
UNIT 16: PREPARING FOR THE CERT BASIC TRAINING COURSE

In this unit you will learn about:

- **What Needs to Be Done to Put on a *CERT Basic Training* Course**
- **Factors That Might Affect a Smooth Course Offering and How to Address Each One**

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UNIT 16: PREPARING FOR THE CERT BASIC TRAINING COURSE

**LEARNING
OBJECTIVES/
PERFORMANCE
OUTCOMES**

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

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

SCOPE

The topics that will be discussed in this unit are:

- Unit Overview
- Possible Players
- Review of *CERT Basic Training* Course Preparation Checklist
- Prepare for the Unforeseen
- Factors That Affect a Smooth Course Offering
- Unit Summary

**ESTIMATED
COMPLETION TIME**

30 minutes

**TRAINING
METHODS**

The instructor begins by discussing with the participants who might share responsibility in putting on the *CERT Basic Training* course.

Next the instructor reviews with the participants the *CERT Basic Training Course Preparation Checklist*, discussing any items that raise questions, and identifying who should be responsible for completing the activity.

Then the instructor discusses with the participants how to prepare for the unforeseen.

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TRAINING METHODS (CONTINUED)

Next the instructor explains that there are four factors that instructors must master to have a smooth course offering:

- Time management
- Familiarity with whole course
- Team teaching
- Equipment use

The instructor addresses each factor, providing tips for time management and team teaching, and conducting a discussion about why an instructor needs to be familiar with the whole course and what equipment is used in the course.

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

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 16-1 to 16-19

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
-

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PREPARATION None required.

NOTES A suggested time plan for this unit is as follows:

Unit Overview 1 minute

Possible Players 1 minute

Review of *CERT Basic Training Course*

Preparation Checklist 10 minutes

Prepare for the Unforeseen 5 minutes

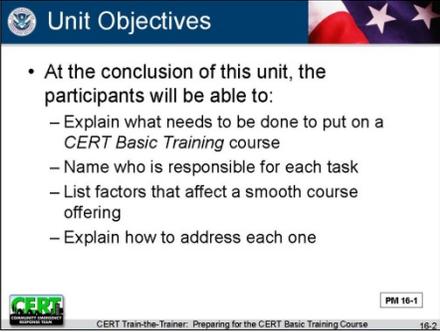
Factors That Affect a Smooth Course Offering 12 minutes

Unit Summary 1 minute

Total Time: 30 minutes

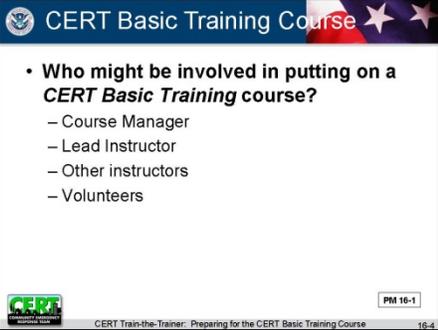
REMARKS In most local CERT programs, the Program Manager has broader responsibilities (e.g., overall marketing of CERT and volunteer recruitment), as well as responsibilities for the *CERT Basic Training* course. In discussing preparation for the *Basic Training* course, keep the group focused on the course. Do not let the discussion drift to the broader responsibilities of the Program Manager.

Unit 16: Preparing for the CERT Basic Training Course

INSTRUCTOR GUIDANCE	CONTENT
 <p>Display Slide 16-1</p>  <p>Display Slide 16-2</p>	<p><i>Unit Overview</i></p> <p>Say that this unit reviews the activities that are needed to put on a <i>CERT Basic Training</i> course and identifies who should be responsible for seeing that the activities are completed.</p> <p>This unit also offers some tips for how to have a smooth <i>CERT Basic Training</i> course. The things discussed in this unit fall under the instructor’s role of classroom manager (see Unit 2).</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"> ▪ Explain what needs to be done to put on a <i>CERT Basic Training</i> course ▪ Name who is responsible for each task ▪ List factors that affect a smooth course offering. ▪ Explain how to address each one

