

---

# CERT TRAIN-THE-TRAINER ANNEX FOR TEEN CERT PARTICIPANT MANUAL

---

---

In this module you will learn about:

- **The issues, best practices, and strategies for providing CERT training to adolescents.**



## MODULE PURPOSE

At the conclusion of this *Train-the-Trainer Annex* module, participants will be able to deliver the *CERT Basic Training* course to teenagers.

## MODULE OBJECTIVES

- Determine how to market Teen CERT training
- Determine how to maintain Teen CERTs
- Describe learning techniques for teaching adolescents
- Describe specific tips for managing a Teen CERT class
- Explain the evaluation process for a Teen CERT class
- Demonstrate the ability to teach a segment of the CERT curriculum to an adolescent audience

## MODULE OVERVIEW

The topics that will be discussed in this module are:

- An introduction to the module and why Teen CERT training is important
- Guidelines for starting and marketing Teen CERT training
- Recommendations for maintaining the training and sustaining student interest
- Tips for teaching teenagers and managing a teen classroom
- Techniques for evaluating students and the training
- Module summary, including a review of the pre-test

## WHY TEACH TEENS?

A number of local CERT programs around the country began to include teenagers after FEMA launched the national CERT Program in 1994. The first federally-sponsored Teen CERT Train-the-Trainer course was developed by Eastern Michigan University (EMU) through a grant from the Department of Homeland Security (DHS). EMU reports that, under the grant, they trained more than 900 instructors to teach

more than 10,000 adolescents in preparedness skills.

The Department of Homeland Security (DHS) has identified schools as part of the critical infrastructure of our country.

- While many schools have taken measures to provide for site security analysis and equipment, less effort has gone into training staff and students in school security and emergency response procedures.
- FEMA is now working to involve youth in the country's overall emergency preparedness and response plans.

Teen CERT aims to train students in emergency preparedness and response to ensure that they have the skills needed to protect themselves, and assist others, in the event of an emergency. The training of our youth will have a tremendous impact on all aspects of emergency management. Some things to consider are:

- Schools are part of this nation's critical infrastructure.
- School populations can overwhelm a city's capability to respond effectively with the needed first responder resources.
- School faculty and staff are not adequately qualified to respond to natural or manmade disasters.
- Students lack the proper education on how to prepare for and respond to a school emergency or disaster.
- Students will carry home the disaster preparedness information that they learn in school.

A key aspect of CERT's mission is to "do the greatest good for the greatest number of people." Teenagers can be a vital force in helping to achieve this mission. In order to involve teens in this mission it is important to know how to teach teens. You can practice doing this with teach back presentations.

### **TEACH BACK ASSIGNMENTS**

An important part of this module is for you to demonstrate the ability to teach a segment of the CERT curriculum and tailor it to an adolescent audience. You will do this through a group teach back presentation.

The class will be split into 5 small groups of 8, with each small group further broken into 4 teaching teams of 2 people each. Each teaching team will be assigned one unit from the *CERT Basic Training* curriculum from which you will choose 10 minutes of material to teach.

Though you will not teach back until later in the module, you will receive your topic now and think about it as the module progresses. Later, you will spend about 15 minutes preparing the lesson and then take about 10 minutes to teach it to the other 6 people in your small group. You will spend 5 minutes receiving feedback from other group members.

The goals of the teach back are to:

- Practice speaking in front of a group
- Personalize training for a teen audience
- Insert learning activities appropriate for a teen audience into existing content
- Watch other groups present and get ideas
- Give and receive feedback from classmates

Refer to Page A-25 in the Appendix for further teach back instructions. The document should serve as your guide as you prepare to teach your section.

## **MARKETING THE TRAINING**

There are a number of hurdles that must be overcome to get the Teen CERT training off the ground. Anyone interested in Teen CERT should be prepared to address the following key issues to start and keep it going:

- Approaching school administrators with the idea of starting the training
- Conducting a parents' night informational meeting
- Developing a schedule that works for the school and for teens
- Selecting a diverse group of students to participate in the training
- Other considerations

### **APPROACHING SCHOOL ADMINISTRATION**

Buy in from stakeholders is key in starting the training. The training should be pitched to school administrators. In many cases, you will then need to get approval from the school board. These are critical meetings. The pitch should begin with an explanation of the purpose of the CERT Program, that it is nationally recognized and supported by the Federal Emergency Management Agency (FEMA), and that it is in keeping with Department of Education goals for Crisis Training and Safe and Drug Free Schools.

Administrators will have many questions. These are just some of the questions and potential responses you should be prepared to address:

- **What is included in the Teen CERT curriculum?** The curriculum is the standard national CERT curriculum and consists of nine units; each unit has goals and learning objectives. At the end of the course, students participate in a disaster drill to reinforce learning. Students also take pre- and post-examinations to evaluate learning.
- **What is in it for the school?** A trained student body able to provide assistance in the immediate aftermath of a disaster when professional response may be delayed or limited.
- **What is in it for the student?** Students learn life skills, fulfill community service requirements, give back to the community, and help make their schools safer.
- **What is the school's liability?** No matter what is done, the school is still liable. The question is: "Can the school reduce their risk and liability by having qualified student responders who are trained in First Aid and who know how to react in the face of danger or disaster, immediately available in their school?" It can also help to note that liability related to CERT training can be similar to liability related to student sports.
- **Won't CERT training expose students to additional risk during an incident?** The intent is not to expose the students to additional risk. Rather, it is to provide the school with trained personnel who are able to render aid to survivors during an event when professional responders may be delayed. This training is about learning to respond safely and responsibly, and CERT safety is a primary focus throughout the course.
- **How much does this training cost? The school may not have additional funds to support Teen CERT training.** Instructional costs are free. Funds may be needed to cover the initial expense of equipment; however, if the local fire, police, or emergency management agency already conducts CERT training in the community, they may be able to provide or loan the equipment and help with training manuals. Creative approaches will have to be developed for sustainability. There may also be additional costs if administrators decide to offer CPR, First Aid, and automatic external defibrillator (AED) certification classes.
- **Who will deliver the Teen CERT training?** All lead instructors should be trained CERT instructors. Other staff to consider as trainers include school resource officers; emergency management professionals; local fire, police, and emergency medical service (EMS) personnel; school nurses, health or physical education instructors, or school counselors; and other disaster relief personnel like CERT volunteers. Note that if Teen CERT training in the high school is an expansion of the jurisdiction's pre-existing CERT program, emergency services professionals and other qualified instructors will be provided.
- **If the primary instructor is not a professional first responder, who else will**

**supplement the instruction of the CERT units?** The following may be supplemental instructors in selected units: an emergency manager for Unit 1; a firefighter for Units 2 and 5; EMS for Units 3 and 4; a counselor for Unit 7; and a police officer for Unit 8.

- **What will trained students contribute to the school when the course is finished?** Trained students support other activities within the school. They may point out unsafe conditions, identify students who have become disenfranchised, or serve as role models who take on new leadership responsibilities within the school. Teen CERT members could also be tapped to assist with fire drills and other school safety activities.
- **Can students use this material for fulfilling community service credits for graduation?** Yes, and it is encouraged. It is recommended that participants receive 20-30 community service hours toward graduation.
- **How long is the Teen CERT training?** The basic curriculum takes approximately 20-30 hours to cover in its current form. However, an additional 8 hours will be required if the school will offer certification in CPR, First Aid, and AED.

If emergency services professionals, such as firefighters or police officers are part of the CERT instructor or management team, they can be effective representatives to school administrators.

## PARENTS' NIGHT

Instructors and administrators should hold a parents' night informational meeting to discuss the benefits of CERT. The meeting should be planned collectively with a school representative.

You should expect parents to be concerned about their children's safety and what content they will be exposed to with the new curriculum. Meeting leaders should let parents know that while the risk of injury resulting from this training is minimal, it does exist; however, it needs to be emphasized that the CERT training content focuses on CERT member safety throughout every unit. The training is as much about what CERT members should not attempt as it is about what they should do in an emergency.

Leaders should stress that the curriculum will prepare teens to responsibly and safely respond in the event of an emergency.

You can consider the following steps when planning a meeting:

- Explain the rationale for the training and content in a letter of invitation to participants.
- Distribute the Teen CERT Agreement and Parent/Family Informed Consent forms.

**COMMUNITY EMERGENCY RESPONSE TEAM TRAIN-THE-TRAINER**  
**ANNEX FOR TEEN CERT**

---

Give them a deadline for completing and returning the forms.

- Display all materials and personal protective equipment (PPE) that a child will need.
- Introduce instructional and support staff.
- Allow parents to ask questions and voice concerns.

