1406 1671">e. What happens to the overflow? It’s lost forever.

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INSTRUCTOR GUIDANCE	CONTENT
 <p>Rule of Thumb</p> <ul style="list-style-type: none">• Break large content chunks into smaller chunks• Present 5-10 minutes of content• Let learners “play” with content (talk about it, ask/answer questions about it, do an activity with it)• During “play” time hippocampus processes information• Repeat process <p>PM 11-19</p> <p>CERT Train-the-Trainer: Manage the Classroom 11-34</p> <p>Display Slide 11-34</p>  <p>Building Blocks</p> <ul style="list-style-type: none">• Pre-expose learners to ideas and concepts• This starts learning process and gives hippocampus pegs that it can hang new information onto• Hippocampus can process information faster if it has already made pegs  <p>PM 11-19</p> <p>CERT Train-the-Trainer: Manage the Classroom 11-35</p> <p>Display Slide 11-35</p>	<p>5. The same is true of the hippocampus.</p> <ol style="list-style-type: none">a. Just like the lost water, information trying to enter an already full hippocampus is never processed, so learning transfer will not happen. <p>6. As an instructor, you have to give the hippocampus time to process, package, and send information to storage before you give it more input.</p> <p>So how do you keep the hippocampus from getting too full?</p> <p>Follow this rule of thumb:</p> <ol style="list-style-type: none">1. Break large content chunks into smaller chunks.2. Present 5-10 minutes of content.3. Then let learners “play” with the content (talk about it, ask/answer questions about it, do an activity with it).4. During the “play” time the hippocampus processes the information.5. Then repeat the process. <p>Another thing you can do is to think about building blocks.</p> <ol style="list-style-type: none">1. Pre-expose learners to ideas and concepts.2. This starts the learning process and gives the hippocampus pegs that it can hang new information onto.3. The hippocampus can process information faster if it has already created the pegs.

COMMUNITY EMERGENCY RESPONSE TEAM TRAIN-THE-TRAINER COURSE

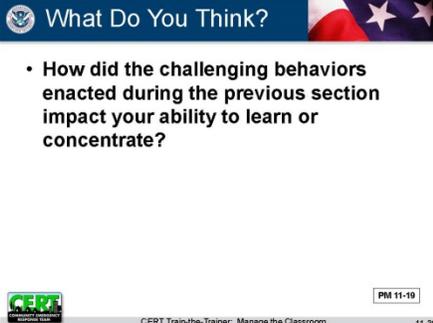
UNIT 11: MANAGE THE CLASSROOM

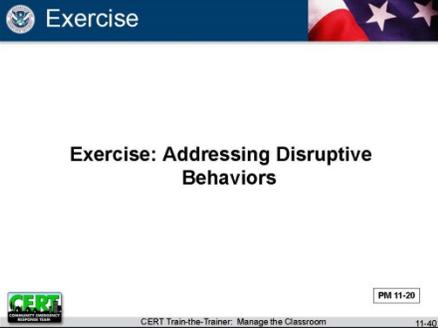
INSTRUCTOR GUIDANCE	CONTENT
<p>By this time, participants should be agitated about what is going on. Stop and process what just happened.</p> 	<p>Can anyone think of an example of this from the <i>CERT Basic Training</i> course?</p> <ul style="list-style-type: none">▪ The concept of sizeup is introduced and explained in Unit 2 (Fire) and then used again in Units 3, 4, and 5.▪ The concept of individual safety is introduced in Unit 1 and then reinforced throughout the course. <p>STOP your presentation and the roleplays.</p> <p>What just happened here?</p> <p>Point out the behaviors that were exhibited during the roleplay. For example:</p> <ul style="list-style-type: none">▪ Sally and Jessie were over in the corner talking.▪ Wally just had to tell us everything he knew.▪ Bob was driving us crazy with that noise he was making. <p>Ask participants (not participating in the roleplays) how they felt with all of the distractions.</p> <p>Thank the role-players.</p>

