

## **Competitive Event Exercise #1**

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## Table of Contents

CERT Drills and Exercises .....	1
What is a Competitive Event Exercise?.....	1
Exercise Overview.....	2
Station 1: Fire Suppression Relay .....	11
Station 3: Triage .....	15
Station 5: Interior Search.....	23
Station 7: Lifting and Cribbing .....	31
Station 9: Victim Carries.....	35
Appendix .....	39
<i>Team Registration Form</i>	
<i>Facilitator/Evaluator Briefing</i>	
<i>CERT Members and Volunteer Victims and Actors Sign-In Sheets</i>	
<i>Exercise Schedule</i>	
<i>Facilitator/Evaluator Feedback Form</i>	
<i>Participant Feedback Form</i>	

### How to Use This Document

This document provides the Lead Facilitator with all information and materials needed to plan, conduct, and evaluate a competitive event. Do the following:

1. Read through the entire exercise and supporting materials.
2. Decide how to localize the event in a way that reflects likely challenges in your community and tests your CERT members' skills and techniques.
3. Arrange for the equipment, material, and personnel (exercise staff and demonstrators) needed for the event.
4. Make copies of the forms and documents and distribute as appropriate.
5. Make copies of the *Participant Feedback Form* and ask participants to complete it after the exercise.
6. Make copies of the *Facilitator/Evaluator Feedback Form* and ask Facilitators/Evaluators to complete it after the exercise.

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### **CERT Drills and Exercises**

The Community Emergency Response Team (CERT) Program educates ordinary people from all walks of life about disaster preparedness and weapons of mass destruction and trains them in basic disaster response skills, such as fire safety, light search and rescue, and disaster medical operation. Using the training, CERT members can assist others in their neighborhood or workplace following an event and can take a more active role in preparing their community.

The National CERT Program has developed a library of drills and exercises. These exercises have been designed in a ready-for-use format and include complete instructions, detailed lists of materials, and all supporting forms.

This document is used by the Facilitator(s) and supports the delivery of a competitive event exercise that can be customized to meet local needs.

### **What is a Competitive Event Exercise?**

CERT competitive events offer local programs the chance to validate, practice, and reinforce their skills and procedures in a challenging, fun, and competitive but friendly environment. The event consists of numerous skill and demonstration stations and each team rotates from station to station. Sometimes called “CERT Rodeos,” “CERT Olympics,” or “CERT Games,” these events are usually conducted with numerous CERT programs, therefore managing the event is spread more widely. Multi-jurisdiction participation can generate additional publicity for CERT operations. Larger, events may encourage media coverage as a means to promote the program and raise awareness about CERT.

For descriptions and other types of exercises for CERTs, please visit [www.citizencorps.gov/cert](http://www.citizencorps.gov/cert) and click on CERT Exercises.

## **Exercise Overview**

### **“Competitive Event Exercise #1”**

**Hazard:** Several

**Location:** Determined by exercise planners

**Duration:** 8-10 hours

#### **Capabilities Exercised:**

- Incident Command
- Fire extinguisher use
- Medical triage
- Patient transport
- Search techniques – interior
- Rescue procedures
- Documentation
- Sizeup

#### **Exercise Objectives:**

- Validate the decision-making process to prioritize incidents.
- Evaluate the approach to suppressing small fires.
- Evaluate the process for assessing and prioritizing victim conditions.
- Assess patient transport procedures.
- Evaluate plans for and approaches to conducting interior searches.
- Evaluate procedures for debris removal and victim extrication.
- Evaluate methods for documenting actions taken.
- Validate CERT sizeup procedures

#### **Exercise Synopsis:**

This exercise is structured as a game consisting of five skill stations and four demonstration stations. Teams rotate through each station. Each skill and demonstration will take 45 minutes to complete. The organizers may need to prepare duplicate stations to accommodate all the players, e.g., three Station #1s, three Station #2s, etc.

Each skill station follows this timetable:

- 10-minute overview and refresher
- 25 minutes to conduct the skill
- 10 minutes to wrap up and move to the next station

The skill stations cover these basic skill areas:

- Fire suppression
- Medical triage
- Interior search
- Lifting and cribbing
- Victim carries

The demonstration stations reflect local resources and needs. Each demonstration is 30 minutes long, allowing 10 minutes for each team to reorganize before moving to the next skill station. Possible demonstration topics might include:

- Traffic management
- K9 units
- Rope throws
- Evacuation helicopters
- SWAT Team demonstrations
- Low-tech water purification
- Wilderness survival, search, and rescue
- Police motorcycle or horse units
- Farm emergency medical technicians (EMTs)
- Water rescue

One way to increase collaboration is to create teams with members from different CERT programs.

Organizations that might take part in the exercise include amateur radio (to support communications) and Red Cross (to provide canteen services).

The skill station Facilitator will start with a short briefing to review the station objective and explain how the process will be performed at this event (e.g., how victims will be marked during triage). This will avoid confusion resulting from protocols that may differ among participating CERT programs.

All skill stations can be set up in ways that maximize the use of local resources. For example, an indoor search can be conducted in a Fire Department training facility, in a community center with multiple rooms available, or even in a single room. The descriptions offered here reflect one possible scenario. Please modify the stations as needed to reflect your local resources. If you modify a station, remember to keep safety first and to focus on the station objectives.

NOTE: Points for team time are awarded by the Lead Facilitator when all score sheets have been returned at the completion of the Competitive Event. The team with the fastest time will receive 3 points, with 2 points and 1 point awarded to the next fastest team.

## CERT DRILLS AND EXERCISES: COMPETITIVE EVENT EXERCISE #1

### Planning Considerations:

This table describes the factors that will need to be considered when planning the exercise.

Item	Factors to Consider
Time of year	<ul style="list-style-type: none"><li>• What will the temperature be?</li><li>• What is the weather likely to be?</li><li>• How many hours of daylight will you have?</li></ul>
Number of teams/people participating	<ul style="list-style-type: none"><li>• How many CERT members do you have?</li><li>• How many teams do you want and how many people should be in each group?</li><li>• Do you want to mix members of different CERT programs?</li></ul> <p>NOTE: Teams should be the same size so that skill stations that are timed are fairly judged.</p>
Exercise site	<ul style="list-style-type: none"><li>• Does it have space for all the stations (skill and demonstration) and an area with tables for the event organizers?</li><li>• Is there a place to set up food and water?</li><li>• Is there a place to set up portable toilets?</li><li>• How many other people will you have to work around at the site?</li></ul>
Parking	<ul style="list-style-type: none"><li>• Where will participants park?</li><li>• Is there adequate capacity?</li><li>• Do you need parking lot assistants?</li></ul>
Food and water	<p>You will need food and water for all players, victims, actors, and exercise staff.</p> <ul style="list-style-type: none"><li>• What will be provided?</li><li>• Who will provide it?</li><li>• Who will set it up, distribute it, and clean it up?</li></ul>

