



# Unit 16: Preparing for the CERT Basic Training Course

CERT Basic Train-the-Trainer



FEMA





# Unit Objectives



- 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



PM 16-1



# What Do You Think?



- **Who might be involved in putting on a *CERT Basic Training* course?**



PM 16-1



# CERT Basic Training Course

- **Who might be involved in putting on a *CERT Basic Training* course?**
  - Course Manager
  - Lead Instructor
  - Other instructors
  - Volunteers



PM 16-1



# Course Preparation Checklist

- Review the *CERT Basic Training Course Preparation Checklist* in your Participant Manual.



PM 16-2



# What Do You Think?



- What “what if” questions should you ask yourself as you are preparing for the *CERT Basic Training* course?



PM 16-5



# Smooth Course Offering

- Factors that affect a smooth course offering include:
  - Time management
  - Equipment use
  - Familiarity with whole course
  - Team teaching



PM 16-5



# What Do You Think?



- **What are the things that can eat up time in the *CERT Basic Training* course?**



PM 16-5



# Time Management



- **What does time management mean in the context of the *CERT Basic Training* course?**
  - 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



PM 16-5



# What Do You Think?



- **What equipment is needed for the *CERT Basic Training* course?**



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# Class Equipment



- **What equipment is needed for the *CERT Basic Training* course?**
  - Computer
  - PowerPoint and video projection system
  - PPE
  - All activity materials



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# Tips for Time Management

- 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



PM 16-5



# What Do You Think?



- **Why should you know what is covered in each of the units?**



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# Know the Course



- **Why should you know what is covered in each of the units?**
  - 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



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# CERT Team Teaching



- Tips for team teaching *CERT Basic Training* include:
  1. Have at least two instructors present for each unit
  2. Plan how to divide instructor roles before class



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# What Do You Think?



- **How might you divide up the instructional roles?**



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# Divide Instructor Roles



- **How might you divide up the instructional roles?**
  - 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



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# CERT Team Teaching (contd.)

3. Rehearse whenever possible
4. Meet afterwards to evaluate and suggest improvements for future
5. Other tips:
  - Know how to support specialized instructors
  - Agree to make difference of opinions “respectful debate”



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# Unit Summary



- Reviewed activities needed to put on *CERT Basic Training* course
- Discussed who should be responsible for seeing that activities are completed
- Discussed how to have a seamless *CERT Basic Training* course class



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