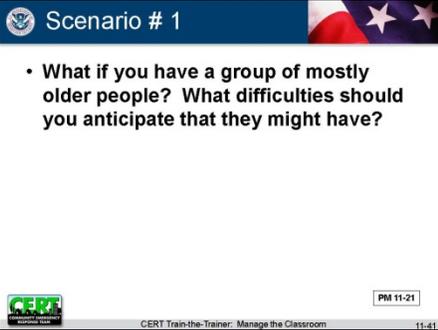
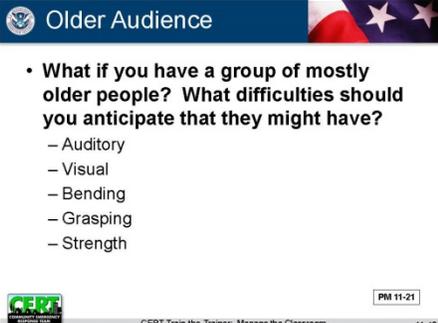
INSTRUCTOR GUIDANCE	CONTENT
<div data-bbox="164 386 602 716"> <p>What Do You Think?</p> <ul style="list-style-type: none"> • What kinds of behaviors have you seen that indicate a learner might not be fully engaged in the class? <p>PM 11-19</p> <p>CERT Train-the-Trainer: Manage the Classroom 11-36</p> </div> <p>Display Slide 11-36</p> <p>Conduct a class discussion based on this question.</p> <div data-bbox="164 886 602 1218"> <p>Disruptive Behaviors</p> <ul style="list-style-type: none"> • What kinds of behaviors have you seen that indicate a learner might not be fully engaged in the class? <ul style="list-style-type: none"> – Side conversationalist – Non-participator – Expert – Dart thrower – Hare – Noisemaker – Class clown <p>PM 11-19</p> <p>CERT Train-the-Trainer: Manage the Classroom 11-37</p> </div> <p>Display Slide 11-37</p>	<p><i>Potentially Disruptive Behaviors</i></p> <p>Explain that instructors need to think about non-traditional learners. Perhaps they have a different agenda than that laid out in the Instructor Guide. Perhaps they have mental or physical limitations. In every situation, the instructor needs to integrate them smoothly into the training class.</p> <p>Ask the class:</p> <p>What kinds of behaviors have you seen that indicate a learner might not be fully engaged in the class?</p> <p>Summarize the discussion by reviewing the slide.</p> <p>Disruptive behavior may include:</p> <ul style="list-style-type: none"> ▪ Side conversationalist (whispering to someone) ▪ Non-participator (isn't an active member in the class) ▪ Expert (always must add something to the discussion; may argue with the instructor) ▪ The “dart thrower” (shoots down other people’s comments) ▪ The “hare” (always tries to jump ahead) ▪ Noisemaker (taps a pencil, rustles papers) ▪ Class clown (makes a joke out of everything; tries to be the center of attention)

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UNIT 11: MANAGE THE CLASSROOM

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

INSTRUCTOR GUIDANCE	CONTENT
 <p>Display Slide 11-40</p> <p>Distribute the handout from the Appendix.</p>	<p>Exercise: Addressing Disruptive Behaviors</p> <p>Purpose: Participants work in small groups to identify what motivates disruptive behaviors and how instructors should respond to the behaviors.</p> <p>Instructions: Follow the steps below to conduct the exercise.</p> <ol style="list-style-type: none"> 1. Return to the list developed in response to the question on Slide 11-30, What kinds of behaviors have you seen that indicate a learner might not be fully engaged in the class? 2. Assign participants to small groups (one for each of the behaviors identified). 3. Tell the small groups to discuss: <ol style="list-style-type: none"> a. What might be motivating these behaviors b. How an instructor should respond to the behavior 4. Regroup and report out. <p>Debrief: Distribute handout and review it.</p>