**CERT DRILLS AND EXERCISES: COMPETITIVE EVENT EXERCISE #1**

Item	Factors to Consider
Exercise staff	<ul style="list-style-type: none"> <li>• Can you get enough Facilitators, Evaluators, and Safety Officers? You should have the following exercise staff:               <ul style="list-style-type: none"> <li>○ Lead Facilitator (1)</li> <li>○ Facilitators (1 per skill station)</li> <li>○ Evaluators (1 per skill station)</li> <li>○ Safety Officers (1 each for Stations 3, 5, 7, and 9; 3 for Station 1)</li> <li>○ CERT Public Information Officer to handle media, if invited. NOTE: If this exercise takes place in a public park or other public open space, this will give CERT great public exposure. Consider appointing a Public Information Officer to handle media and public inquiries.</li> <li>○ Runner (1) to collect <i>Skill Station Score Sheets</i> after each iteration</li> </ul> </li> <li>• Can you get enough support staff?               <ul style="list-style-type: none"> <li>○ Demonstrators for each demonstration? (Minimum of 1 per demonstration)</li> </ul> </li> <li>• Who is responsible for planning and coordinating the following tasks?               <ul style="list-style-type: none"> <li>○ Incident Action Plan/Schedule</li> <li>○ Parking Plan</li> <li>○ Media Plan</li> <li>○ Check-In Plan</li> <li>○ Moulage</li> <li>○ Victim Briefing</li> <li>○ Team Organization (ensure an even distribution of participants, amateur radio)</li> <li>○ Facilitator/Evaluator Briefing</li> <li>○ Opening/Closing/Welcome Speaker</li> </ul> </li> </ul>

**CERT DRILLS AND EXERCISES: COMPETITIVE EVENT EXERCISE #1**

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<b>Item</b>	<b>Factors to Consider</b>
	<ul style="list-style-type: none"> <li>○ Lunch prep</li> <li>○ Clean-up</li> <li>● When will you schedule a pre-meeting with the Facilitators, Evaluators, and Safety Officers to brief them?</li> </ul>
Victim volunteers	<p>This event requires at least 13-15 victim volunteers in addition to 15-20 simulated victims.</p> <ul style="list-style-type: none"> <li>● Who will recruit them and brief them?</li> <li>● Who will do moulage for the volunteer victims?</li> </ul>
Exercise materials	<ul style="list-style-type: none"> <li>● Clipboards: one for each Facilitator and Evaluator</li> <li>● Stopwatch: one for each Evaluator</li> <li>● Materials for use in Station 1: Fire Suppression Relay               <ul style="list-style-type: none"> <li>○ Three burn pans or simulated fires</li> <li>○ Fire extinguishers (one for each team) NOTE: Fire extinguishers can be all of one type, or can be different types for use on different types of fires.</li> </ul> </li> <li>● Materials for use in Station 3: Triage               <ul style="list-style-type: none"> <li>○ Moulage for victim volunteers</li> <li>○ Materials for bandages</li> <li>○ Materials to support feet and cover victims of shock</li> </ul> </li> <li>● Materials for use in Station 5: Interior Search               <ul style="list-style-type: none"> <li>○ Search facility with at least one room, or pipe-and-drape to simulate rooms</li> <li>○ Simulated victims – at least 3 per room</li> <li>○ Materials to simulate a variety of hazards</li> </ul> </li> </ul>

## CERT DRILLS AND EXERCISES: COMPETITIVE EVENT EXERCISE #1

Item	Factors to Consider
	<ul style="list-style-type: none"> <li>• Materials for use in Station 7: Lifting and Cribbing               <ul style="list-style-type: none"> <li>○ An object weighing a minimum of 300 pounds</li> <li>○ Different types of levers and wood for cribbing</li> <li>○ A simulated victim (for safety purposes, live victims are not used for this exercise)</li> </ul> </li> <li>• Materials for use in Station 9: Victim Carries               <ul style="list-style-type: none"> <li>○ Victim volunteers (5)</li> <li>○ Moulage</li> <li>○ First aid supplies – bandages, splints</li> </ul> </li> <li>• Chairs and blankets, as well as doors, plywood, or other materials appropriate for executing the carries</li> </ul>
Exercise documents	<p>Make copies of the following (Skill Station forms are included with the Skill Station description. All other forms are in the Appendix.):</p> <ul style="list-style-type: none"> <li>• Station 1: Fire Suppression Relay               <ul style="list-style-type: none"> <li>○ <i>Skill Station Score Sheet</i>: 1 copy per team</li> </ul> </li> <li>• Station 3: Triage               <ul style="list-style-type: none"> <li>○ <i>Victim Assessment Form</i>: 1 copy per pair</li> <li>○ <i>Skill Station Score Sheet</i>: 1 copy per team</li> </ul> </li> <li>• Station 5: Interior Search               <ul style="list-style-type: none"> <li>○ Sample Victim Injury Cards: 1 copy to attach to cutouts or mannequins</li> <li>○ <i>Victim Assessment Form</i>: 1 copy per pair</li> <li>○ <i>Skill Station Score Sheet</i>: 1 copy per team</li> </ul> </li> <li>• Station 7: Lifting and Cribbing               <ul style="list-style-type: none"> <li>○ <i>Skill Station Score Sheet</i>: 1 copy per team</li> </ul> </li> <li>• Station 9: Victim Carries               <ul style="list-style-type: none"> <li>○ <i>Skill Station Score Sheet</i>: 1 copy per team</li> </ul> </li> </ul>

## CERT DRILLS AND EXERCISES: COMPETITIVE EVENT EXERCISE #1

Item	Factors to Consider
	<ul style="list-style-type: none"><li>• <i>Team Registration Form</i>: 1 copy per CERT Program Manager</li><li>• Facilitator/Evaluator Briefing: 1 copy per Facilitator and Evaluator</li><li>• <i>CERT Members and Volunteer Victims and Actors Sign-In Sheets</i></li><li>• Exercise Schedule: 1 copy per participant, Facilitator, Evaluator, Safety Officer, and volunteer victims</li><li>• <i>Facilitator/Evaluator Feedback Form</i>: 1 copy per Facilitator and Evaluator</li><li>• <i>Participant Feedback Form</i>: 1 copy per participant</li></ul>
Event clean-up	<ul style="list-style-type: none"><li>• Who will do it?</li><li>• Where will trash be taken?</li></ul>

### Exercise Staff Roles

#### 1. Lead Facilitator

The competitive event exercise requires a Lead Facilitator who organizes and oversees the entire event.

The Lead Facilitator:

- Assigns roles to exercise staff and briefs them on the details of the exercise.
- Arranges for equipment and volunteers for skill stations.
- Arranges for demonstrators.
- Makes copies of the needed forms.
- Manages activities on the day of the event.

#### 2. Facilitators

Facilitators are needed for each skill station.

Skill Station Facilitators:

- Lead and guide the exercise by presenting information to all participants. The Facilitators will follow the Facilitator Guidelines to keep the exercise moving forward.

- Observe and coach. In this role the Facilitators will observe actions of exercise participants and be on the alert for potential safety issues. If the Facilitators observe a safety concern, they may need to intervene and stop the exercise.

The Facilitators may also intervene to help the team members clarify their decision making by asking questions about their thought process and the factors they considered in making choices.

- Provide input to improve future CERT exercises.

### 3. *Evaluators*

Evaluators are needed for each skill station. The primary responsibility of the Evaluators is to score the skill station activity. The Evaluators typically have a passive role and do not interfere with the exercise.

### 4. *Safety Officers*

Every skill station should have a Safety Officer. For most skill stations, the Facilitator or the Evaluator may serve as the Safety Officer. However, Station 1 (Fire Suppression Relay) requires three specific Safety Officers independent of the Facilitator or Evaluator.