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INSTRUCTOR GUIDANCE	CONTENT
 <p>Display Slide 16-3</p> <p>Conduct a class discussion by asking this question.</p>  <p>Display Slide 16-4</p>	<p>Possible Players</p> <p>Explain that several people may share the responsibility for putting on a <i>CERT Basic Training</i> course.</p> <p>Ask the class:</p> <p>Who might be involved in putting on a <i>CERT Basic Training</i> course?</p> <p>Summarize the discussion by reviewing the slide.</p> <p>The <i>CERT Basic Training</i> course may be put on by:</p> <ul style="list-style-type: none">▪ Course Manager▪ Lead Instructor▪ Other instructors▪ Volunteers <p>Say that sometimes the same person wears more than one hat, e.g., Course Manager and Lead Instructor. However, in many communities, the CERT Program Manager also assumes the roles of Course Manager and Lead Instructor.</p> <p>Point out that it usually takes a number of people to put on a <i>CERT Basic Training</i> course.</p>

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CERT Basic Training Course Preparation Checklist

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

2. **Locate a facility.** **Person responsible:** _____
 - a. Space needed:
 - i. Classroom training space that can be arranged as desired
 - ii. Hands-on activity training space
 - iii. A good rule of thumb is 1,000 square feet for every 20 participants (classroom and practice), as long as there is plenty of room to spread out for the practice exercises.
 - iv. Room for the Unit 9 exercise stations (three inside areas and one outside area)
 - b. Learn how to regulate the temperature and lighting in the training facility.
 - c. Know whom to contact for help in emergencies (e.g., if the power goes out).

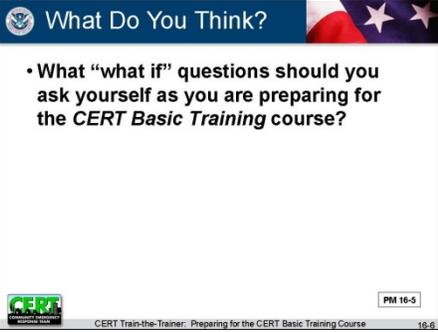
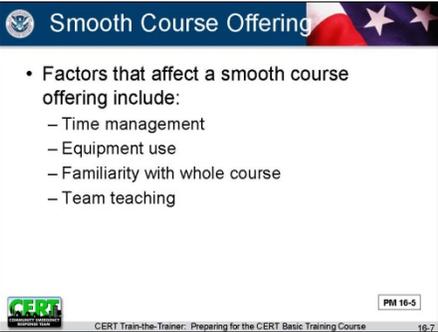
3. **Prepare the instructors.** **Person responsible:** _____
 - a. Make sure that instructors know about:
 - i. The types of hazards (natural, technological, and manmade) that present the greatest risk to the community
 - ii. Local building structures that present the greatest hazard in the event of a disaster
 - iii. The community's emergency operations plan
 - iv. The CERT Program: its purpose, its place in the emergency operations plan, its messages and values
 - v. The *CERT Basic Training* course: what it covers, how it is structured
 - b. Ask instructors to tailor their units to your community with photos, handouts, scenarios, and examples.
 - c. Conduct a walk-through of all the hands-on activities. Identify equipment needs and desired space layout. Anticipate questions and problems.

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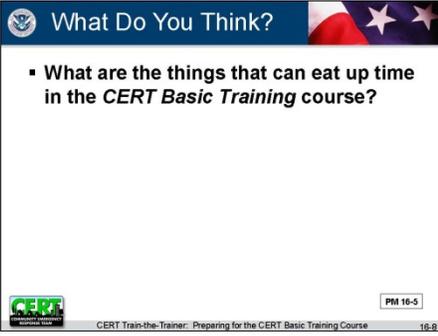
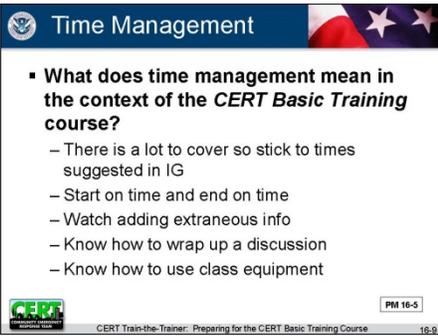
- d. Develop the Unit 9 scenario if using the disaster simulation model.
4. **Gather equipment and supplies. Person responsible:** _____
- a. A computer with:
 - i. MS Office 2003 (Word and PowerPoint)
 - ii. Adobe Flash 8 plug-in
 - iii. CD/DVD player
 - b. Projection system and screen
 - c. 1-2 easel pads and easels
 - d. Markers (variety of colors)
 - e. Masking tape
 - f. Food and water for participants
 - g. Pens and pencils
 - h. Hands-on activity equipment
5. **Prepare printed materials. Person responsible:** _____
- a. Agenda
 - b. One Participant Manual for each participant
 - c. Any additional handouts that are not included in the Participant Manual, e.g., Hazards
6. **Recruit “survivors” for activities. Person responsible:** _____
- a. “Survivors” can be recruited from high school drama classes or high school and college health classes
 - b. CERT members who have already completed the *CERT Basic Training* course also make good survivors.
 - c. The appropriate number of survivors is dependent on the number of CERT participants. Two or three survivors for every CERT participant are recommended.