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

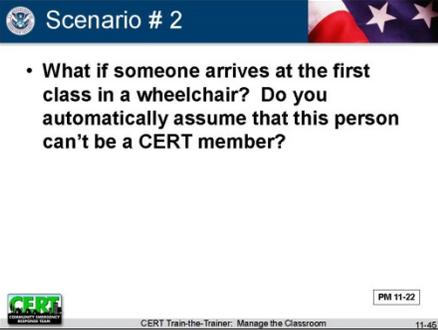
COMMUNITY EMERGENCY RESPONSE TEAM TRAIN-THE-TRAINER COURSE

UNIT 11: MANAGE THE CLASSROOM

INSTRUCTOR GUIDANCE	CONTENT
 <p>What Do You Think?</p> <ul style="list-style-type: none">• What kinds of accommodations will you want to make? <p>CERT Train-the-Trainer: Manage the Classroom 11-43</p> <p>Display Slide 11-43</p> <p>Conduct a class discussion based on this question.</p>	<p>Ask the class:</p> <p>What kinds of accommodations will you want to make?</p>
 <p>Make Accommodations</p> <ul style="list-style-type: none">• What kinds of accommodations will you want to make?<ul style="list-style-type: none">– Don't make assumptions about limitations– Arrange classroom so participants may sit close to front/instructor– Use microphone if possible– Provide <i>CERT Basic Training</i> course Participant Manual in low-vision format if requested– Emphasize that there are functions for every person on a CERT– In exercises requiring physical agility, encourage all participants to try <p>CERT Train-the-Trainer: Manage the Classroom 11-44</p> <p>Display Slide 11-44</p>	<p>Summarize the discussion by reviewing the slide.</p> <ul style="list-style-type: none">▪ Don't make assumptions about their limitations.▪ Arrange the classroom so that participants who choose to may sit as close as possible to front/instructor.▪ Use a microphone if possible.▪ Provide a copy of the <i>CERT Basic Training</i> course Participant Manual in the low-vision format for any participant who requests it (available at the National CERT Web site: www.fema.gov/cert). The Participant Manual is also available in Braille and in screen-reader format. Contact cert@dhs.gov for information.▪ Emphasize that all participants (not just the older people) must pay attention to their limitations and that there are functions for every person on a CERT.▪ In exercises that may require physical agility, etc., encourage all participants to try everything. For those with any physical challenges, also suggest important functions that will be manageable, e.g., acting as group leader, acting as safety officer, keeping documentation.

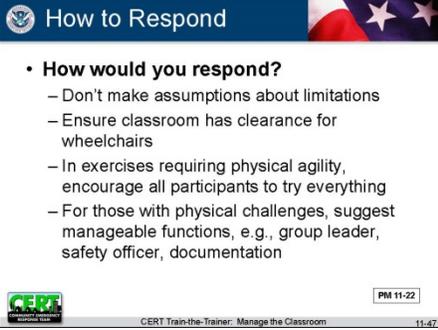
COMMUNITY EMERGENCY RESPONSE TEAM TRAIN-THE-TRAINER COURSE

UNIT 11: MANAGE THE CLASSROOM

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

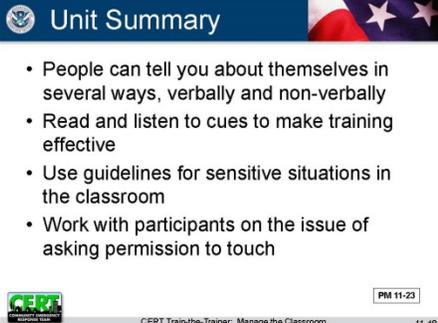
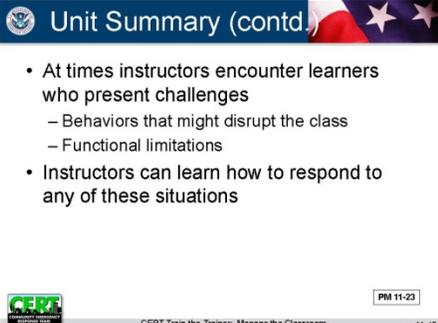
COMMUNITY EMERGENCY RESPONSE TEAM TRAIN-THE-TRAINER COURSE