### 5. *Victim Volunteers*

This event uses both live and simulated victims. At least 13-15 of the victims should be citizen volunteers with moulage. Another 15-20 victims may be simulated using cardboard and victim injury cards.

## **Participant Briefing**

Welcome to the (insert name of jurisdiction or sponsoring agency/agencies) CERT Games!

This event will consist of (insert number) skill stations and (insert number) demonstrations. You will have an opportunity to participate in each. The skill stations will allow you to test your skills in a competitive, but fun, environment. The demonstrations will provide you with additional information that will help support your efforts in emergency response.

As with all CERT events, our primary concern is for your safety. Each of the skill stations has been designed with safety in mind, but ultimately you are responsible for your own safety at all times.

Each team will be provided with a schedule for the day. Please stay on schedule, because we have a lot to do!

**Event Stations:**

Station 1: Fire Suppression Relay

Station 2: Demonstration 1

Station 3: Triage

Station 4: Demonstration 2

Station 5: Interior Search

Station 6: Demonstration 3

Station 7: Lifting and Cribbing

Station 8: Demonstration 4

Station 9: Victim Carries

## Station 1: Fire Suppression Relay

### Station Objective:

- Evaluate the approach to suppressing small fires.

### Station Description:

This exercise allows teams to apply correct fire suppression techniques. Two pairs of two will perform the exercise. Additional team members will fill other roles: Team Leader, Safety Officer, communications, and runner.

Each pair will have two opportunities to approach the fire. The member who leads with the extinguisher in the first round becomes backup in the second round. An equal number of pairs are assigned to each of the three burn pads. A maximum of two pairs per burn pad is preferable.

Three fires are started on three separate burn pads. On signal, the first fire suppression pair approaches and suppresses the first fire. When the fire is suppressed, the pair returns to the start point and the second pair approaches and suppresses the second fire. When suppressed, the pair returns to the start point and the third pair approaches and suppresses the third fire. The third pair then returns to the starting point. Scoring is based on performance and overall time of the three pairs.

The exercise is repeated with the members of the pair switching places.

NOTE: When setting up this station, consider the actual training value and logistical overhead of using live fire. Using a simulated fire, such as a flame shaped piece of cardboard, may provide most of the training benefit provided by a live fire, although admittedly with less drama, and may be far easier to manage. Simulated fires can be labeled to simulate different class fires. For example, the three fires could be labeled "Wood," "Grease," and "Electrical." One fire could be labeled with a HazMat symbol indicating that the fire is not appropriate for CERT action. This type of labeling allows the CERT to make decisions about the appropriate actions to take. Should you decide to use live fire, be sure to review National Fire Protection Association (NFPA)1403 and comply with those regulations.

### Materials and Staff:

- Facilitators/Evaluators (2) who are knowledgeable about fire safety and the techniques taught in Unit 2 of *CERT Basic Training*
- Safety Officers (3), one for each team
- Three burn pans or simulated fires
- Fire extinguishers (one for each team) NOTE: Fire extinguishers can be all of one type, or can be different types for use on different types of fires.
- Forms
  - *Skill Station Score Sheet*, 1 per team

## Facilitator Guidelines

<b>Step</b>	<b>Action</b>	<b>What to Say/Do</b>
<b>1</b>	Introduce the skill station to participants.	Explain that this skill station provides an opportunity for the team to practice its skills and techniques in operating fire extinguishers to extinguish small fires.
<b>2</b>	Review the goals of the exercise with participants.	Explain the goal of the exercise. <ul style="list-style-type: none"> <li>• Evaluate the approach to suppressing small fires.</li> </ul>
<b>3</b>	Review the knowledge/skills used in this exercise with participants.	Briefly review the following topics by asking the team to provide key information in response to the following questions. Fill in gaps in their responses as appropriate. <ul style="list-style-type: none"> <li>• What are the five classes of fires?</li> <li>• What are the four types of fire extinguishers?</li> <li>• What is the proper technique for using a fire extinguisher?</li> <li>• What do the blue, red, yellow and white diamonds on the NFPA 704 Diamond indicate?</li> </ul>
<b>4</b>	Present the skill to participants.	<ul style="list-style-type: none"> <li>• Each fire suppression team will consist of six members, in three pairs of two.</li> <li>• On signal, the first pair will approach the first fire and use appropriate techniques, as learned in <i>CERT Basic Training</i>. The pair will then return to the starting point.</li> <li>• When the pair returns to the starting point, the second pair will approach the second fire and take appropriate action. The pair will then return to the starting point.</li> </ul>

**CERT DRILLS AND EXERCISES: COMPETITIVE EVENT EXERCISE #1**

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<b>Step</b>	<b>Action</b>	<b>What to Say/Do</b>
		<ul style="list-style-type: none"> <li>• When the pair crosses the starting line, the third pair will approach the third fire and take appropriate action. The pair will then return to the starting point.</li> <li>• The first round of the exercise is concluded when the third pair crosses the starting line.</li> <li>• Continue until all pairs at each burn pan have approached the fire and have taken appropriate action.</li> <li>• Ask if there are any questions.</li> <li>• The entire process is repeated with the members of the pair switching places.</li> <li>• There are 25 minutes allotted for the team to perform this activity and each member will have a chance to extinguish the fire.</li> </ul>
<b>5</b>	Conduct the skill.	<ul style="list-style-type: none"> <li>• Give the signal for the groups to start and start the stopwatch.</li> <li>• Observe each group as it performs the skill.</li> <li>• When all groups have completed the station, stop the stopwatch. Award points according to the criteria on the <i>Skill Station Score Sheet</i>. Point out examples of good techniques that were employed.</li> <li>• Record each team's total time.</li> </ul>

## **Skill Station Score Sheet**

### **Station 1**

Complete one sheet for each exercise team. Be consistent in how you assign points.

- 0= Never
- 1= Sometimes
- 2= Most of the time
- 3= Always

<b>Skill Station:</b> Fire Suppression		
<b>Team:</b>		
<b>Criterion</b>	<b>Pts Awarded</b>	<b>Notes</b>
Did all team members wear appropriate PPE?		
Did all team members maintain correct buddy contact?		
If appropriate, did each team correctly identify the type of fire and use the proper type of extinguisher?		
Did team members properly approach the fire?		
Did team members properly extinguish the fire using the PASS technique?		
Did team members test the extinguisher before extinguishing the fire?		
Overall team time*: _____		
<b>Total Points</b>		

\* NOTE: Points for team time will be awarded by the Lead Facilitator when all score sheets have been returned at the completion of the Competitive Event. The team with the fastest time will receive 3 points, with 2 points and 1 point awarded to the next fastest team.

## Station 3: Triage

### Station Objective:

Evaluate the process for assessing and prioritizing victim conditions.

### Station Description:

This station allows teams to triage numerous victims. Victims are either volunteers or simulated victims, such as gingerbread cutouts or mannequins. Victim volunteers are given moulage and a role description as detailed on the Sample Victim Injury Cards. Simulated victims have written descriptions of their injuries. Victims are placed in a line, approximately 10 feet apart.

The team selects two triage teams of two members each. Additional team members will fill other roles: Team Leader, Safety Officer, communications, and runner.

Each triage team starts at opposite ends of the victim line. On signal, the team begins to triage the victims, assessing their injuries, documenting their condition, and applying lifesaving interventions. When all the victims have been triaged, both triage teams report back to the Evaluator.