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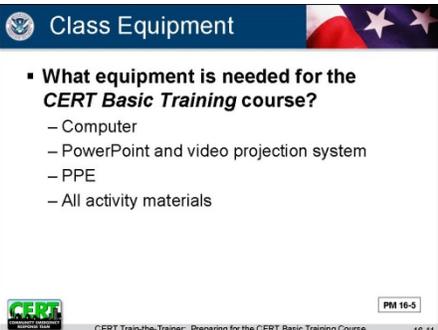
INSTRUCTOR GUIDANCE	CONTENT
 <p>What Do You Think?</p> <ul style="list-style-type: none">• What “what if” questions should you ask yourself as you are preparing for the <i>CERT Basic Training</i> course? <p><small>CERT Train-the-Trainer: Preparing for the CERT Basic Training Course 16.6</small></p> <p>Display Slide 16-6</p> <p>Elicit questions and discuss them as needed.</p>	<p><i>Prepare for the Unforeseen</i></p> <p>Tell the participants that one of the most important things to do when getting ready for a <i>CERT Basic Training</i> course is to think of what <u>might</u> happen.</p> <p>Ask the class:</p> <p>What “what if” questions should you ask yourself as you are preparing for the <i>CERT Basic Training</i> course?</p>
 <p>Smooth Course Offering</p> <ul style="list-style-type: none">• Factors that affect a smooth course offering include:<ul style="list-style-type: none">– Time management– Equipment use– Familiarity with whole course– Team teaching <p><small>CERT Train-the-Trainer: Preparing for the CERT Basic Training Course 16.7</small></p> <p>Display Slide 16-7</p>	<p><i>Factors That Affect a Smooth Course Offering</i></p> <p>Explain that you want to address four factors that instructors must master to have a smooth course offering:</p> <ul style="list-style-type: none">▪ Time management▪ Equipment use▪ Familiarity with whole course▪ Team teaching

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INSTRUCTOR GUIDANCE	CONTENT
<div data-bbox="162 451 600 787">  <p>What Do You Think?</p> <ul style="list-style-type: none"> What are the things that can eat up time in the <i>CERT Basic Training</i> course? <p><small>CERT Train-the-Trainer: Preparing for the CERT Basic Training Course 16-8</small></p> </div> <p>Display Slide 16-8</p> <p>Conduct a class discussion by asking this question.</p> <div data-bbox="162 945 600 1281">  <p>Time Management</p> <ul style="list-style-type: none"> What does time management mean in the context of the <i>CERT Basic Training</i> course? <ul style="list-style-type: none"> There is a lot to cover so stick to times suggested in IG Start on time and end on time Watch adding extraneous info Know how to wrap up a discussion Know how to use class equipment <p><small>CERT Train-the-Trainer: Preparing for the CERT Basic Training Course 16-9</small></p> </div> <p>Display Slide 16-9</p>	<p>Time Management</p> <p>Ask the class:</p> <p>What are the things that can eat up time in the <i>CERT Basic Training</i> course?</p> <p>Summarize the discussion by reviewing the slide.</p> <ul style="list-style-type: none"> There is a lot to cover in the course so stick to the times suggested in the IG. Start on time and end on time; people aren't going to want to stay past the end time. Watch your stories and adding extraneous info. Know how to wrap up a discussion. Know how to use the equipment; don't waste class time learning how to use it. <p>Point out that learning how to use classroom equipment before the class begins will save a lot of time. You don't want to lose time and break the flow of the class because you're fumbling with equipment.</p>