UNIT 11: MANAGE THE CLASSROOM

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

COMMUNITY EMERGENCY RESPONSE TEAM TRAIN-THE-TRAINER COURSE

UNIT 11: MANAGE THE CLASSROOM

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

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APPENDIX

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Techniques for Dealing With Challenging Learners

Dealing with	Possible Reasons for Behavior	How to Deal With It
Side Conversationalists	<ul style="list-style-type: none"> • May be sharing information about the topic that hasn't yet been discussed • May be bored • May be talking about personal things unrelated to training 	<ul style="list-style-type: none"> • Set guidelines about behavior. • Talk privately at break. • Make eye contact. • Move closer. • Comment about the difficulty of others hearing or concentrating. • Confront behavior as a last resort.
Non-Participative Learners	<ul style="list-style-type: none"> • May be shy or unsure • May be thinking before speaking • May be distracted by outside problems • May not understand what's going on • May feel superior; know-it-all • May be bored 	<ul style="list-style-type: none"> • Look for a sign that they know an answer and ask them to respond. • Direct questions to them if you are sure they know the answer or have related experience to respond. • Compliment them the first time they respond. Be sincere! • Don't embarrass or put them on the spot. • Seek feedback at the break.
The "Expert"	<ul style="list-style-type: none"> • May be well informed and anxious to share information • May be naturally talkative • May feel defensive 	<ul style="list-style-type: none"> • Acknowledge the response and redirect the question and discussion to involve others. • Avoid eye contact. • Impose time limits on the response. • Acknowledge the comment and involve others: "Al, that was an interesting insight. Barbara, what are your views on this issue?" • Talk privately with the learner. Ask for his or her help in encouraging silent participants to open up. • Don't demean or put down.

Techniques for Dealing With Challenging Learners, continued

Dealing with	Possible Reasons for Behavior	How to Deal With It
The “Dart Thrower” (shoots down other people’s comments)	<ul style="list-style-type: none"> • May have a personal clash • May be feeling left out • May have been “shot down” before in training 	<ul style="list-style-type: none"> • Set ground rules about disagreeing with a point/statement. • Differentiate between personal attacks and differing points of view. • Remind learners about respect. • Don’t be defensive. • Take a break to discuss behavior.
The “Hare” (always tries to jump ahead)	<ul style="list-style-type: none"> • May be in a hurry to finish • May be bored with the topic • May really be more interested in the upcoming material 	<ul style="list-style-type: none"> • Stress the importance of the current topic. • Ask for input on the current topic. • Ensure them that their concerns will be addressed. • Remain calm.
The “Noise Maker”	<ul style="list-style-type: none"> • May be subconsciously unaware • May be bored • May need a break 	<ul style="list-style-type: none"> • Make eye contact. • Move in for close proximity. • Take a 5-minute break and speak with the learner.
Class Clown	<ul style="list-style-type: none"> • Wants attention • Bored with material • Doesn’t understand material or what’s going on 	<ul style="list-style-type: none"> • Relate the humorous comment to the related topic, if possible. • Thank the learner for adding a light touch. • Request comments related to the topic so the class can stay on track. • Discuss the behavior privately. • Use small groups. • Switch to group activity. • Use close proximity.

Techniques for Dealing With Challenging Learners, continued

Dealing with	Possible Reasons for Behavior	How to Deal With It
Conflicts Between Learners	<ul style="list-style-type: none">• May have past history that you are unaware of• May have different ideas, values, beliefs, or perceptions• May have personality differences	<ul style="list-style-type: none">• Recognize differences of opinion as both positive and healthy.• Emphasize points of agreement.• Minimize points of disagreement.• Try to get them to agree to disagree.• Don't criticize either learner.• Take a break to resolve privately.

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