At the end of each round, new victims are positioned, and the previous victim team gets time off.

### Materials and Staff:

- Facilitators/Evaluators (2) who are knowledgeable about triage and the techniques taught in Unit 3 of *CERT Basic Training*
- Safety Officer
  - Victim volunteers and simulated victims (16-20) – enough to form at least two groups of victims. Add simulated victims as needed to have eight victims in each victim group. Victim descriptions follow the *Skill Station Score Sheet* (see Sample Victim Injury Cards).
- Moulage for victim volunteers
- Materials for bandages
- Materials to support feet and cover victims of shock
- Forms
  - *Skill Station Score Sheet*, 1 per team
  - *Victim Assessment Form*, 1 per pair

**Facilitator Guidelines**

<b>Step</b>	<b>Action</b>	<b>What to Say/Do</b>
<b>1</b>	Introduce the skill station to participants.	Explain that this skill station provides an opportunity for the team to demonstrate its approach to triage.
<b>2</b>	Review the goals of the exercise with participants.	<p>Explain the goal of the exercise.</p> <ul style="list-style-type: none"> <li>• Evaluate the process for assessing and prioritizing victim conditions.</li> </ul>
<b>3</b>	Review the knowledge/skills used in this exercise with participants. Remind members that triage allows CERT members to do the greatest good for the greatest number.	<p>Briefly review the following topics by asking the team to provide key information in response to the questions. Fill in gaps in their responses as appropriate.</p> <ul style="list-style-type: none"> <li>• What is the CERT goal when conducting triage?</li> <li>• What are the three life-threatening conditions?</li> <li>• What are the steps in opening a blocked airway?</li> <li>• What are the three ways to control bleeding?</li> <li>• How do you treat shock?</li> <li>• What are the four victim categories?</li> </ul>
<b>4</b>	Review the tagging method with participants.	<ul style="list-style-type: none"> <li>• Explain how victims are to be tagged (e.g., use of masking tape, marker, colored tape, or triage tags).</li> </ul>

**CERT DRILLS AND EXERCISES: COMPETITIVE EVENT EXERCISE #1**

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<b>Step</b>	<b>Action</b>	<b>What to Say/Do</b>
<b>5</b>	Present the skill to participants.	<ul style="list-style-type: none"><li>• The victims are arranged in a line.</li><li>• On signal, each triage pair will go to one end of the victim line and begin to triage the first victim. The triage pair will assess the victim's condition, document it on the <i>Victim Assessment Form</i>, and treat appropriately.</li><li>• The triage team then moves on to the next victim.</li><li>• When all victims have been assessed and treated, the triage team returns to the start point and turns in its documentation.</li><li>• Ask if there are any questions.</li><li>• There are 25 minutes allotted for the team to perform this activity.</li></ul>
<b>6</b>	Conduct the skill.	<ul style="list-style-type: none"><li>• Give the signal to begin the exercise and start the stopwatch.</li><li>• Observe each group as it performs the skill. There will be two pairs per team.</li><li>• Take notes as appropriate. Award points according to the criteria on the <i>Skill Station Score Sheet</i>. Point out examples of good techniques that were employed.</li><li>• Record each team's total time.</li></ul>

## **Skill Station Score Sheet**

### **Station 3**

Complete one sheet for each exercise team. Be consistent in how you assign points.

- 0= Never
- 1= Sometimes
- 2= Most of the time
- 3= Always

<b>Criterion</b>	<b>Pts Awarded</b>	<b>Notes</b>
Did all team members wear appropriate PPE?		
Did all team members maintain correct buddy contact?		
Was each victim assessed correctly?		
Was each victim treated properly? (Head tilt for obstructed airway, pressure bandages for bleeding, and raised feet and covered for shock)		
Were all actions taken properly documented?		
Overall team time*: _____		
<b>Total Points</b>		

\* NOTE: Points for team time will be awarded by the Lead Facilitator when all score sheets have been returned at the completion of the Competitive Event. The team with the fastest time will receive 3 points, with 2 points and 1 point awarded to the next fastest team.

## Sample Victim Injury Cards

These cards are intended to simplify the process of creating volunteer victims. They can be used in two ways.

1. If you have volunteer victims, use these descriptions to create roles for them. Brief the volunteers on the nature of their injuries, how they might behave, and any information you want them to share with SAR staff.
2. If you are using simulated victims, such as gingerbread cutouts, you can attach a label to each with one of the descriptions.

NOTE: Injury classification (Immediate, Delayed, Minor, Dead) is for your planning purposes. This information should not be shared with volunteer victims or included with the descriptions placed on simulated victims.

<p><b>VICTIM #1 - Minor</b></p> <p>Compound Fracture, Right Forearm</p> <p>Breathing once every 3 seconds</p> <p>Color returns to finger tips in less than 2 seconds</p> <p>Responds to verbal commands</p>	<p><b>VICTIM #2 - Minor</b></p> <p>Facial injuries</p> <p>Knows name, date, and what happened</p> <p>Color returns to finger tips in 2 seconds</p> <p>Breathing once every 4 seconds</p>
<p><b>VICTIM #3 - Minor</b></p> <p>Visibly pregnant (about 5 months), cuts on right arm</p> <p>Color returns to finger tips in 1 second</p> <p>Breathing once every 5 seconds</p> <p>Note: This victim has first aid training.</p>	<p><b>VICTIM #4 - Minor</b></p> <p>Numerous cuts and abrasions</p> <p>Responds to verbal commands</p> <p>Color returns to finger tips in 1 second</p> <p>Breathing once every 3 seconds</p>
<p><b>VICTIM #5 - Minor</b></p> <p>Bleeding from a scalp wound</p> <p>Knows name, date, and what happened</p> <p>Color returns to finger tips in less than 2 seconds</p> <p>Breathing once every 4 seconds</p>	<p><b>VICTIM #6 - Minor</b></p> <p>Right arm is deformed</p> <p>Alert</p> <p>Color returns to finger tips in 1 second</p> <p>Breathing once every 5 seconds</p>
<p><b>VICTIM #7 - Delayed</b></p> <p>Large piece of wood in left thigh</p> <p>Breathing once every 3 seconds</p> <p>Color returns to finger tips in less than 2 seconds</p> <p>Alert</p>	<p><b>VICTIM #8 - Delayed</b></p> <p>Bone projecting from right leg</p> <p>Breathing once every 4 seconds</p> <p>Knows name, date, and what happened</p> <p>Color returns to finger tips in 2 seconds</p>