### **SCHEDULING**

All schools have structured curriculum and availability times. It is the local CERT coordinator or instructor's task to find the availability to make the training work. The class should be scheduled so as to maximize the availability of students and instructors. Often, a schedule that works well for a school is a schedule that works well for teens. The CERT representative will work with school administrators to determine how to best offer the training, how often to offer it, and how to prevent it from interfering with academic subjects.

Some scheduling options you can consider are:

- If the school is on a block schedule, the training can be held during the Student Resource Time (SRT).
- If the school is on a traditional schedule, with administrative approval, it may be possible to integrate the course into the current curriculum (e.g., using health or physical education classes).
- Holding the course outside of school hours is also an option. If students aren't involved in other activities, it can be held after school.
- Offering the course during the summer helps those without other structured summer activities. This can also help provide role modeling and professional interaction for youth.

Remaining flexible and open to unforeseen circumstances that can arise at schools is also important. This means including one or two make-up days in the schedule. Regardless of interruptions or circumstances, students must complete all units to be eligible for Teen CERT.

No matter how the training is scheduled, it is important that a diverse population has the opportunity to attend.

## STUDENT SELECTION

There is no one right way to select students and ultimately the decision should be made by the school representative. However, the goal should be to include a variety of students from different student circles and organizations. Teen CERT works best when a diverse population participates in the training. Before selecting students to participate, administrators must decide how the training will be delivered. This could mean that:

- All students in the school are required to participate
- All students are offered the chance to participate
- A select group of students participate
- Or some other option as determined by the school

If CERT is not open to all students, there should be some criteria to select students. You may want to consider some or all of the following when selecting students:

- **Academic eligibility.** Choose students in good academic standing. Those with academic difficulties should not be selected so they can focus on academics in their free time. (Future membership may be used as an incentive to get students to improve their grades.)
- **Career goals.** Integrate the CERT training into the curriculum for vocational education students. CERT could become a mini-component of an existing curriculum or a special topic area for students interested in related career fields.
- **Availability.** Examine potential members' schedules to ensure there will not be conflicts with sports or other activities they are committed to.
- **Leadership skills.** Bring in students with strong leadership skills that are admired in the school. Students with strong leadership skills can enhance the success of the CERT in their school.
- **Diversity and social circles.** Draw students from different social circles to ensure that a wide swath of the school population is represented.
- **Vulnerability to being “at risk.”** Involve at-risk students, who do not usually participate in traditional school activities, as a good way to foster their connection with the school and classmates. (At-risk includes students in danger of dropping out or with behavioral problems.)
- **Special needs students.** Encourage participation by special needs students. This can increase their self-awareness and self-confidence as they gain lifelong skills in self-protection.

- **Grade level.** Include a mixture of sophomores, juniors, and seniors to ensure that the CERT continues after one class leaves. (First-year students have not been included in past Teen CERT groups due to not yet being established in school social circles.)

Ultimately room and resource requirements and availability should be taken into account when determining the number of students that will participate. If students are to receive additional training and certification in CPR, AED, and First Aid, a class size of 20 is recommended. When additional training is not being offered, larger groups may work. However, small classes are ideal for team building, mentoring, and empowerment.

#### OTHER CONSIDERATIONS

You may run into roadblocks as you attempt to start and maintain Teen CERT training. A few things you can consider are to:

- **Incorporate Teen CERT into the school's emergency operations plan.** When establishing Teen CERT, the CERT representatives need to work with the school's administration as well as the local office of emergency management to incorporate Teen CERT into the school's emergency operations plan. Not all schools will want to do so, but the CERT representatives should be prepared to discuss it.
- **Establish the training outside of the school.** If local schools are not interested or not allowed to hold training, there are other organizations to consider. Special interest groups such as Scouts and 4-H Clubs may be interested in forming a Teen CERT.
- **Work through the local CERT program.** Remember that in communities that have a CERT program, Teen CERT training is a part of it. This connection will make CERT for the general public and Teen CERT (as well as workplace CERT) much more sustainable. If training cannot happen through the high school, it may be simpler for the local CERT program to set up training for high school students. The CERT program could use the school and youth-oriented groups to publicize the Teen CERT training.
- **Use the Teen CERT Time Line and To Do List as a reference.** This will be discussed later in the module.

## **MAINTAINING TEEN CERT**

Sustaining Teen CERT is one of your most important roles. Keeping teens active and engaged in Teen CERT is vital to their success and the success of CERT as a whole. Be prepared to address the following key issues to keep Teen CERT going:

- Sustain member interest
- Maintain individual skills
- Maintain team skills
- Maintain political and financial support
- Other considerations

### **SUSTAIN MEMBER INTEREST**

Both school administrators and instructors must make a concerted effort to sustain student interest once they are a part of CERT. It is vital that you seek ways to foster connections to CERT so teens will want to stay involved. A few ways this can be done include:

- Use Teen CERT members to assist in real school safety efforts, e.g., fire or earthquake drills. One of the most effective ways to sustain interest is to give CERT members meaningful responsibilities for school safety.
- Encourage members to wear their CERT t-shirts and invite them to write articles on their experiences for the school or local paper.
- Invite leaders to participate in periodic meetings and workshops, as well as school functions and community events.
- Involve members in helping at community events related to safety and health, e.g., fire department smoke detector drives and Red Cross blood drives.
- Solicit members for ideas for team growth and student involvement.
- Build connections with local emergency services. For example, when local fire or EMS conducts an exercise, arrange for Teen CERT members to participate as “survivors.”

**COMMUNITY EMERGENCY RESPONSE TEAM TRAIN-THE-TRAINER**  
**ANNEX FOR TEEN CERT**

---

**MAINTAIN INDIVIDUAL SKILLS**

Once CERT is established, you will need to keep members interested by encouraging the development of their skills. Keeping members active and well-trained is key to keeping them active and interested in CERT. A few ideas for doing this are to:

- Keep members apprised of upcoming training events.
- Offer periodic workshops with guest presenters, such as local emergency management or weather service personnel.
- Provide periodic reviews and positive feedback and reinforcement as members learn new skills.
- Encourage members to participate at community events, where they can show the community what they are learning.

**MAINTAIN TEAM SKILLS**

Working together as a team is integral to CERTs. This, of course, includes Teen CERT. Teen CERT can prepare students for a lifetime of working cooperatively with others. CERT leaders should:

- Provide periodic workshops that focus on team building exercises and skills.
- Encourage the whole team to participate at community events.
- Hold team competitions with Teen CERTs from other schools and allow students to practice their skills and share notes with other CERTs.
- Give students a sense of purpose by incorporating them into the school's emergency operations plan.

**MAINTAIN POLITICAL AND FINANCIAL SUPPORT**

Unfortunately, school, student, and instructor interest will probably not be enough to keep local Teen CERTs going. There will be a need to obtain additional political and financial support. CERT representatives and school administrators can:

- Solicit local businesses for corporate sponsorship.
- Seek grant funding from various local, state, and national programs.
- Encourage news media to visit when conducting drills or practices to give the

**COMMUNITY EMERGENCY RESPONSE TEAM TRAIN-THE-TRAINER**  
**ANNEX FOR TEEN CERT**

---

community a chance to see the value of Teen CERT.

- Keep the city council or school board updated on how the CERT is benefiting the school; they may be more inclined to assist with funding if they see the training's worth.
- Utilize the resources of the local CERT program. If there is a local CERT program, typically operated by the local fire department or law enforcement or emergency management agency, Teen CERT is a part of it. The program can provide resources such as instructors, training materials and props, guidance, etc. In addition, the connection between CERT for the general public and Teen CERT will provide mutual support to both aspects of the overall program.

### **OTHER CONSIDERATIONS**

There are still several other things you should consider to further support the training, such as:

- **Hold a graduation ceremony for new members.** This rewards students for their successes and publicly recognizes their accomplishments. Plus, it helps sustain interest in Teen CERT by including parents, school administrators, community leaders, and local media representatives.
- **Encourage school administrators to incorporate their Teen CERT members into the school's emergency operations plan.** This allows participants to see how far CERT can reach. While trained students will not replace other responders named in the school's emergency operations plan, they can help enhance the plan.

### **TEACHING TEENS**

Adolescence is a transitional period between childhood and adulthood. Adolescence involves biological, cognitive, and socio-emotional changes that occur in a relatively orderly manner but at different rates within the individual. During this period, the person gradually moves from a self-oriented position toward a sense of belonging within society. Teen CERT provides the perfect opportunity for students to begin finding their place within a larger society.

