



Unit 11: Manage the Classroom

CERT Basic Train-the-Trainer



FEMA





Unit Objectives



- 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



PM 11-1



Unit Objectives (contd.)



- 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



PM 11-1



What Do You Think?



- **What would you like to know about the people in your class?**



PM 11-2



What You Want to Know

- **What would you like to know about these 20 people?**
 - 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

PM 11-2





What Do You Think?



- **How can you find out this information?**



PM 11-2



Gathering Information

- **How can you find out this information?**
 - Introductions
 - Gathering expectations
 - General conversations
 - Observations
 - Asking specific questions



PM 11-2



What Do You Think?



- **What is another way to get to know people?**



PM 11-2



Non-Verbal Information

- **What is another way to get to know people?**
 - Non-verbal communication/body language



PM 11-2



What Do You Think?



- **What can body language tell you?**



PM 11-2



Body Language



- **What can body language tell you?**
 - 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)



PM 11-2



Exercise



Exercise: Body Language Roleplay

PM 11-3





What Do You Think?



- What is cultural sensitivity and why is it important to you as an instructor?



PM 11-3



Cultural Sensitivity



- What is cultural sensitivity and why is it important to you as an instructor?
 - Cultural sensitivity means that you are aware of cultures different than yours
 - 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



PM 11-3



Recommendations



- In advance of the training:
 - 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

PM 11-4





Recommendations (contd.)

- During the training:
 - 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



PM 11-4



Recommendations (contd.)

- During the training:
 - 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 issues



PM 11-4



Examples of Sensitive Topics

- Disaster psychology
- Death
- Physical contact



PM 11-4



Scenario



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.



PM 11-5



What Do You Think?



- **What can you do with the information you have learned?**



PM 11-5



What Do You Think?



- **What can you do with the information you have learned?**
 - Teach to level of group
 - Adjust the pace of the training
 - Motivate and encourage
 - Have a relationship with each learner



PM 11-5



Teaching for All Ages



Veteran



Boomer



Gen X



Gen Y

PM 11-5





Teaching Considerations

- 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

PM 11-8





What Do You Think?



- **Think about situations that might make a learner feel left out. What might those be?**



PM 11-15



Don't Leave Learners Out

- **Think about situations that might make a learner feel left out. What might those be?**
 - Instructor ignoring some learners
 - Instructor having favorite learners
 - Inability to do some exercises
 - Discomfort with some exercises
 - Instructor using inappropriate language/jokes
 - Feeling that other learners “take charge” during activities/exercises

PM 11-15





Guidelines for Appropriate Behavior

- Watch language
- Be consistent
- Get to know learners
- Deal with touching appropriately

PM 11-15





Watch Your Language



- No place for jokes/comments about race, religion, gender, ethnicity, etc.
- Watch acronyms



PM 11-15



Be Consistent



- 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
 - Encourage everyone to participate
 - Manage those who exclude or overlook others

PM 11-16





Get to Know Learners



- Talk with learners before and after class
- Find out who might have limitations in doing exercises



PM 11-16



Deal with Touch



- 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



PM 11-16



What Do You Think?



- **For those of you who have taught *CERT Basic Training*, what methods have you found to be effective for asking permission to touch?**