**CERT DRILLS AND EXERCISES: COMPETITIVE EVENT EXERCISE #1**

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<p><b>VICTIM #9 - Delayed</b>          Both legs deformed          Breathing once every 5 seconds          Knows name, date, and what happened          Color returns to finger tips in 1 second</p>	<p><b>VICTIM #10 - Delayed</b>          Left ankle swollen and deformed          Breathing once every 4 seconds          Knows name, date, and what happened          Color returns to finger tips in 2 seconds</p>
<p><b>VICTIM #11 – Delayed</b>          Both feet crushed by concrete block          Breathing once every 3 seconds          Knows name, date, and what happened          Color returns to finger tips in 1 second</p>	<p><b>VICTIM # 12 - Delayed</b>          Back injury, unable to move          Breathing once every 4 seconds          Knows name, date, and what happened          Color returns to finger tips in 2 seconds</p>
<p><b>VICTIM #13 – Delayed</b>          Right arm and leg are deformed          Breathing once every 3 seconds          Knows name, date, and what happened          Color returns to finger tips in 4 seconds</p>	<p><b>VICTIM #14 - Immediate</b>          Large piece of wood in left thigh          Breathing once every 2 seconds          Alert and responsive          Color returns to finger tips in 3 seconds</p>
<p><b>VICTIM #15 - Immediate</b>          Severe cut on right thigh, heavy bleeding          Breathing once every 5 seconds          Knows name, date, and what happened          Color returns to finger tips in 3 seconds</p>	<p><b>VICTIM #16 - Immediate</b>          Both legs deformed          Breathing once every 1 second          Not responsive to questions          Color returns to finger tips in 3 seconds</p>
<p><b>VICTIM #17 - Immediate</b>          Impaled object in abdomen; breathing difficulties          Breathing once every 3 seconds          Can't remember what happened          Color returns to finger tips in 5 seconds</p>	<p><b>VICTIM #18 - Immediate</b>          Amputated left arm, bleeding controlled          Breathing once every 4 seconds          Knows name, date, and what happened          Color returns to finger tips in 4 seconds</p>
<p><b>VICTIM #19 - Immediate</b>          Severe bleeding from head wound          Breathing once every 2 seconds          Not responsive to questions          Color returns to finger tips in 4 seconds</p>	<p><b>VICTIM #20 - Immediate</b>          Chest pain with possible broken ribs          Breathing once every second          Knows name, date, and what happened          Color returns to finger tips in 2 seconds</p>

**CERT DRILLS AND EXERCISES: COMPETITIVE EVENT EXERCISE #1**

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<b>VICTIM #21 - Immediate</b> Severe head injury Not breathing Not responsive to questions Color returns to finger tips in 4 seconds	<b>VICTIM # 22 - Dead</b> Massive head injury Not breathing Unresponsive Color does not return to finger tips
<b>VICTIM #23 - Dead</b> Blood oozing from head wound Chest is not rising Finger tips blue/grey	<b>VICTIM #24 - Dead</b> No visible injury, blank stare Cannot feel air movement Color does not return to finger tips
<b>VICTIM #25 - Dead</b> Wood impaled in neck Breathing once every second Not responsive Color returns to finger tips in 4 seconds	

## Victim Assessment Form

<b>Station 3: Triage</b>	
<b>Team:</b>	
Victim #:	Location: Condition:

## Station 5: Interior Search

### Station Objective:

Evaluate plans for and approaches to conducting interior searches.

### Station Description:

This station allows teams to search a building or series of rooms for injured victims. If rooms are not available, pipe-and-drape can be used to simulate rooms. Victim volunteers are placed in one or more rooms. The skill station can be made more challenging by darkening lights, adding noise or smoke, adding hazards, and/or placing victims under debris.

The team forms an Incident Command team and two search teams of two members each. The search teams must locate and assess the victims in each room. Treatment is not part of this exercise because it is covered in the Triage station. As soon as all the victims have been located and assessed, the search teams return to Incident Command and report on what they found.

### Materials and Staff:

- Facilitators/Evaluators (2) who are knowledgeable about search procedures and the techniques taught in Unit 5 of *CERT Basic Training*
- Safety Officer (at least 1)
- Search facility with at least one room, or pipe-and-drape to simulate rooms
- Simulated victims – at least 3 per room Victim descriptions follow the *Skill Station Score Sheet* (see Sample Victim Injury Cards).
- Materials to simulate a variety of hazards
- Forms
  - *Skill Station Score Sheet*, 1 per team
  - *Victim Assessment Form*, 1 per pair

### **Facilitator Guidelines**

<b>Step</b>	<b>Action</b>	<b>What to Say/Do</b>
<b>1</b>	Introduce the skill station to participants.	Explain that this skill station provides an opportunity for the team to demonstrate its approach to interior searches.
<b>2</b>	Review the goals of the exercise with participants.	<p>Explain the goal of the exercise.</p> <ul style="list-style-type: none"> <li>• Evaluate plans for and approaches to conducting interior searches.</li> </ul>
<b>3</b>	Review the knowledge/skills used in this exercise with participants.	<p>Briefly review the following topics by asking the team to provide key information in response to the following questions. Fill in gaps in their responses as appropriate.</p> <ul style="list-style-type: none"> <li>• What are the goals of search and rescue?</li> <li>• What are the indicators of light, moderate, and heavy damage?</li> <li>• What is the correct procedure for marking a building?</li> <li>• What is the correct procedure for searching a building? A single room?</li> <li>• When is it okay to move/carry a victim from a building?</li> <li>• What are the four victim categories?</li> </ul>
<b>4</b>	Present the skill to participants.	<ul style="list-style-type: none"> <li>• The exercise begins on a signal.</li> <li>• The team will designate an Incident Commander who will establish two search teams of two members each.</li> <li>• The search teams enter the building and search for victims.</li> <li>• Each victim is assessed and documented.</li> <li>• The victims are NOT treated or moved. Teams should just assess their condition, document it on the <i>Victim Assessment</i></li> </ul>

**CERT DRILLS AND EXERCISES: COMPETITIVE EVENT EXERCISE #1**

---

<b>Step</b>	<b>Action</b>	<b>What to Say/Do</b>
		<i>Form</i> , and move on.
		<ul style="list-style-type: none"> <li>• When all the victims have been located, the search teams return to the Incident Commander and turn in their documentation.</li> <li>• Ask if there are any questions.</li> <li>• There are 25 minutes allotted for the team to perform this activity.</li> </ul>
<b>5</b>	Conduct the skill.	<ul style="list-style-type: none"> <li>• Give the signal to begin the exercise and start the stopwatch.</li> <li>• Observe each group as it performs the skill.</li> <li>• Take notes as appropriate. Award points according to the criteria on the <i>Skill Station Score Sheet</i>. Point out examples of good techniques that were employed.</li> <li>• Record each team's total time.</li> </ul>

## **Skill Station Score Sheet**

### **Station 5**

Complete one sheet for each exercise team. Be consistent in how you assign points.

- 0= Never
- 1= Sometimes
- 2= Most of the time
- 3= Always

<b>Criterion</b>	<b>Pts Awarded</b>	<b>Notes</b>
Did all team members wear appropriate PPE?		
Did all team members maintain correct buddy contact?		
Did team members properly conduct sizeup and identify hazards?		
Was the building properly marked on entry and exit?		
Did the search team call out for victims prior to entering the building?		
Did the team use appropriate search techniques?		
Did the team find all victims?		
Was each victim assessed correctly?		
Were all actions taken documented properly?		
Overall team time*: _____		
<b>Total Points</b>		

\* NOTE: Points for team time will be awarded by the Lead Facilitator when all score sheets have been returned at the completion of the Competitive Event. The team with the fastest time will receive 3 points, with 2 points and 1 point awarded to the next fastest team.

## Sample Victim Injury Cards

These cards are intended to simplify the process of creating volunteer victims. They can be used in two ways.

1. If you have volunteer victims, use these descriptions to create roles for them. Brief the volunteers on the nature of their injuries, how they might behave, and any information you want them to share with SAR staff.
2. If you are using simulated victims, such as gingerbread cutouts, you can attach a label to each with one of the descriptions.