### **ADDRESSING ADOLESCENT NEEDS**

CERT empowers teens to make smart decisions for the good of themselves, their

teammates, and their school. You have the duty to tap into student needs and abilities and ensure students get the most out of the training. Strive to meet the specific needs of adolescents by:

- Making expectations detailed and clear so students want to learn and participate
- Stressing the importance of safety by emphasizing trust in the student to not take chances and make mistakes
- Acknowledging the adolescent as an individual to instill respect
- Encouraging ownership and involvement in class activities
- Providing opportunities for decision-making and independence

### **DEVELOPING INDEPENDENT LEARNERS**

As an instructor, you have the opportunity to help students develop into independent learners. You want to help students move from being dependent learners, where students need the instructor to take responsibility for the learning experience, to being independent learners, where students become more actively involved and interested in their own learning. The CERT curriculum plays an important role in this by providing a forum for student growth and independence by teaching life skills.

As an instructor, you should:

- Be available to answer any questions about the curriculum.
- Provide tips and advice on skills.
- Clear up misconceptions about assignments and homework.
- Encourage students to search for answers on their own, but be available to guide them.

You can help students make study contracts and study plans. This includes:

- Advising students to take notes (and using alternating ink colors for each class)
- Reviewing notes after each class and filling in any gaps
- Developing color-coded flashcards for main points
- Reviewing previous notes and flashcards

### **THE THREE “R’S”**

Almost every exceptional learning experience can be broken down to three areas:

relationship, relevance, and rigor. You should integrate these into your instructional methodology as you prepare to work with teens.

**Relationship.** It is imperative that you establish a good relationship with the students and serve as a role model and a coach. You should be aware of the school's social structure, names of sports teams, and upcoming events. Talk to the students about their hobbies and likes and dislikes, and tell them some of yours.

Being upfront with students and letting them know what to expect also develops relationships, as does using student names and employing good listening skills.

Praise the students sincerely for their accomplishments and share pride in students with others. Strive to provide for basic human needs such as power, belonging, and meaning.

**Relevance.** You should always aim to demonstrate the relevance of CERT to adolescents. You should make clear how CERT will be useful in their lives, to their personal safety, and in developing their teamwork skills.

A good instructor should explain the reasoning for specific instruction and activities and why they are important to learn. Relevance is further emphasized by not giving busy work, but assigning homework that has a real purpose and will strengthen them as students and CERT members.

CERT instructors can also reinforce the relevance of the training by letting the students know how CERTs fit into the high school's emergency operations plan. If a school incorporates students into their emergency operations, then students will perceive the CERT training as important preparation. You can also highlight the relevance of the training by posing "What if..." questions to encourage students to visualize how the training can be used in real emergencies at school, in their neighborhood, or at home.

Finally, if the school has selected students on a particularly relevant career path, such as public safety or health care, you should reinforce how various CERT skills relate to the training for those careers.

**Rigor.** You should make work appropriately challenging for students, considering course material, pace, and application. You will monitor student progress carefully but never underestimate the students' abilities.

## LEARNING STYLES

The three primary learning styles are visual, auditory, and kinesthetic. You should incorporate a variety of content delivery methods addressing these styles in your presentation; however, it will be important to keep in mind that most young learners are auditory learners. The following auditory instructional strategies are good for teaching teens:

- Speak clearly and vary the volume
- Give specific step-by-step directions
- Read aloud to students
- Give verbal outlines (e.g., say “There are three main points and each has two supporting details.”)
- Repeat important ideas
- Use rhyme and rhythm

### TEACHING ACTIVITIES

The *CERT Basic Training* curriculum lends itself well to interactive activities and student participation. Active learning, or learning by doing, improves retention and involves students in the learning process more than passive lecturing. You should supplement learning with a variety of teaching activities that engage the class and sustain interest.

- **Demonstrations** give the opportunity to model proper technique. The instructor demonstrates the skill and coaches on proper technique as the students practice.
- **Puzzles and worksheets** are useful for teaching vocabulary, terminology, and reinforcing lesson content. For an example of a crossword puzzle created for testing medical operations terms, see Page A-27 in the Appendix.
- **Question and answer activities** reinforce learning material. The instructor should prepare questions in advance and call on students to answer. This is good for use as a review of each unit. The *CERT Basic Training Instructor Guide* includes review questions for all the units.
- **Group inquiry** allows students to gain an in-depth understanding of course concepts. The instructor presents basics of a topic in lecture form, and then divides the class into groups. Each group decides on three or four questions to ask the instructor on topics they want to learn more about. The class comes together again as a group and the instructor answers their questions. Unit 8, on terrorism, is good for group inquiry as it provides opportunities for lots of questions and discussion.
- **Group discussion** is a good technique to use when a subject is controversial or of a sensitive nature. Talking as a group can help students apply concepts to real-life situations. The instructor divides the class into groups and has them discuss a topic, then reconvenes the class and has each group present. Examples of topics include how students were affected by the terrorist attacks of September 11, 2001, Hurricane Katrina, or an emergency that occurred in their own community.

- **Information search** helps students take ownership of their learning. The instructor divides the class into groups and gives each group a set of questions for which they must find the answers in reading material provided.
- **Learning tournaments** are a good activity for developing teamwork and for reviewing large amounts of material. The instructor divides the class into teams and explains what material should be studied. He or she will then ask questions of the class. The first group to respond with the correct answer gets a point, and the group with the most points at the end wins.

The *Teen Annex* to the *CERT Basic Training Instructor Guide* notes specific points in the Basic curriculum for incorporating these activities.

### TEACH BACK PRESENTATIONS

You should now join your teaching team to prepare to teach the 10-minute section of the unit you were assigned at the beginning of the class. You have 15 minutes to prepare a lesson, 10 minutes to teach it to the other 6 members of your team, and then 5 minutes for feedback.

The timing of the presentations:

- 15 minutes: All teaching teams in all small groups prep simultaneously
- 60 minutes: Each of four teams delivers a 10-minute section and receives feedback (total 15 minutes per team)
- Total teach back time: 1 hour and 15 minutes

Group members should provide feedback to each other on each presentation. (The instructor will also circulate and provide feedback amongst the groups.) Evaluation will focus on how the participant tailored the training to teens, such as:

- Voice/tone
- Teaching style
- Activities
- Engagement with audience
- Ability to personalize training

You should also emphasize what was done well and provide any recommendations for improvement.

## **MANAGING A TEEN CERT CLASS**

Instructors must know how to manage their class to ensure a productive, encouraging, and stress-free learning environment for students.

One hallmark of a good instructor is the ability to be fully prepared for each class. You should:

- Read each unit before the training date and pay careful attention to the “instructor prep” information.
- Arrive early for each lesson in case there are any problems to fix before students arrive.
- Check with the school administration for computer passwords, telephone access, and room access.
- Double check supplies and equipment, and make sure everything is in proper working order.

Teen CERT instructors should talk to the school administrator about their role as a guest in the school, understanding what the school administration expects in terms of:

- Instructor-student relationship
- Procedures for field trips
- Instructor language
- What to do if the instructor will be late or absent
- Instructor attire
- Procedures for having guest speakers
- School discipline policy

**COMMUNITY EMERGENCY RESPONSE TEAM TRAIN-THE-TRAINER**  
**ANNEX FOR TEEN CERT**

---

**A PROACTIVE APPROACH**

The key to successful classroom management is a proactive approach with students and in instructor preparation. You should:

- Build a relationship with students immediately by meeting them at the door and making an effort to get to know them.
- Establish respect by beginning with clear classroom guidelines, attendance expectations, acceptable language, homework, and meeting dates/times/locations.
- Explain what is expected from the student in terms of behavior, including promptness, attendance, and classroom conduct.
- Seat students as appropriate for the learning activity (e.g., horseshoe for demonstrations, small groups for discussions, or traditional rows for lectures).
- Plan ahead and anticipate problems. This means:
  - Be aware of sensitive materials in the curriculum.
  - Realize when there is a need to re-teach, re-model, or re-practice some course materials.
  - Give no more than three directions at a time.
  - Allow enough time for the class to complete an assignment.
- Determine how to handle interruptions such as announcements, fire drills, and assemblies.
- Be aware of the school climate, especially if only periodically on campus. This includes taking note of any recent tragedies, exciting news, events, and exam schedules.
- Pick battles using humor, patience, and a smile when something is not going as planned.
- Reinforce positive student behavior and allow opportunities for choice, letting students take control of their learning when possible.

## A REACTIVE APPROACH

There will also be times when you must take a reactive approach. When this is necessary, it is imperative that you remain calm and do not get caught up in the student's emotions. In some instances, it may even be best to just ignore minor infractions.

When the situation is because students are not responding to the material, you can offer choices whenever possible. For example, you can say to students, "If you will be patient while we cover this, we can take a break after this section."

Even when being reactive, you should strive to be consistent when enforcing rules and try to avoid power struggles. Often, a stern look can be enough to change a student's behavior; a hand placed on the desk can elicit compliance. If a student is still performing poorly or acting out, you can have a private conversation or rearrange seating.