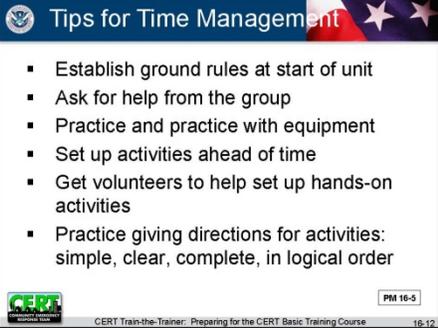
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INSTRUCTOR GUIDANCE	CONTENT
<p data-bbox="164 386 602 716">What Do You Think? ▪ What equipment is needed for the <i>CERT Basic Training</i> course? CERT Train-the-Trainer: Preparing for the CERT Basic Training Course PM 16-5 16-10</p> <p data-bbox="164 730 602 850">Display Slide 16-10 Conduct a class discussion by asking this question.</p> <p data-bbox="164 877 602 1207">Class Equipment ▪ What equipment is needed for the <i>CERT Basic Training</i> course? – Computer – PowerPoint and video projection system – PPE – All activity materials CERT Train-the-Trainer: Preparing for the CERT Basic Training Course PM 16-5 16-11</p> <p data-bbox="164 1222 602 1260">Display Slide 16-11</p>	<p data-bbox="638 386 1458 506">Ask the class: What equipment is needed for the <i>CERT Basic Training</i> course?</p> <p data-bbox="638 877 1458 915">Summarize the discussion by reviewing the slide.</p> <p data-bbox="638 930 1458 1010">The following equipment may be needed for the <i>CERT Basic Training</i> course:</p> <ul data-bbox="638 1024 1458 1480" style="list-style-type: none">▪ Computer▪ PowerPoint and video projection system▪ PPE▪ All activity materials, e.g.,<ul data-bbox="686 1234 1458 1480" style="list-style-type: none">• Fire extinguishers• Sterile dressings• Non-latex exam gloves• Pry tools and cribbing• Splinting materials <p data-bbox="638 1549 1458 1650">Emphasize that the activity materials are listed in the introductory information for each unit in the <i>Basic Training Instructor Guide</i>.</p>

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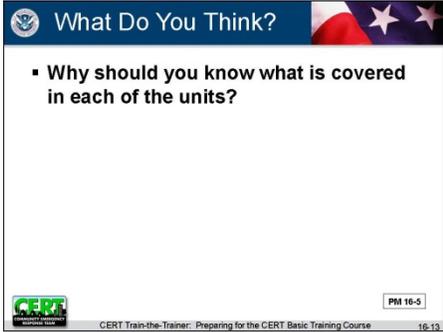
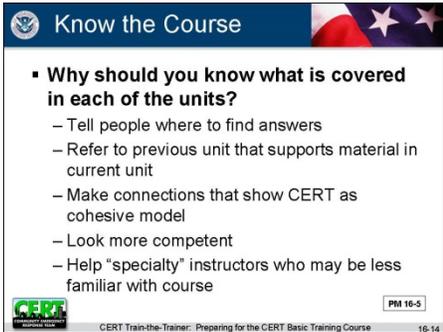
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INSTRUCTOR GUIDANCE	CONTENT
<div data-bbox="164 386 602 716"><p>Tips for Time Management</p><ul style="list-style-type: none">▪ Establish ground rules at start of unit▪ Ask for help from the group▪ Practice and practice with equipment▪ Set up activities ahead of time▪ Get volunteers to help set up hands-on activities▪ Practice giving directions for activities: simple, clear, complete, in logical order<p>CERT Train-the-Trainer: Preparing for the CERT Basic Training Course PM 16-5 16-12</p></div> <p>Display Slide 16-12</p> <p>Review <i>Tips for Effective Time Management</i> on the following page and in the Participant Manual.</p> 	<p>Provide some tips for effective time management:</p> <ol style="list-style-type: none">1. At the start of the unit, establish some ground rules:<ol style="list-style-type: none">a. There is a lot to be covered. The instructor reserves the right to wrap up a discussion and move on. Minimize instructor and participant “war stories.”b. Everyone gets a chance to talk but no one dominates.c. Use a <i>Parking Lot</i> to capture items that need to be pursued but are not the focal points for this unit.d. Ask the group to keep focused.2. Ask for help from the group. “Folks, we have 10 minutes remaining for this item. We need to refocus. How can we wrap up this discussion?”3. Practice and practice until you can use the equipment easily and comfortably.4. As much as possible, get activities set up ahead of time.5. Get non-participant volunteers to help set up the hands-on activities at the appropriate time.6. As you prepare, practice giving the directions for the activity. They need to be simple, clear, complete, and in logical order. <p>Does anyone have anything to add to this list?</p>