NOTE: Injury classification (Immediate, Delayed, Minor, Dead) is for your planning purposes. This information should not be shared with volunteer victims or included with the descriptions placed on simulated victims.

<p><b>VICTIM #1 - Minor</b></p> <p>Compound Fracture, Right Forearm</p> <p>Breathing once every 3 seconds</p> <p>Color returns to finger tips in less than 2 seconds</p> <p>Responds to verbal commands</p>	<p><b>VICTIM #2 - Minor</b></p> <p>Facial injuries</p> <p>Knows name, date, and what happened</p> <p>Color returns to finger tips in 2 seconds</p> <p>Breathing once every 4 seconds</p>
<p><b>VICTIM #3 - Minor</b></p> <p>Visibly pregnant (about 5 months), cuts on right arm</p> <p>Color returns to finger tips in 1 second</p> <p>Breathing once every 5 seconds</p> <p>Note: This victim has first aid training.</p>	<p><b>VICTIM #4 - Minor</b></p> <p>Numerous cuts and abrasions</p> <p>Responds to verbal commands</p> <p>Color returns to finger tips in 1 second</p> <p>Breathing once every 3 seconds</p>
<p><b>VICTIM #5 - Minor</b></p> <p>Bleeding from a scalp wound</p> <p>Knows name, date, and what happened</p> <p>Color returns to finger tips in less than 2 seconds</p> <p>Breathing once every 4 seconds</p>	<p><b>VICTIM #6 - Minor</b></p> <p>Right arm is deformed</p> <p>Alert</p> <p>Color returns to finger tips in 1 second</p> <p>Breathing once every 5 seconds</p>
<p><b>VICTIM #7 - Delayed</b></p> <p>Large piece of wood in left thigh</p> <p>Breathing once every 3 seconds</p> <p>Color returns to finger tips in less than 2 seconds</p> <p>Alert</p>	<p><b>VICTIM #8 - Delayed</b></p> <p>Bone projecting from right leg</p> <p>Breathing once every 4 seconds</p> <p>Knows name, date, and what happened</p> <p>Color returns to finger tips in 2 seconds</p>

**CERT DRILLS AND EXERCISES: COMPETITIVE EVENT EXERCISE #1**

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<p><b>VICTIM #9 - Delayed</b></p> <p>Both legs deformed Breathing once every 5 seconds Knows name, date, and what happened Color returns to finger tips in 1 second</p>	<p><b>VICTIM #10 - Delayed</b></p> <p>Left ankle swollen and deformed Breathing once every 4 seconds Knows name, date, and what happened Color returns to finger tips in 2 seconds</p>
<p><b>VICTIM #11 – Delayed</b></p> <p>Both feet crushed by concrete block Breathing once every 3 seconds Knows name, date, and what happened Color returns to finger tips in 1 second</p>	<p><b>VICTIM # 12 - Delayed</b></p> <p>Back injury, unable to move Breathing once every 4 seconds Knows name, date, and what happened Color returns to finger tips in 2 seconds</p>
<p><b>VICTIM #13 – Delayed</b></p> <p>Right arm and leg are deformed Breathing once every 3 seconds Knows name, date, and what happened Color returns to finger tips in 4 seconds</p>	<p><b>VICTIM #14 - Immediate</b></p> <p>Large piece of wood in left thigh Breathing once every 2 seconds Alert and responsive Color returns to finger tips in 3 seconds</p>
<p><b>VICTIM #15 - Immediate</b></p> <p>Severe cut on right thigh, heavy bleeding Breathing once every 5 seconds Knows name, date, and what happened Color returns to finger tips in 3 seconds</p>	<p><b>VICTIM #16 - Immediate</b></p> <p>Both legs deformed Breathing once every 1 second Not responsive to questions Color returns to finger tips in 3 seconds</p>
<p><b>VICTIM #17 - Immediate</b></p> <p>Impaled object in abdomen; breathing difficulties Breathing once every 3 seconds Can't remember what happened Color returns to finger tips in 5 seconds</p>	<p><b>VICTIM #18 - Immediate</b></p> <p>Amputated left arm, bleeding controlled Breathing once every 4 seconds Knows name, date, and what happened Color returns to finger tips in 4 seconds</p>
<p><b>VICTIM #19 - Immediate</b></p> <p>Severe bleeding from head wound Breathing once every 2 seconds Not responsive to questions Color returns to finger tips in 4 seconds</p>	<p><b>VICTIM #20 - Immediate</b></p> <p>Chest pain with possible broken ribs Breathing once every second Knows name, date, and what happened Color returns to finger tips in 2 seconds</p>

**CERT DRILLS AND EXERCISES: COMPETITIVE EVENT EXERCISE #1**

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<b>VICTIM #21 - Immediate</b> Severe head injury Not breathing Not responsive to questions Color returns to finger tips in 4 seconds	<b>VICTIM # 22 - Dead</b> Massive head injury Not breathing Unresponsive Color does not return to finger tips
<b>VICTIM #23 - Dead</b> Blood oozing from head wound Chest is not rising Finger tips blue/grey	<b>VICTIM #24 - Dead</b> No visible injury, blank stare Cannot feel air movement Color does not return to finger tips
<b>VICTIM #25 - Dead</b> Wood impaled in neck Breathing once every second Not responsive Color returns to finger tips in 4 seconds	

## Victim Assessment Form

<b>Station 5: Interior Search</b>	
<b>Team:</b>	
Victim #:	Location: Condition:

## Station 7: Lifting and Cribbing

### Station Objective:

Evaluate procedures for debris removal and victim extrication.

### Station Description:

This station allows teams to work in groups of six to lift a heavy object and remove a trapped victim. The object is placed on a simulated victim lifted at least 10 inches so that the victim is removed. One of the Evaluators should be an experienced CERT member or instructor who reviews and approves the lifting and cribbing arrangement before the actual lift is performed.

Once the victim is removed, cribbing is broken down using correct procedures. The lift is timed but the breakdown is not. Correct procedures must be applied throughout the exercise.

### Materials and Staff:

- Facilitators/Evaluators (2) who are knowledgeable about rescue procedures and the techniques taught in Unit 5 of *CERT Basic Training*
- Safety Officer (at least 1)
- An object weighing a minimum of 300 pounds
- Different types of levers and wood for cribbing
- A simulated victim (for safety purposes, live victims are not used for this exercise)
- Forms
  - *Skill Station Score Sheet*, 1 per team

**Facilitator Guidelines**

<b>Step</b>	<b>Action</b>	<b>What to Say/Do</b>
<b>1</b>	Introduce the skill station to participants.	Explain that this skill station provides an opportunity for the team to demonstrate its approach to lifting, cribbing, and victim extrication.
<b>2</b>	Review the goals of the exercise with participants.	<p>Explain the goal of the exercise.</p> <ul style="list-style-type: none"> <li>• Evaluate procedures for debris removal and victim extrication.</li> </ul>
<b>3</b>	Review the knowledge/skills used in this exercise with participants.	<p>Briefly review the following topics by asking the team to provide key information in response to the following questions. Fill in gaps in their responses as appropriate.</p> <ul style="list-style-type: none"> <li>• What roles do CERT members need to fill when attempting to extricate a victim?</li> <li>• What is the proper body position for lifting? Other rules?</li> <li>• What is the primary safety rule for lifting and cribbing?</li> <li>• Describe the position the lever and fulcrum should be in relative to the object being lifted.</li> </ul>
<b>4</b>	Present the skill to participants.	<ul style="list-style-type: none"> <li>• The exercise begins on a signal.</li> <li>• The team will decide what roles each member will play.</li> <li>• The team will size up the situation and develop a plan for extricating the victim.</li> <li>• The Team Leader will then review the plan with the Facilitator.</li> </ul>