**Regardless of the situation, always strive to be sensitive, as adolescent moods may be up one day and down the next.**

## EVALUATING STUDENTS AND THE TRAINING

The goal of any training is to enhance the students' knowledge, skills, and abilities. To determine if this goal has been accomplished, the training's effectiveness must be evaluated. A comprehensive evaluation process will help identify what works and what does not, and where to make adjustments. There can only be confidence that training is effective if it is systematically evaluated.

There are many different models that could be used to evaluate the training. Teen CERT can be evaluated using the Kirkpatrick Model. This model consists of four levels:

- Level 1: Students' Reaction to Training
  - Focus on the students' perception of the training. Did they benefit from the training? Did the instructor do a good job? Did they enjoy the training? Did the training meet their expectations? Would they recommend the training to others?
  - Typically assessed using an opinion survey. A number of statements about the course are given and students respond using a scale.
- Level 2: Learning
  - Concerned with the extent to which students learned what was taught in the

course. Did they already know the information? Did they learn what was taught during the class? How well did they learn what was taught?

- Usually measured in terms of pre- and post-knowledge tests. Students typically perform better on the post-test than the pre-test.
- Level 3: Behavioral Change
  - Assessing whether or not the training resulted in changes in behavior or performance. Looks at how well lessons learned in the classroom translate to performance outside of the classroom such as during the final disaster drill.
  - Can they do anything better because of what they learned in training? Are they safer? More efficient? More accurate?
  - Evaluation data is collected during the disaster drill both to evaluate the student's performance and also to determine the effectiveness of the training.
- Level 4: Results
  - A global or overall assessment of training effectiveness. More difficult to evaluate than three previous levels.
  - Looks at how well course participants perform in an actual emergency situation.

**COMMUNITY EMERGENCY RESPONSE TEAM TRAIN-THE-TRAINER**  
**ANNEX FOR TEEN CERT**

---

### **EVALUATION INSTRUMENTS**

Documents related to training evaluation can be found in the Appendix. Turn to the Appendix at the end of this Participant Manual to review the following:

- **Pre-Training Knowledge Test** establishes level of knowledge before training and is to be compared with post-training test scores. A 30-question assessment is given at the start of the first class session prior to delivery of any training.
- **Post-Training Knowledge Test** is identical to the pre-training knowledge test and administered on the last day of training before the disaster drill.
- **Disaster Drill Evaluation** is used by the instructor to rate each student's performance and skills demonstrated during the disaster drill. Instructor will prepare students ahead of time for the drill and clearly explain what is expected.

You are responsible for distributing and collecting the tests, both pre- and post-training, according to the schedule.

### **DISASTER DRILL EVALUATION**

There are four main goals for the disaster drill evaluation:

- Ensure students are performing skills correctly.
- Provide students with performance feedback.
- Collect data to ensure course material is getting the job done.
- Leave the students with a sense of accomplishment.

Prior to the drill, you should prepare students by explaining what is expected of them and coaching on proper techniques. The disaster drill will only be stopped if safety is, or is about to be, compromised.

After the drill, you should provide feedback in a positive-negative-positive manner. You will tell students what they did correctly, tactfully point out mistakes, and then end with a positive comment

You should be aware of personal biases and avoid common evaluator errors. Some errors you should be aware of:

- Halo error – Evaluator looks at one aspect of the student’s performance and subconsciously rates all other aspects of the student’s performance based on that one feature
- Leniency, Strictness, or Central Tendency – Tendency to rate everyone favorably, harshly, or averagely
- Similar to Me – Evaluator subconsciously rates selected students more favorably whom they perceive to be similar to himself or herself

The best way to avoid making errors is to be very familiar with the expected performance for each skill. You should rate each skill area independently of others. You should also make sure any assistant instructors are aware of potential biases.

Once you complete the evaluation, you will discuss the ratings with the students, being thorough and honest, but also tactful. Trainers as evaluators need to be honest or the students will not find any of the evaluation credible. At the same time, every student should feel a sense of accomplishment at the end of the evaluation. One technique is to clearly identify mistakes that were made and ways to improve performance, and then to point out that each mistake was a good thing to have happening during the drill.

- If each person performed perfectly, then the drill would have little purpose.
- Drills and exercises are also the safest environment in which to make mistakes. The errors can be corrected and then avoided in real-life situations.

## **TIME LINE AND TO DO LIST**

While starting and maintaining CERT training for teens is no simple task, it is not impossible or insurmountable. For a helpful summary of steps be sure to reference the Teen CERT Time Line and To Do List found on Page A-1 in the Appendix.

The time line and to do list includes steps to consider for the following activities:

- Prepare to teach.
- Gain approval for the training.
- Organize the training.
- Deliver training.
- Conduct the disaster drill.
- Hold graduation.

As you gain experience you should add items or notes to the list and share with others.

## **SUMMARY**

During today's training, you learned how to deliver *CERT Basic Training* to teenagers.

---

## APPENDIX: SUPPLEMENTAL DOCUMENTS

---

---

---



## Table of Contents

Teen CERT Time Line and To Do List .....	A-1
Teen CERT Agreement and Parent/Guardian Informed Consent.....	A-3
Teen CERT Student Pre-Test .....	A-5
Teen CERT Student Post-Test.....	A-11
Teen CERT Student Pre/Post-Test Answer Sheet .....	A-17
Teen CERT Disaster Drill Feedback and Debriefing .....	A-23
Teach Back Activity Instructions.....	A-25
Medical Operations Vocabulary Crossword Puzzle .....	A-27
Crossword Puzzle Answers.....	A-29

[This page is intentionally left blank]

## TEEN CERT TIME LINE AND TO DO LIST

Time Line	Notes/To Do	Done
<b><i>Prepare to Teach</i></b>		
CERT Basic Training course		<input type="checkbox"/>
CERT Train-the-Trainer course		<input type="checkbox"/>
<b><i>Gain Approval</i></b>		
Approach administrator at local high school		<input type="checkbox"/>
CERT representative and school administrator meet with School District representative		<input type="checkbox"/>
<b><i>Organize Training After Approval</i></b>		
CERT representative and school administrator develop training schedule		<input type="checkbox"/>
Select students		<input type="checkbox"/>
Schedule and plan Parents' Night		<input type="checkbox"/>
Conduct Parents' Night (distribute permission forms)		<input type="checkbox"/>
Arrange subject (e.g., medical operations; fire suppression) instructors		<input type="checkbox"/>
Arrange for First Aid, CPR, AED (if appropriate)		<input type="checkbox"/>
<b><i>Deliver Training (CERT Curriculum)</i></b>		
Unit 1 (Disaster Preparedness)	Collect permission forms; give students pre-test.	<input type="checkbox"/>
Unit 2 (Fire Suppression)		<input type="checkbox"/>
Unit 3 (Medical Operations Part 1)		<input type="checkbox"/>
Unit 4 (Medical Operations Part 2)		<input type="checkbox"/>
Unit 5 (Light Search and Rescue)		<input type="checkbox"/>
Unit 6 (CERT Organization)		<input type="checkbox"/>
Unit 7 (Disaster Psychology)		<input type="checkbox"/>
Unit 8 (Terrorism)		<input type="checkbox"/>
Unit 9 (Review and Disaster Drill)	Give students post-test.	<input type="checkbox"/>
<b><i>Conduct Disaster Drill</i></b>		
Conduct drill; provide students with performance feedback		<input type="checkbox"/>
<b><i>Hold Graduation</i></b>		
Plan graduation		<input type="checkbox"/>
Conduct graduation		<input type="checkbox"/>

[This page is intentionally left blank]

**COMMUNITY EMERGENCY RESPONSE TEAM (CERT)  
TEEN CERT AGREEMENT AND PARENT/GUARDIAN INFORMED CONSENT**

**Registration/Permission**

**Student**

Name: \_\_\_\_\_

E-mail: \_\_\_\_\_

Birth date: \_\_\_\_\_ Age: \_\_\_\_\_ Sex: \_\_\_\_\_

**Parent/Guardian**

Name: \_\_\_\_\_

Home Address: \_\_\_\_\_

Home Phone: \_\_\_\_\_

Business Phone: \_\_\_\_\_

Cell Phone: \_\_\_\_\_

We the undersigned parent and youth agree to the youth's participation in the Teen CERT training. This activity is the *Community Emergency Response Team Basic Training Course* designed to target the adolescent population.

1. The CERT training consists of nine modules that will be delivered to your son/daughter.
2. CERT will provide students with knowledge based on an all-hazards approach to mitigation, preparation, response, and recovery from a technological, natural, or intentional disaster.
3. CERT will build decision-making and problem-solving skills and strategies to help students make informed decisions regarding readiness; response and recovery; and mitigation efforts to reduce loss of life and property in a disaster.
4. CERT will provide students with hands-on training using reality-driven drills and exercises.
5. Specially trained, primary responders will conduct the classroom lessons. The responders are selected from Emergency Medical, Search and Rescue, Law Enforcement, Firefighting, and Emergency Management.