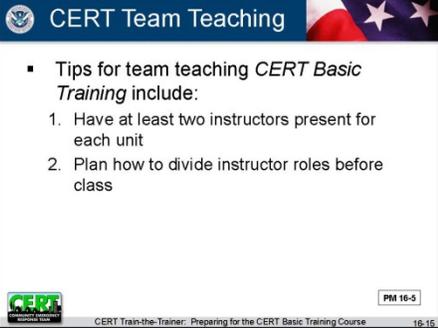
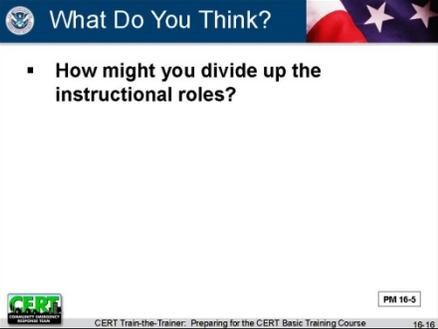
Tips for Effective Time Management

1. At the start of the unit, establish some ground rules:
 - a. There is a lot to be covered. The instructor reserves the right to wrap up a discussion and move on.
 - b. Everyone gets a chance to talk but no one dominates.
 - c. Use a *Parking Lot* to capture items that need to be pursued but are not the focal points for this unit.
 - d. Ask the group to keep focused.
2. Ask for help from the group. "Folks, we have 10 minutes remaining for this item. We need to re-focus. How can we wrap up this discussion?"
3. Practice and practice until you can use the equipment easily and comfortably.
4. As much as possible, get activities set up ahead of time.
5. Get non-participant volunteers to help set up the hands-on activities at the appropriate time.
6. As you prepare, practice giving the directions for the activity. They need to be simple, clear, complete, and in logical order.

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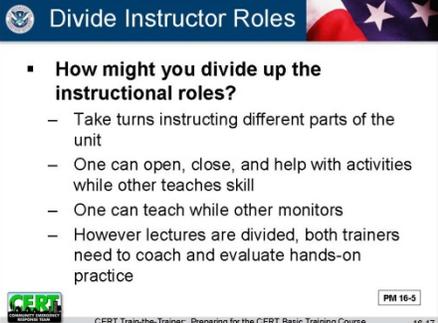
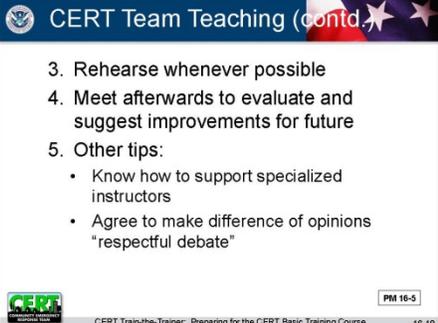
INSTRUCTOR GUIDANCE	CONTENT
<div data-bbox="159 457 602 789"><p>What Do You Think?</p><ul style="list-style-type: none">▪ Why should you know what is covered in each of the units?<p>CERT Train-the-Trainer: Preparing for the CERT Basic Training Course 16-13</p></div> <p>Display Slide 16-13</p> <p>Conduct a class discussion by asking this question.</p> <div data-bbox="159 953 602 1285"><p>Know the Course</p><ul style="list-style-type: none">▪ Why should you know what is covered in each of the units?<ul style="list-style-type: none">– Tell people where to find answers– Refer to previous unit that supports material in current unit– Make connections that show CERT as cohesive model– Look more competent– Help “specialty” instructors who may be less familiar with course<p>CERT Train-the-Trainer: Preparing for the CERT Basic Training Course 16-14</p></div> <p>Display Slide 16-14</p>	<p><i>Familiarity with Whole Course</i></p> <p>Ask the class:</p> <p>Why should you know what is covered in each of the units?</p> <p>Summarize the discussion by reviewing the slide.</p> <ul style="list-style-type: none">▪ You can tell people where the answer to a question will be addressed▪ You can refer to a point or skill learned in a previous unit that supports material in the current unit▪ You can make the connections that show CERT as a cohesive model▪ You look more competent▪ You can help the “specialty” instructors who may be less familiar with the course