**CERT DRILLS AND EXERCISES: COMPETITIVE EVENT EXERCISE #1**

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<b>Step</b>	<b>Action</b>	<b>What to Say/Do</b>
		<ul style="list-style-type: none"><li>• When the plan is approved, the team will lift and crib the object at least 10 inches, extricate the victim, and move the victim at least 6 feet from the object.</li><li>• The team will then use correct procedures to remove the cribbing.</li><li>• Ask if there are any questions.</li><li>• There are 25 minutes allotted for the team to perform this activity.</li></ul>
<b>5</b>	Conduct the skill.	<ul style="list-style-type: none"><li>• Give the signal to begin the exercise and start the stopwatch.</li><li>• Observe each group as it performs the skill.</li><li>• Take notes as appropriate. Award points according to the criteria on the <i>Skill Station Score Sheet</i>. Point out examples of good techniques that were employed.</li><li>• Record each team's total time.</li></ul>

## **Skill Station Score Sheet**

### **Station 7**

Complete one sheet for each exercise team. Be consistent in how you assign points.

- 0= Never
- 1= Sometimes
- 2= Most of the time
- 3= Always

<b>Criterion</b>	<b>Pts Awarded</b>	<b>Notes</b>
Did all team members wear appropriate PPE?		
Did all team members practice safety precautions throughout the activity?		
Did the team properly size up the situation?		
Was the lift properly controlled?		
Did team members properly extricate the victim?		
Was the cribbing properly taken down?		
Overall team time*: _____		
<b>Total Points</b>		

\* NOTE: Points for team time will be awarded by the Lead Facilitator when all score sheets have been returned at the completion of the Competitive Event. The team with the fastest time will receive 3 points, with 2 points and 1 point awarded to the next fastest team.

## Station 9: Victim Carries

### Station Objective:

Assess patient transport procedures.

### Station Description:

This station allows teams to assess and transport victims with a variety of injuries. Victim volunteers are placed around a room. They have a variety of injuries, which are either simulated with moulage or described with injury tags. All are capable of being moved by the team. Team members assess the injuries, provide basic first aid as necessary, and use appropriate techniques to move the victims to a pre-designated safe location.

### Materials and Staff:

- Facilitators/Evaluators (2) who are knowledgeable about victim carries and the techniques taught in Unit 5 of *CERT Basic Training*
- Safety Officer (at least 1)
- Victim volunteers (5)
- Moulage
- First aid supplies – bandages, splints
- Chairs and blankets, as well as doors, plywood, or other materials appropriate for executing the carries
- Forms
  - *Skill Station Score Sheet*, 1 per team

### **Facilitator Guidelines**

<b>Step</b>	<b>Action</b>	<b>What to Say/Do</b>
<b>1</b>	Introduce the skill station to participants.	Explain that this skill station provides an opportunity for the team to demonstrate their approach to transporting victims.
<b>2</b>	Review the goals of the exercise with participants.	<p>Explain the goal of the exercise.</p> <ul style="list-style-type: none"> <li>• Assess patient transport procedures.</li> </ul>
<b>3</b>	Review the knowledge/skills used in this exercise with participants.	<p>Briefly review the following topics by asking the team to provide key information in response to the following questions . Fill in gaps in their responses as appropriate.</p> <ul style="list-style-type: none"> <li>• What is the proper body position for lifting?</li> <li>• What other safety precautions do you need to keep in mind?</li> <li>• What factors influence the selection of an appropriate extrication and transport method?</li> <li>• What are the most common techniques for transporting victims?</li> </ul>
<b>4</b>	Present the skill to participants.	<ul style="list-style-type: none"> <li>• The exercise begins on a signal.</li> <li>• On signal, the team will enter the victim area and assess the victims. Basic first aid should be provided as appropriate.</li> <li>• Based on the condition of the victims, the rescue team will prioritize and remove victims using appropriate rescue techniques.</li> <li>• Ask if there are any questions.</li> <li>• There are 25 minutes allotted for the team to perform this activity.</li> </ul>

**CERT DRILLS AND EXERCISES: COMPETITIVE EVENT EXERCISE #1**

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<b>Step</b>	<b>Action</b>	<b>What to Say/Do</b>
<b>5</b>	Conduct the skill.	<ul style="list-style-type: none"><li>• Give the signal to begin the exercise and start the stopwatch.</li><li>• Observe each group as it performs the skill.</li><li>• Take notes as appropriate. Award points according to the criteria on the <i>Skill Station Score Sheet</i>. Point out examples of good techniques that were employed.</li><li>• Record each team's total time.</li></ul>

## **Skill Station Score Sheet**

### **Station 9**

Complete one sheet for each exercise team. Be consistent in how you assign points.

- 0= Never
- 1= Sometimes
- 2= Most of the time
- 3= Always

<b>Criterion</b>	<b>Pts Awarded</b>	<b>Notes</b>
Did all team members wear appropriate PPE?		
Did all team members maintain correct buddy contact?		
Did the team provide appropriate first aid?		
Did team members prioritize victims for transport appropriately?		
Did team members use appropriate transport techniques for each victim?		
Overall team time*: _____		
<b>Total Points</b>		

\* NOTE: Points for team time will be awarded by the Lead Facilitator when all score sheets have been returned at the completion of the Competitive Event. The team with the fastest time will receive 3 points, with 2 points and 1 point awarded to the next fastest team.

## **Appendix**

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## **Index of Forms and Materials**

*Team Registration Form* (3 pages): 1 per CERT Program Manager is distributed to exercise staff prior to the exercise

*Facilitator/Evaluator Briefing* (2 pages): 1 per Facilitator and Evaluator is distributed at Facilitator/Evaluator meeting prior to the exercise

*CERT Members and Volunteer Victims and Actors Sign-In Sheets* (2 pages each): the number of copies is dependent on the number of participants and volunteers; these are distributed to exercise staff before the exercise

*Exercise Schedule* (1 page): 1 per participant, Facilitator, Evaluator, Safety Officer, and volunteer is distributed at the Participant Briefing.

*Facilitator/Evaluator Feedback Form* (1 page): 1 per Facilitator and Evaluator is completed after the exercise.

*Participant Feedback Form* (1 page): 1 per participant is completed after the exercise

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## Registration for 20xx CERT Games

**This form is to be completed by the CERT Program Manager.** The form must be turned in to *(name)* by *(date)*. The purpose of this form is to list all of your CERT program members who will be participating. List each team member only once. A minimum of six CERT members are required to participate in the CERT Games.