As with all programs, there lies a slight risk of injury from hands-on participation. We understand that any medical bills are the responsibility of the parent/guardian. We agree to hold harmless \_\_\_\_\_ and other agency personnel involved in Teen CERT from all claims that might come from participation in Teen CERT.

We understand that the school expects the youth to attend the Teen CERT training sessions on a regular basis. The youth is expected to attend all scheduled sessions. Students also must maintain a minimum GPA while participating in Teen CERT.

We understand that the school will provide professional staff members to supervise all sessions, and that with pre-arrangement with the school the parent or guardian may visit any Teen CERT training session as an observer.

**Publicity**

Photographs, videotape, or other recordings of participants in Teen CERT may be used by staff or by the National CERT Program (FEMA) for publications or advertising materials. In addition, local news organizations may photograph or record Teen CERT activities to report on the training. This consent includes permission to record and use the Teen CERT participant in photographs, videotape and digital recordings, and audio recordings.

This training is purely voluntary and the student may at any time opt out of the training and, with permission of the school administration, return to normal classroom assignment without any repercussions.

\_\_\_\_\_  
Signature of Parent/Guardian

\_\_\_\_\_  
Signature of Student

\_\_\_\_\_  
Printed Name

\_\_\_\_\_  
Printed Name

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

## TEEN CERT STUDENT PRE-TEST

**Directions:** In order to properly evaluate the effectiveness of the Teen CERT training you are about to receive, it is important for us to measure how much you know prior to training. Please answer each question to the best of your ability and don't be alarmed if you don't know some (or any) of the correct answers. We promise you will do much better after you have had the Teen CERT training!

**Please circle an answer to each question below.**

1. A family disaster supply kit should contain:
  - a. One gallon of water per day, per person.
  - b. One quart of water per day, per person.
  - c. Two gallons of water per day, per person.
  - d. None of the above.
  
2. Regarding disaster situations, which of the following is not true?
  - a. Disasters may be manmade (e.g., bombings).
  - b. Disasters may be natural (e.g., hurricanes).
  - c. Disasters cannot be foreseen.
  - d. Disasters may overwhelm emergency response personnel workers' capabilities.
  
3. Following a disaster, which of the following activities might CERT members be involved with?
  - a. Suppressing a major fire.
  - b. Coordinating the response to a mass casualty incident.
  - c. Locating and turning off utilities if safe to do so.
  - d. All of the above.
  
4. A family emergency plan should include:
  - a. A meeting place outside the neighborhood in case the family can't return home.
  - b. Smoke alarms on every floor of the house.
  - c. A plan that provides for escape from every room of the home.
  - d. All of the above.
  
5. CERT size-up is a continual nine-step process that enables team members to make decisions and respond appropriately. The first step in size-up is:
  - a. Establish priorities.
  - b. Gather facts.
  - c. Assess damage.
  - d. Develop an action plan.

6. Regarding fire suppression (i.e., putting out a fire) which of the following is correct?
    - a. For safety, you should always have two ways to exit the fire area.
    - b. To check for fires behind closed doors, feel the door for heat with your hand, working from the top to the bottom of the door.
    - c. Extinguish fires starting at the top of the flame and work your way to the base of the fire.
    - d. None of the above are correct.
  
  7. CERTs should only attempt to suppress fires that are smaller than the size of a:
    - a. Wood shed.
    - b. Couch or sofa.
    - c. Waste paper can.
    - d. Notebook.
  
  8. When fire is suspected, CERT members should:
    - a. Test door handles, checking for signs of heat.
    - b. Have an extinguisher ready before opening a door that feels hot.
    - c. Feel closed doors for heat with the back of the hand, working from the bottom up.
    - d. Cover nose and mouth with a wet cloth before entering the room.
  
  9. The three life-threatening conditions that must receive top priority are obstructed airway, excessive bleeding, and \_\_\_\_\_.
    - a. Concussion.
    - b. Stroke.
    - c. Heart attack.
    - d. Shock.
  
  10. If a survivor appears to be unconscious, the first thing a CERT member should do is:
    - a. Elevate the survivor's feet above heart level.
    - b. At arm's length, shake the survivor and shout, "Can you hear me?"
    - c. Check for a pulse.
    - d. Roll the survivor on his or her side.
  
  11. CERT members can control most bleeding by putting direct pressure on the wound and:
    - a. Elevating the wound.
    - b. Covering the wound with ice.
    - c. Cauterizing (burning) the wound.
    - d. All of the above.
  
  12. During triage, survivors' conditions are evaluated and the survivors are prioritized into four categories. These categories are:
    - a. "Immediate," "Delayed," "Minor," and "Dead."
    - b. "Critical," "Serious," "Not Viable," and "Minor."
    - c. "Life-threatening," "Potentially life-threatening," "Non-life-threatening," and "Uninjured."
    - d. "Unconscious," "Semi-conscious," "Dead," and "Conscious."
-

13. Water can be purified by boiling for 1 minute or by adding bleach. The bleach to water ratio is:
  - a. 6 drops of bleach per gallon of water.
  - b. 8 drops of bleach per gallon of water.
  - c. 10 drops of bleach per gallon of water.
  - d. 16 drops of bleach per gallon of water.
  
14. CERT members should wear fresh, non-latex gloves for each patient they treat. When a sufficient supply of gloves is not available, CERTs should:
  - a. Change gloves only if they come into contact with body fluids.
  - b. Sterilize gloves between survivors using 1 part bleach to 10 parts water.
  - c. Wash hands with antibacterial soap for at least 15 seconds after treating each patient.
  - d. Pour hydrogen peroxide over hands after treating each patient.
  
15. At the medical treatment site, patients should be positioned:
  - a. At least 10 feet apart.
  - b. In a semi-circle.
  - c. In a head-to-toe configuration.
  - d. In two rows, in a head-to-head configuration.
  
16. Emergency treatment for a third-degree burn includes:
  - a. Packing the wound in ice.
  - b. Covering the wound with an antiseptic ointment.
  - c. Removing adhered pieces of clothing from the wound with tweezers.
  - d. Covering the wound loosely with a sterile dressing.
  
17. The first goal of search and rescue is to maintain the safety of the rescuers. The second goal is to:
  - a. Rescue the greatest number of people in the shortest amount of time.
  - b. Rescue the most severely injured survivors first.
  - c. Rescue those who are trapped deepest first.
  - d. Rescue children and the elderly first.
  
18. "Cribbing" refers to a technique used to:
  - a. Keep disaster survivors in a single location so that they can receive medical treatment.
  - b. Decrease the amount of time it takes to locate trapped survivors.
  - c. Stabilize a heavy object that must be raised in order to extract a trapped survivor.
  - d. None of the above.

19. Regarding search and rescue, which of the following is incorrect?
- When damage to a building is heavy (e.g., structural instability) CERT members should secure the building perimeter and warn others to stay out.
  - When damage to a building is light, the CERT mission is to locate, triage, and prioritize the removal of survivors.
  - CERT members must never enter a building that is moderately or heavily damaged.
  - When entering a building to search for survivors, CERTs should make a single, diagonal slash mark near the door. When exiting the building, CERTs should make an opposite slash mark (creating an X) to signal others that the search has been completed.
20. In terms of search and rescue, a “void” refers to:
- An area where survivors may be trapped.
  - A loss of communication with a trapped survivor.
  - A loss of communication between rescuers.
  - An order to stop searching because conditions have become too dangerous.
21. In a disaster situation, the CERT leader (also known as the Incident Commander) is:
- The most experienced team member.
  - The oldest team member.
  - The person previously elected by team members.
  - The first member to arrive at the pre-designated staging area.
22. CERT personnel should always be assigned to work in teams of at least:
- Two CERT members.
  - Three CERT members.
  - Four CERT members.
  - Five CERT members.
23. Regarding the Incident Command System (ICS), which of the following is incorrect?
- The ICS is used by fire and police personnel to manage emergency operations.
  - CERTs are not part of the ICS.
  - CERTs take direction from police and fire personnel once they arrive on the scene.
  - All of the above are correct.
24. Regarding Critical Incident Stress Debriefing (CISD), which of the following is incorrect?
- CISD is used to help rescuers cope with the psychological trauma they may experience following a disaster situation.
  - CISD is mandatory for all Teen CERTs involved in disaster operations.
  - CISD discussions are confidential.
  - During CISD participants are encouraged to share their thoughts and feelings about the disaster.