PM 11-16



Review



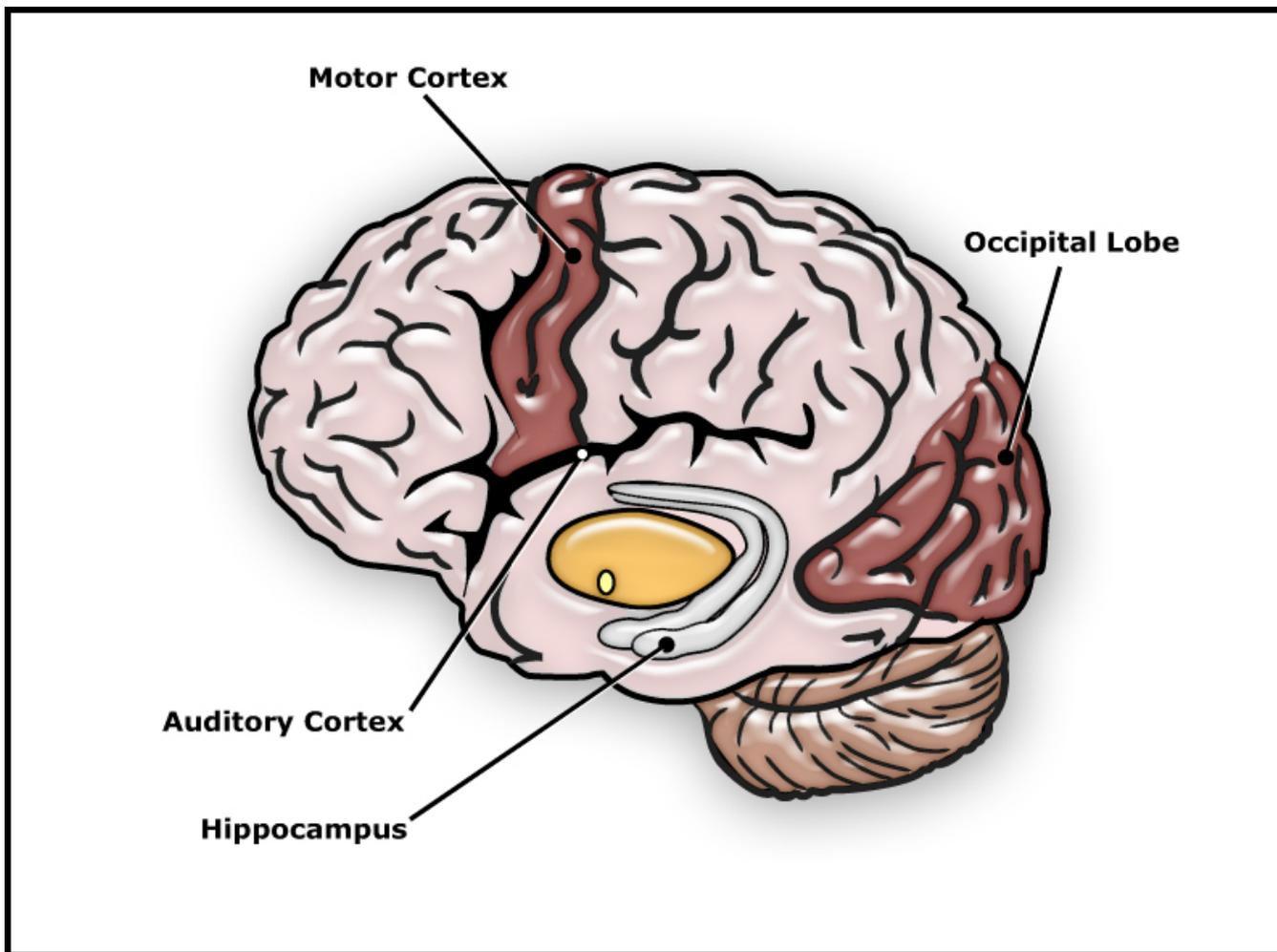
- Unit 5: Importance of creating positive learning environment
 - Teach to various learning styles (auditory, visual, tactile)
 - Use techniques that maximize learning, like motivation and reinforcement
- Unit 11: Create positive learning environment
 - Learn about your learners
 - Control sensitive situations

PM 11-16





Brain and Hippocampus



PM 11-16





Rule of Thumb



- 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

PM 11-18





Building Blocks



- 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



PM 11-18





What Do You Think?



- **What kinds of behaviors have you seen that indicate a learner might not be fully engaged in the class?**



PM 11-19



Disruptive Behaviors



- **What kinds of behaviors have you seen that indicate a learner might not be fully engaged in the class?**
 - Side conversationalist
 - Non-participator
 - Expert
 - Dart thrower
 - Hare
 - Noisemaker
 - Class clown



PM 11-19



What Do You Think?



- **How did the challenging behaviors enacted during the previous section impact your ability to learn or concentrate?**



PM 11-19



Effect of Disruptive Behaviors

- Disruptive behavior may cause others in the class to:
 - Have trouble concentrating
 - Have difficulty hearing instructor
 - Feel less motivated
 - Feel angry or irritated
 - Feel left out
 - Participate less



PM 11-19



Exercise



Exercise: Addressing Disruptive Behaviors

PM 11-20





Scenario # 1



- **What if you have a group of mostly older people? What difficulties should you anticipate that they might have?**



PM 11-21



Older Audience



- **What if you have a group of mostly older people? What difficulties should you anticipate that they might have?**
 - Auditory
 - Visual
 - Bending
 - Grasping
 - Strength



PM 11-21



What Do You Think?



- **What kinds of accommodations will you want to make?**



PM 11-21



Make Accommodations



- **What kinds of accommodations will you want to make?**
 - Don't make assumptions about limitations
 - Arrange classroom so participants may sit close to front/instructor
 - Use microphone if possible
 - Provide *CERT Basic Training* 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

PM 11-21





Scenario # 2



- **What if someone arrives at the first class in a wheelchair? Do you automatically assume that this person can't be a CERT member?**



PM 11-22



What Do You Think?



- **How would you respond?**



PM 11-22



How to Respond



- **How would you respond?**

- 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



PM 11-22



Unit Summary



- 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



PM 11-23



Unit Summary (contd.)

- At times instructors encounter learners who present challenges
 - Behaviors that might disrupt the class
 - Functional limitations
- Instructors can learn how to respond to any of these situations



PM 11-23