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INSTRUCTOR GUIDANCE	CONTENT
 <p>CERT Team Teaching</p> <ul style="list-style-type: none">▪ Tips for team teaching <i>CERT Basic Training</i> include:<ol style="list-style-type: none">1. Have at least two instructors present for each unit2. Plan how to divide instructor roles before class <p><small>CERT Train-the-Trainer: Preparing for the CERT Basic Training Course 16-15</small></p>	<ol style="list-style-type: none">1. There should be at least two instructors present for each unit.2. Plan together before the class for how you will divide up the instructor roles:<ol style="list-style-type: none">a. Trainerb. Coachc. Evaluatord. Classroom manager
<p>Display Slide 16-15</p>  <p>What Do You Think?</p> <ul style="list-style-type: none">▪ How might you divide up the instructional roles? <p><small>CERT Train-the-Trainer: Preparing for the CERT Basic Training Course 16-16</small></p>	<p>How might you divide up the instructional roles?</p>
<p>Display Slide 16-16</p> <p>Conduct a class discussion by asking this question.</p>	

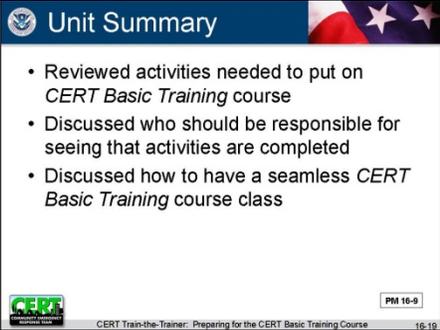
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INSTRUCTOR GUIDANCE	CONTENT
 <p>Divide Instructor Roles</p> <ul style="list-style-type: none">▪ How might you divide up the instructional roles?<ul style="list-style-type: none">– Take turns instructing different parts of the unit– One can open, close, and help with activities while other teaches skill– One can teach while other monitors– However lectures are divided, both trainers need to coach and evaluate hands-on practice <p><small>CERT Train-the-Trainer: Preparing for the CERT Basic Training Course 16-5</small></p>	<p>Summarize the discussion by reviewing the slide.</p> <ul style="list-style-type: none">▪ You can take turns instructing different parts of the unit. One teaches while the other takes notes, writes on the easel pad, and deals with administrative issues.▪ One can open, close, and help with activities while the other teaches the skill.▪ One can do all the teaching while the other simply monitors, being an additional set of eyes and ears.▪ However the delivery of lectures is divided, both trainers are needed to coach and evaluate participants' hands-on practice of the skills. <ol style="list-style-type: none">3. Rehearse whenever possible so you can figure out timing and identify any areas that might cause a problem.4. Meet afterward to evaluate and suggest improvements for the future.5. Other tips:<ol style="list-style-type: none">a. In particular, know how to support specialized instructors.b. Agree to make any difference of opinion "respectful debate." <p>Are there other factors that should be considered in order to have a smooth course offering?</p>
<p>Display Slide 16-17</p>  <p>CERT Team Teaching (cont.)</p> <ol style="list-style-type: none">3. Rehearse whenever possible4. Meet afterwards to evaluate and suggest improvements for future5. Other tips:<ul style="list-style-type: none">• Know how to support specialized instructors• Agree to make difference of opinions "respectful debate" <p><small>CERT Train-the-Trainer: Preparing for the CERT Basic Training Course 16-18</small></p>	
<p>Display Slide 16-18</p>  <p>Discuss the factors and how they can be addressed.</p>	

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INSTRUCTOR GUIDANCE	CONTENT
<div data-bbox="162 436 602 766"><p>Unit Summary</p><ul style="list-style-type: none">• Reviewed activities needed to put on <i>CERT Basic Training</i> course• Discussed who should be responsible for seeing that activities are completed• Discussed how to have a seamless <i>CERT Basic Training</i> course class<p><small>CERT Train-the-Trainer: Preparing for the CERT Basic Training Course 16-19</small></p></div> <p data-bbox="162 783 451 821">Display Slide 16-19</p> 	<p data-bbox="641 386 896 424"><i>Unit Summary</i></p> <p data-bbox="641 445 1446 583">Say that this unit has reviewed the activities that are needed to put on a <i>CERT Basic Training</i> course and who should be responsible for seeing that the activities are completed.</p> <p data-bbox="641 604 1446 676">This unit also examined things instructors need to master in order to have a seamless <i>CERT Basic Training</i> course.</p> <ul data-bbox="641 697 1149 886" style="list-style-type: none">▪ Time management▪ Familiarity with the whole course▪ Team teaching▪ Equipment use <p data-bbox="641 982 1446 1054">Do you have any questions about anything covered in this unit?</p> <p data-bbox="641 1087 808 1125">Transition</p> <p data-bbox="641 1146 1430 1218">This completes the <i>CERT Train-the-Trainer</i> instructional units. The final unit wraps up the training.</p>

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