**Return this Form to:**  
 (name), (position)  
 E-mail: [Name@xvz.com](mailto:Name@xvz.com) or fax: 123-456-7890

**For Additional Information:**  
 (name), (position)  
 Email: [Name@xvz.com](mailto:Name@xvz.com) or fax: 123-456-7890

CERT Program Manager: \_\_\_\_\_

Contact Information: Email: \_\_\_\_\_ Cell Phone: \_\_\_\_\_

CERT Members:						Check box if Release is on file.
	Last Name	First Name	Home Phone	Cell Phone	Email	
1						
2						
3						
4						
5						
6						
7						
8						
9						

CERT Members:						Check box if Release is on file.
	Last Name	First Name	Home Phone	Cell Phone	Email	
10						
11						
12						
13						
14						
15						
16						
17						
18						
19						
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21						
22						
23						
24						
25						
26						
27						
28						
29						
30						

CERT Members:						Check box if Release is on file.
	Last Name	First Name	Home Phone	Cell Phone	Email	
31						
32						
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**Note:** All registrants must have a signed release form on file.

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## Facilitator/Evaluator Briefing

# 20xx CERT Games

## Facilitator/Evaluator Guide

(Insert Date Here)

(Insert Location Here)

Thank you for taking the time to help us with the 20xx CERT Games!

### Skill Stations

There are five skill stations that CERT members will complete during the competitive events.

- Fire Suppression Relay
- Triage
- Interior Search
- Lifting and Cribbing
- Victim Carries

Each skill station is designed to test the team's ability to demonstrate the basic CERT skills. It is important that we use the *CERT Basic Training* course as guidance for evaluating each skill station.

Each skill station will be 45 minutes long. Each skill station follows this timetable:

- A 10-minute overview and refresher
- 25 minutes to conduct the skill
- 10 minutes to wrap up and move to the next station

Each skill station will incorporate all team members. Some team members will serve the roles of Team Leader, Safety Officer, communications, and runner. The others will perform the skill at the station.

Each skill station has a specified number of total points that teams must earn. The *Skill Station Score Sheet* specifies the criteria to be evaluated and the total points that can be awarded for each criterion (3). Evaluators have the option of awarding fewer points (1 or 2) if the criterion was not fully met. It is important to be consistent in your evaluation of the teams.

The Facilitator Guidelines provide specific step-by-step information on how to conduct the skill station. Please be sure to follow these steps so that all participants know the correct process to follow for completing the station.

At the end of each station, thank the teams and direct them to the next station. Check with volunteer victims and make sure they are properly reset for the next iteration. A runner will collect the score sheets and bring them to be tallied.

## **Food**

There will be a break for lunch. Snacks, water, and coffee will be available throughout the day.

## **Reminders**

- Do not discuss scores or evaluation criteria with participants.
- Do not argue with participants.
- If there is a conflict of interest between an Evaluator and a team, call for a replacement Evaluator.
- As always, the most important consideration is SAFETY. As a Facilitator, it is your responsibility to maintain a safe environment. If any team member compromises safety, you should stop all play, explain the situation, and then resume play when the issue has been resolved.
- A real emergency or safety issue is declared by stating, "REAL WORLD. This is a real emergency!"

## **Communication**

You will have a radio to contact Game Staff if necessary. Cell phones are also listed below.

- Contact 1 (xxx-yyy-zzzz)
- Contact 2 (xxx-yyy-zzzz)
- Contact 3 (xxx-yyy-zzzz)
- Contact 4 (xxx-yyy-zzzz)

## Sign-In Sheet for CERT Members

Name	Organization	Phone Numbers	Time In
		Cell: Emergency:	

## Sign-In Sheet for CERT Members

Name	Organization	Phone Numbers	Time In
		Cell: Emergency:	

## Sign-In Sheet for Volunteer Victims and Actors

Name	Phone Numbers	Time In
	Cell: Emergency:	

## Sign-In Sheet for Volunteer Victims and Actors

Name	Phone Numbers	Time In
	Cell: Emergency:	

## Event Schedule

Time	Team 1	Team 2	Team 3	Team 4	Team 5	Team 6
<b>0800</b>	Exercise staff arrives. Sets up check-in, drill, and demonstration areas.					
<b>0830</b>	Victim volunteers check in; report for moulage. Participants check in. Facilitator/Evaluator briefing.					
<b>0915</b>	Check in complete. Teams assemble.					
<b>0930</b>	Welcome and participant briefing. At conclusion, teams move to first station.					
<b>1000</b>	Station #1	Station #2	Station #3	Station #4	Station #5	Station #6
<b>1045</b>	Station #2	Station #3	Station #4	Station #5	Station #6	Station #7
<b>1130</b>	Station #3	Station #4	Station #5	Station #6	Station #7	Station #8
<b>1215</b>	<b>LUNCH</b>					
<b>1300</b>	Station #4	Station #5	Station #6	Station #7	Station #8	Station #9
<b>1345</b>	Station #5	Station #6	Station #7	Station #8	Station #9	Station #1
<b>1430</b>	Station #6	Station #7	Station #8	Station #9	Station #1	Station #2
<b>1515</b>	Station #7	Station #8	Station #9	Station #1	Station #2	Station #3
<b>1600</b>	Station #8	Station #9	Station #1	Station #2	Station #3	Station #4
<b>1645</b>	Station #9	Station #1	Station #2	Station #3	Station #4	Station #5
<b>1730</b>	Drills and demos end. Teams reassemble for awards, Q&A.					
<b>1815</b>	Event ends. Clean up.					

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# Facilitator/Evaluator Feedback Form

Exercise Name:

Exercise Date:

Name (Optional):

Role (Optional):

CERT/Organization:

1. Please rate, on a scale of 1 to 5, your overall assessment of the exercise relative to the following statements, with 1 indicating strong disagreement with the statement and 5 indicating strong agreement.

Assessment Factor	Strongly Disagree			Strongly Agree	
The exercise was well structured and organized.	1	2	3	4	5
The exercise scenario(s) was plausible and realistic.	1	2	3	4	5
The Facilitator(s) was knowledgeable about the area of play and kept the exercise on target.	1	2	3	4	5
The exercise documentation provided to assist in preparing for and participating in the exercise was useful.	1	2	3	4	5
This exercise allowed the CERT to practice and improve priority capabilities.	1	2	3	4	5
This exercise helped the CERT identify strengths and weaknesses in the execution of plans, protocols, and procedures.	1	2	3	4	5

2. Based on today's exercise, list observed key strengths and/or areas that need improvement.

Strengths: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Areas for improvement: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. Please provide recommendations on how this exercise or future exercises could be improved or enhanced.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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# Participant Feedback Form

Exercise Name:

Exercise Date:

Name (Optional):

CERT/Organization:

1. Please rate, on a scale of 1 to 5, your overall assessment of the exercise relative to the statements provided below, with 1 indicating strong disagreement with the statement and 5 indicating strong agreement.

Assessment Factor	Strongly Disagree			Strongly Agree	
The exercise was well structured and organized.	1	2	3	4	5
The exercise scenario(s) was plausible and realistic.	1	2	3	4	5
The exercise documentation provided to assist in preparing for and participating in the exercise was useful.	1	2	3	4	5
This exercise allowed me to practice and improve priority capabilities.	1	2	3	4	5
This exercise helped my CERT identify strengths and weaknesses in the execution of plans, protocols, and procedures	1	2	3	4	5
After this exercise, I believe my CERT is better prepared to deal successfully with the scenario(s) that was exercised.	1	2	3	4	5

2. Based on today's exercise, list observed key strengths and/or areas that need improvement.

Strengths: \_\_\_\_\_

\_\_\_\_\_

Areas for improvement: \_\_\_\_\_

\_\_\_\_\_

3. Please provide recommendations on how this exercise or future exercises could be improved or enhanced.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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