25. During a disaster, rescuers and survivors may experience disaster-related stress. CERTs should not:
- Ask uninjured people to get involved in helping others.
  - Take breaks away from the incident area.
  - Help survivors connect with family and/or friends.
  - Tell survivors, "You're strong, you'll get through this."
26. Research shows that survivors go through four distinct emotional phases following a disaster. During the impact phase, survivors:
- Generally do not panic or show emotion.
  - May direct their anger toward rescuers.
  - Usually take direction from rescuers willingly.
  - Usually panic and show extreme emotion.
27. Shelter-in-place procedures include:
- Shutting off the ventilation system.
  - Placing plastic sheeting around all doors and windows.
  - Sealing all areas where air can come through (e.g., under doors).
  - All of the above.
28. If CERT members suspect a terrorist incident, they should:
- Move away from the area immediately.
  - Stay in the area and use a cell phone (if available) to notify authorities.
  - Stay at the scene and prevent others from entering the area.
  - All of the above.
29. CERT members can limit their exposure to the harmful effects of terrorist weapons by:
- Evacuating at least 500-1,000 feet away, uphill and upwind.
  - Evacuating at least 500-1,000 feet away, downhill and downwind.
  - Evacuating at least 1,000-1,500 feet away, uphill and upwind.
  - Evacuating at least 1,000-1,500 feet away, downhill and downwind.
30. Basic decontamination procedures include:
- Leaving the contaminated area.
  - Removing everything (e.g., clothing, jewelry)
  - Showering with cool water.
  - All of the above.

[This page is intentionally left blank]

## TEEN CERT STUDENT POST-TEST

**Directions:** In order to properly evaluate the effectiveness of the Teen CERT training you just received, it is important for us to measure how much you learned during training. Please answer each question to the best of your ability.

**Please circle an answer to each question below.**

1. A family disaster supply kit should contain:
  - a. One gallon of water per day, per person.
  - b. One quart of water per day, per person.
  - c. Two gallons of water per day, per person.
  - d. None of the above.
  
2. Regarding disaster situations, which of the following is not true?
  - a. Disasters may be manmade (e.g., bombings).
  - b. Disasters may be natural (e.g., hurricanes).
  - c. Most disasters cannot be foreseen.
  - d. Disasters may overwhelm emergency response personnel workers' capabilities.
  
3. Following a disaster, which of the following activities might CERT members be involved with?
  - a. Suppressing a major fire.
  - b. Coordinating the response to a mass casualty incident.
  - c. Locating and turning off utilities if safe to do so.
  - d. All of the above.
  
4. A family emergency plan should include:
  - a. A meeting place outside the neighborhood in case the family can't return home.
  - b. Smoke alarms on every floor of the house.
  - c. A plan that provides for escape from every room of the home.
  - d. All of the above.
  
5. CERT size-up is a continual nine-step process that enables team members to make decisions and respond appropriately. The first step in size-up is:
  - a. Establish priorities.
  - b. Gather facts.
  - c. Assess damage.
  - d. Develop an action plan.

6. Regarding fire suppression (i.e., putting out a fire) which of the following is correct?
    - a. For safety, you should always have two ways to exit the fire area.
    - b. To check for fires behind closed doors, feel the door for heat with your hand, working from the top to the bottom of the door.
    - c. Extinguish fires starting at the top of the flame and work your way to the base of the fire.
    - d. None of the above are correct.
  
  7. CERTs should only attempt to suppress fires that are smaller than the size of a:
    - a. Wood shed.
    - b. Couch or sofa.
    - c. Waste paper can.
    - d. Notebook.
  
  8. When fire is suspected, CERT members should:
    - a. Test door handles, checking for signs of heat.
    - b. Have an extinguisher ready before opening a door that feels hot.
    - c. Feel closed doors for heat with the back of the hand, working from the bottom up.
    - d. Cover nose and mouth with a wet cloth before entering the room.
  
  9. The three life-threatening conditions that must receive top priority are obstructed airway, excessive bleeding, and \_\_\_\_\_.
    - a. Concussion.
    - b. Stroke.
    - c. Heart attack.
    - d. Shock.
  
  10. If a survivor appears to be unconscious, the first thing a CERT member should do is:
    - a. Elevate the survivor's feet above heart level.
    - b. At arm's length, shake the survivor and shout, "Can you hear me?"
    - c. Check for a pulse.
    - d. Roll the survivor on his or her side.
  
  11. CERT members can control most bleeding by putting direct pressure on the wound and:
    - a. Elevating the wound.
    - b. Covering the wound with ice.
    - c. Cauterizing (burning) the wound.
    - d. All of the above.
  
  12. During triage, survivors' conditions are evaluated and the survivors are prioritized into four categories. These categories are:
    - a. "Immediate," "Delayed," "Minor," and "Dead."
    - b. "Critical," "Serious," "Not Viable," and "Minor."
    - c. "Life-threatening," "Potentially life-threatening," "Non-life-threatening," and "Uninjured."
    - d. "Unconscious," "Semi-conscious," "Dead," and "Conscious."
-

13. Water can be purified by boiling for 1 minute or by adding bleach. The bleach to water ratio is:
  - a. 6 drops of bleach per gallon of water.
  - b. 8 drops of bleach per gallon of water.
  - c. 10 drops of bleach per gallon of water.
  - d. 16 drops of bleach per gallon of water.
  
14. CERT members should wear fresh, non-latex gloves for each patient they treat. When a sufficient supply of gloves is not available, CERTs should:
  - a. Change gloves only if they come into contact with body fluids.
  - b. Sterilize gloves between survivors using 1 part bleach to 10 parts water.
  - c. Wash hands with antibacterial soap for at least 15 seconds after treating each patient.
  - d. Pour hydrogen peroxide over hands after treating each patient.
  
15. At the medical treatment site, patients should be positioned:
  - a. At least 10 feet apart.
  - b. In a semi-circle.
  - c. In a head-to-toe configuration.
  - d. In two rows, in a head-to-head configuration.
  
16. Emergency treatment for a third-degree burn includes:
  - a. Packing the wound in ice.
  - b. Covering the wound with an antiseptic ointment.
  - c. Removing adhered pieces of clothing from the wound with tweezers.
  - d. Covering the wound loosely with a sterile dressing.
  
17. The first goal of search and rescue is to maintain the safety of the rescuers. The second goal is to:
  - a. Rescue the greatest number of people in the shortest amount of time.
  - b. Rescue the most severely injured survivors first.
  - c. Rescue those who are trapped deepest first.
  - d. Rescue children and the elderly first.
  
18. "Cribbing" refers to a technique used to:
  - a. Keep disaster survivors in a single location so that they can receive medical treatment.
  - b. Decrease the amount of time it takes to locate trapped survivors.
  - c. Stabilize a heavy object that must be raised in order to extract a trapped survivor.
  - d. None of the above.

19. Regarding search and rescue, which of the following is incorrect?
- When damage to a building is heavy (e.g., structural instability) CERT members should secure the building perimeter and warn others to stay out.
  - When damage to a building is light, the CERT mission is to locate, triage, and prioritize the removal of survivors.
  - CERT members must never enter a building that is moderately or heavily damaged.
  - When entering a building to search for survivors, CERTs should make a single, diagonal slash mark near the door. When exiting the building, CERTs should make an opposite slash mark (creating an X) to signal others that the search has been completed.
20. In terms of search and rescue, a “void” refers to:
- An area where survivors may be trapped.
  - A loss of communication with a trapped survivor.
  - A loss of communication between rescuers.
  - An order to stop searching because conditions have become too dangerous.
21. In a disaster situation, the CERT leader (also known as the Incident Commander) is:
- The most experienced team member.
  - The oldest team member.
  - The person previously elected by team members.
  - The first member to arrive at the pre-designated staging area.
22. CERT personnel should always be assigned to work in teams of at least:
- Two CERT members.
  - Three CERT members.
  - Four CERT members.
  - Five CERT members.
23. Regarding the Incident Command System (ICS), which of the following is incorrect?
- The ICS is used by fire and police personnel to manage emergency operations.
  - CERTs are not part of the ICS.
  - CERTs take direction from police and fire personnel once they arrive on the scene.
  - All of the above are correct.
24. Regarding Critical Incident Stress Debriefing (CISD), which of the following is incorrect?
- CISD is used to help rescuers cope with the psychological trauma they may experience following a disaster situation.
  - CISD is mandatory for all Teen CERTs involved in disaster operations.
  - CISD discussions are confidential.
  - During CISD participants are encouraged to share their thoughts and feelings about the disaster.

25. During a disaster, rescuers and survivors may experience disaster-related stress. CERTs should not:
- Ask uninjured people to get involved in helping others.
  - Take breaks away from the incident area.
  - Help survivors connect with family and/or friends.
  - Tell survivors, "You're strong, you'll get through this."
26. Research shows that survivors go through four distinct emotional phases following a disaster. During the impact phase, survivors:
- Generally do not panic or show emotion.
  - May direct their anger toward rescuers.
  - Usually take direction from rescuers willingly.
  - Usually panic and show extreme emotion.
27. Shelter-in-place procedures include:
- Shutting off the ventilation system.
  - Placing plastic sheeting around all doors and windows.
  - Sealing all areas where air can come through (e.g., under doors).
  - All of the above.
28. If CERT members suspect a terrorist incident, they should:
- Move away from the area immediately.
  - Stay in the area and use a cell phone (if available) to notify authorities.
  - Stay at the scene and prevent others from entering the area.
  - All of the above.
29. CERT members can limit their exposure to the harmful effects of terrorist weapons by:
- Evacuating at least 500-1,000 feet away, uphill and upwind.
  - Evacuating at least 500-1,000 feet away, downhill and downwind.
  - Evacuating at least 1,000-1,500 feet away, uphill and upwind.
  - Evacuating at least 1,000-1,500 feet away, downhill and downwind.
30. Basic decontamination procedures include:
- Leaving the contaminated area.
  - Removing everything (e.g., clothing, jewelry)
  - Showering with cool water.
  - All of the above.

[This page is intentionally left blank]

## TEEN CERT STUDENT PRE/POST-TEST ANSWER SHEET

*Directions: Answers are bolded below.*

*Please circle an answer to each question below.*

1. A family disaster supply kit should contain:
  - a. **One gallon of water per day, per person.**
  - b. One quart of water per day, per person.
  - c. Two gallons of water per day, per person.
  - d. None of the above.
  
2. Regarding disaster situations, which of the following is not true?
  - a. Disasters may be manmade (e.g., bombings).
  - b. Disasters may be natural (e.g., hurricanes).
  - c. **Most disasters cannot be foreseen.**
  - d. Disasters may overwhelm emergency response personnel workers' capabilities.
  
3. Following a disaster, which of the following activities might CERT members be involved with?
  - a. Suppressing a major fire.
  - b. Coordinating the response to a mass casualty incident.
  - c. **Locating and turning off utilities if safe to do so.**
  - d. All of the above.
  
4. A family emergency plan should include:
  - a. A meeting place outside the neighborhood in case the family can't return home.
  - b. Smoke alarms on every floor of the house.
  - c. A plan that provides for escape from every room of the home.
  - d. **All of the above.**
  
5. CERT size-up is a continual nine-step process that enables team members to make decisions and respond appropriately. The first step in size-up is:
  - a. Establish priorities.
  - b. **Gather facts.**
  - c. Assess damage.
  - d. Develop an action plan.

6. Regarding fire suppression (i.e., putting out a fire) which of the following is correct?
    - a. **For safety, you should always have two ways to exit the fire area.**
    - b. To check for fires behind closed doors, feel the door for heat with your hand, working from the top to the bottom of the door.
    - c. Extinguish fires starting at the top of the flame and work your way to the base of the fire.
    - d. None of the above are correct.
  
  7. CERTs should only attempt to suppress fires that are smaller than the size of a:
    - a. Wood shed.
    - b. Couch or sofa.
    - c. **Waste paper can.**
    - d. Notebook.
  
  8. When fire is suspected, CERT members should:
    - a. Test door handles, checking for signs of heat.
    - b. Have an extinguisher ready before opening a door that feels hot.
    - c. **Feel closed doors for heat with the back of the hand, working from the bottom up.**
    - d. Cover nose and mouth with a wet cloth before entering the room.
  
  9. The three life-threatening conditions that must receive top priority are obstructed airway, excessive bleeding, and \_\_\_\_\_.
    - a. Concussion.
    - b. Stroke.
    - c. Heart attack.
    - d. **Shock.**
  
  10. If a survivor appears to be unconscious, the first thing a CERT member should do is:
    - a. Elevate the survivor's feet above heart level.
    - b. **At arm's length, shake the survivor and shout, "Can you hear me?"**
    - c. Check for a pulse.
    - d. Roll the survivor on his or her side.
  
  11. CERT members can control most bleeding by putting direct pressure on the wound and:
    - a. **Elevating the wound.**
    - b. Covering the wound with ice.
    - c. Cauterizing (burning) the wound.
    - d. All of the above.
  
  12. During triage, survivors' conditions are evaluated and the survivors are prioritized into four categories. These categories are:
    - a. **"Immediate," "Delayed," "Minor," and "Dead."**
    - b. "Critical," "Serious," "Not Viable," and "Minor."
    - c. "Life-threatening," "Potentially life-threatening," "Non-life-threatening," and "Uninjured."
    - d. "Unconscious," "Semi-conscious," "Dead," and "Conscious."
-

13. Water can be purified by boiling for 1 minute or by adding bleach. The bleach to water ratio is:
- 6 drops of bleach per gallon of water.
  - 8 drops of bleach per gallon of water.**
  - 10 drops of bleach per gallon of water.
  - 16 drops of bleach per gallon of water.
14. CERT members should wear fresh, non-latex gloves for each patient they treat. When a sufficient supply of gloves is not available, CERTs should:
- Change gloves only if they come into contact with body fluids.
  - Sterilize gloves between survivors using 1 part bleach to 10 parts water.**
  - Wash hands with antibacterial soap for at least 15 seconds after treating each patient.
  - Pour hydrogen peroxide over hands after treating each patient.
15. At the medical treatment site, patients should be positioned:
- At least 10 feet apart.
  - In a semi-circle.
  - In a head-to-toe configuration.**
  - In two rows, in a head-to-head configuration.
16. Emergency treatment for a third-degree burn includes:
- Packing the wound in ice.
  - Covering the wound with an antiseptic ointment.
  - Removing adhered pieces of clothing from the wound with tweezers.
  - Covering the wound loosely with a sterile dressing.**
17. The first goal of search and rescue is to maintain the safety of the rescuers. The second goal is to:
- Rescue the greatest number of people in the shortest amount of time.**
  - Rescue the most severely injured survivors first.
  - Rescue those who are trapped deepest first.
  - Rescue children and the elderly first.
18. "Cribbing" refers to a technique used to:
- Keep disaster survivors in a single location so that they can receive medical treatment.
  - Decrease the amount of time it takes to locate trapped survivors.
  - Stabilize a heavy object that must be raised in order to extract a trapped survivor.**
  - None of the above.

19. Regarding search and rescue, which of the following is incorrect?
- When damage to a building is heavy (e.g., structural instability) CERT members should secure the building perimeter and warn others to stay out.
  - When damage to a building is light, the CERT mission is to locate, triage, and prioritize the removal of survivors.
  - CERT members must never enter a building that is moderately or heavily damaged.**
  - When entering a building to search for survivors, CERTs should make a single, diagonal slash mark near the door. When exiting the building, CERTs should make an opposite slash mark (creating an X) to signal others that the search has been completed.
20. In terms of search and rescue, a “void” refers to:
- An area where survivors may be trapped.**
  - A loss of communication with a trapped survivor.
  - A loss of communication between rescuers.
  - An order to stop searching because conditions have become too dangerous.
21. In a disaster situation, the CERT leader (also known as the Incident Commander) is:
- The most experienced team member.
  - The oldest team member.
  - The person previously elected by team members.
  - The first member to arrive at the pre-designated staging area.**
22. CERT personnel should always be assigned to work in teams of at least:
- Two CERT members.
  - Three CERT members.**
  - Four CERT members.
  - Five CERT members.
23. Regarding the Incident Command System (ICS), which of the following is incorrect?
- The ICS is used by fire and police personnel to manage emergency operations.
  - CERTs are not part of the ICS.**
  - CERTs take direction from police and fire personnel once they arrive on the scene.
  - All of the above are correct.
24. Regarding Critical Incident Stress Debriefing (CISD), which of the following is incorrect?
- CISD is used to help rescuers cope with the psychological trauma they may experience following a disaster situation.
  - CISD is mandatory for all Teen CERTs involved in disaster operations.**
  - CISD discussions are confidential.
  - During CISD participants are encouraged to share their thoughts and feelings about the disaster.

25. During a disaster, rescuers and survivors may experience disaster-related stress. CERTs should not:
- Ask uninjured people to get involved in helping others.
  - Take breaks away from the incident area.
  - Help survivors connect with family and/or friends.
  - Tell survivors, "You're strong, you'll get through this."**
26. Research shows that survivors go through four distinct emotional phases following a disaster. During the impact phase, survivors:
- Generally do not panic or show emotion.**
  - May direct their anger toward rescuers.
  - Usually take direction from rescuers willingly.
  - Usually panic and show extreme emotion.
27. Shelter-in-place procedures include:
- Shutting off the ventilation system.
  - Placing plastic sheeting around all doors and windows.
  - Sealing all areas where air can come through (e.g., under doors).
  - All of the above.**
28. If CERT members suspect a terrorist incident, they should:
- Move away from the area immediately.**
  - Stay in the area and use a cell phone (if available) to notify authorities.
  - Stay at the scene and prevent others from entering the area.
  - All of the above.
29. CERT members can limit their exposure to the harmful effects of terrorist weapons by:
- Evacuating at least 500-1,000 feet away, uphill and upwind.
  - Evacuating at least 500-1,000 feet away, downhill and downwind.
  - Evacuating at least 1,000-1,500 feet away, uphill and upwind.**
  - Evacuating at least 1,000-1,500 feet away, downhill and downwind.
30. Basic decontamination procedures include:
- Leaving the contaminated area.
  - Removing everything (e.g., clothing, jewelry)
  - Showering with cool water.
  - All of the above.**

[This page is intentionally left blank]

## TEEN CERT DISASTER DRILL FEEDBACK AND DEBRIEFING

Evaluator:

Date:

Students:

---



---



---



---

Applicable to Drill	Dimension	Marginal	Acceptable	Outstanding	Comments
—	<b>Teamwork</b> —students worked cooperatively; no one student dominated; each student contributed to the team’s effort				
—	<b>Overall Demeanor</b> —students took the drill seriously; did not engage in horseplay; appeared confident; stayed on task				
—	<b>Size-up and Safety</b> —students evaluated the situation before acting; established priorities; displayed safety awareness throughout drill				
—	<b>Fire Suppression</b> —students assessed fire for safety (e.g., size; escape routes); used appropriate extinguisher; successfully extinguished fire				
—	<b>Triage</b> —students followed proper evaluation protocol; made correct assessment of survivor injuries; and placed in appropriate triage category				
—	<b>First Aid</b> —students provided appropriate and efficient treatment				

—	<b>Light Search and Rescue</b> — students sized up situation; made systematic search for survivors; used correct techniques for leveraging, cribbing, and survivor removal				
—	<b>Other:</b> _____				
—	<b>Other:</b> _____				
—	<b>Other:</b> _____				
—	<b>Other:</b> _____				
—	<b>Other:</b> _____				
<b>OVERALL COMMENTS</b>					

## TEACH BACK ACTIVITY INSTRUCTIONS

*The purpose of this activity is to give all Train-the-Trainer participants an opportunity to practice teaching to a class of teenagers. You will practice tailoring a lesson plan and inserting learning activities appropriate for a teen audience into the content. This will give you a chance to practice speaking in front of a group and to give and receive feedback from other participants. By watching other groups present, you will get ideas to use in your own Teen CERT training.*

### Suggestions for a Successful Teach Back Presentation:

- Present your material as if you were teaching to a class of adolescents.
- Choose a 10-minute segment of your assigned CERT unit.
- Make sure you read the relevant part of your *CERT Basic Training Instructor Guide*. You may adapt the material some to present to an adolescent learner, but don't stray too far.
- You may use the PowerPoint slides provided with the CERT curriculum or you might just want to use the chalkboard, easel pads, etc. that are available in the classroom.
- Don't rely on lecture only — involve your audience! Ask them questions, use learning activities as described in this Teen CERT module, or develop your own activities.
- Make sure your training addresses each of the three learning styles. For example, if you are doing a demo, invite a few students to help out with the demo.
- Remember that Teen CERT is primarily focused on school safety. If, in your teach back you are referencing a disaster or situation, make sure it is school related.
- Every member of your training team should have a speaking role during your presentation.
- Please limit your presentation time to 10 minutes.

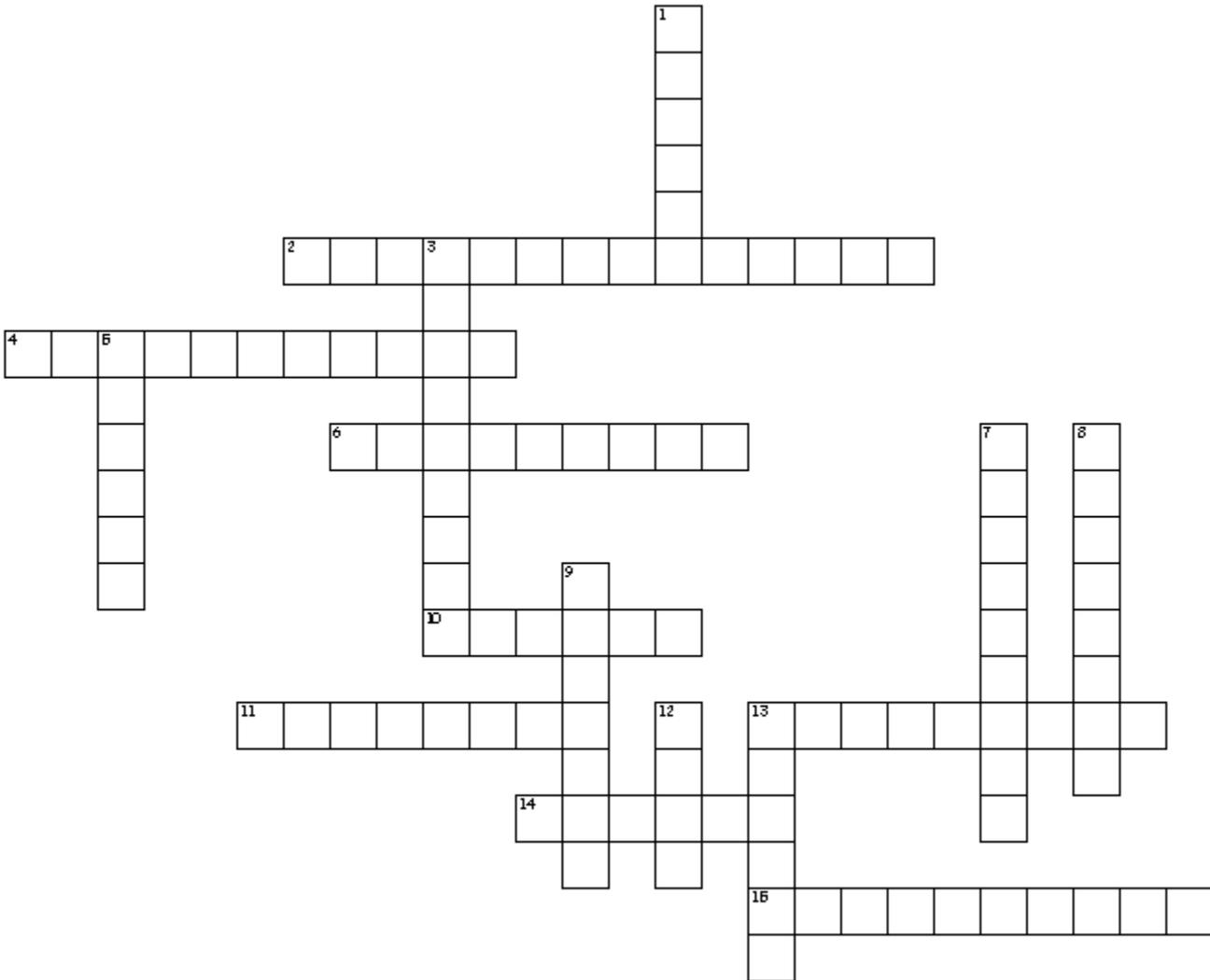
### Suggestions for a Successful Teach Back Evaluation:

- Focus on how the participant tailored the training to teens including:
  - Voice/tone
  - Teaching style
  - Activities
  - Engagement with audience
  - Ability to personalize training
- Emphasize what was done well.
- Provide any recommendations for improvement.

▪

[This page is intentionally left blank]

## MEDICAL OPERATIONS VOCABULARY CROSSWORD PUZZLE



### Across

- 2. Method for controlling bleeding.
- 4. Condition that occurs when the body temperature drops below normal.
- 6. Method for treating shock and controlling breathing.
- 10. Used to stabilize a fracture.
- 11. Referring to pressure point in the arm.
- 13. Used to stabilize spinal injury.
- 14. French word meaning "to sort".
- 15. Type of head injury

### Down

- 1. Most common airway obstruction.
- 3. Outer layer of skin.
- 5. Something that can be used as a splint.
- 7. Movement of survivors from triage area to treatment area.
- 8. Broken bone.
- 9. Airway obstruction, excessive bleeding, shock
- 12. First thing to be assessed in a head-to-toe assessment.
- 13. Added to water to purify

[This page is intentionally left blank]

## CROSSWORD PUZZLE ANSWERS

### Across

2. Directpressure
4. Hypothermia
6. Treatment
10. Splint
11. Brachial
13. Backboard
14. Triage
15. Closedhead

### Down

1. Tongue
3. Epidermis
5. Pillow
7. Transport
8. Fracture
9. Killers
12. Head
13. Bleach