

**Instructor Guide to Introduction**

1. The goal of this unit is to provide an overview of the Community Emergency Response Training, explain how different participants learn and understand how to interact with participants who have varying abilities.

2. This is the content for Introduction:

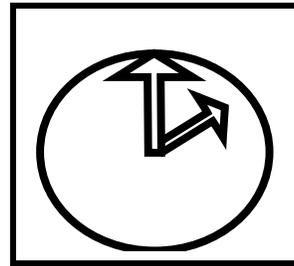
- a. When disaster strikes
- b. How CERT developed
- c. CERT Curriculum overview
- d. Classroom operations
- e. Learning Styles
- f. Interacting with other participants

3. Supplies needed for the introduction:

- LCD projector
- Computer linked to LCD projector
- Computer disk containing the introduction unit's power point presentation
- Instructor Guide for the introduction
- Participant's Manual for CERT

4. Instructional staffing requirements:

The full instructional staff should be present for the introduction.



5. The introduction is scheduled for 60 minutes

- a. 10 minutes
- b. 5 minutes
- c. 5 minutes
- d. 10 minutes
- e. 20 minutes
- f. 10 minutes

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60 minutes



The clock is found throughout the instructor guide it indicates how many minutes it is suggested be spent on each subject area.

Time spent on each unit can be maneuvered by dropping content and referring to its placement in the take-home materials. This permits flexibility on the part of the instructor and encourages participants to question or discuss course matters. It also holds the instructor to the time limit for the unit without expecting participants to stay overtime or to have instructors who follow to give up their time.



This is an overview for the full training to follow (whether it is the week long, month long, or other length of training).

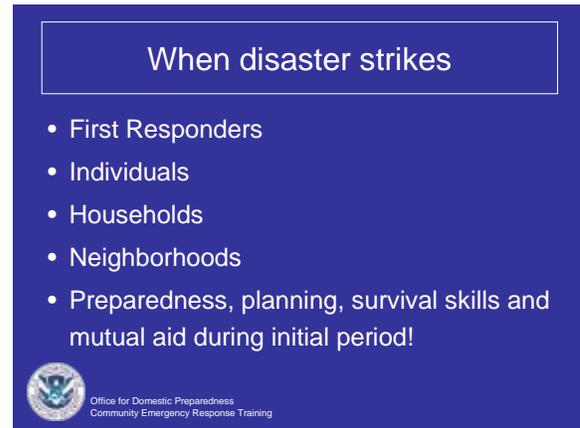
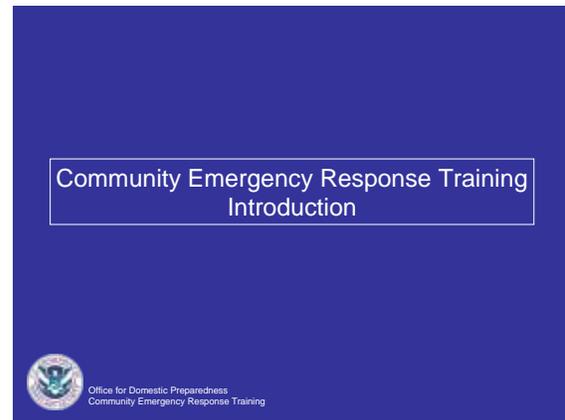
Introductions of the teaching team and class take place in the next unit. This offers people who show up late a chance to be included in the introduction activity.

This may be the first time participants have any experience with emergency management. This slide will give a general overview.

Don't spend a great deal of time explaining the disaster response process or emergency management here. There is a whole unit that covers what Emergency Management is as a profession. The disaster response process is also covered in the first unit on disaster preparedness.

'Just good to know' information: CERT developed from a program that started in Kobe Japan. They wanted to involve citizens in disaster preparedness after a major earthquake. The LAFD CERT program modeled itself after that.

Citizen Corps is the national program that sponsors and supports CERT.





This is an opportunity to review how the full training will take place. It is good to explain that there will be opportunity for hands-on learning on days two and three.

It is good to explain that day five will utilize all the material explained in the previous four days. The learning will build upon itself.

This slide, combined with the one that follows are allotted 10 minutes combined.

Building on what you indicated would happen each day; you can link how different material will be presented in different formats. To best present information, a variety of instructors are used based on their subject matter expertise. Participants in class are considered a rich environment for expertise in a variety of backgrounds.

### What is CERT?

- **Community Emergency Response Training**
  - For individuals
  - For teams
- **Basic training in:**
  - Disaster preparedness
  - Fire safety
  - Disaster medical operations
  - Rescue skills
  - Disaster Communication
  - Disaster psychology
  - Understanding hazards
  - Emergency response organizations



Community Emergency Response Training

### CERT Curriculum

<ul style="list-style-type: none"> <li>• <b>Day One</b> <ul style="list-style-type: none"> <li>- Introduction</li> <li>- Disaster Preparedness</li> <li>- Understanding Emergency Management</li> </ul> </li> <li>• <b>Day Two</b> <ul style="list-style-type: none"> <li>- Fire Safety</li> <li>- CERT Operations</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>Day Three</b> <ul style="list-style-type: none"> <li>- Disaster Medical Operations Pt. 1 &amp; 2</li> <li>- Search and Rescue</li> </ul> </li> <li>• <b>Day Four</b> <ul style="list-style-type: none"> <li>- Disaster Communication</li> <li>- Disaster Psychology</li> <li>- All Hazards</li> </ul> </li> <li>• <b>Day Five</b> <ul style="list-style-type: none"> <li>- Simulation!</li> </ul> </li> </ul>
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Community Emergency Response Training

### CERT Classroom Operations

- **Instructors**
  - Subject matter experts
  - Team teaching
- **Learning**
  - Lecture and discussion
  - Individual and group
  - Interaction, simulation, role-play




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It is important to point out that adult learners can take breaks as they need. That they should respect the space and privacy needs of fellow participants.

Change this slide if needed based on your classroom timeline. For example, if you have lunchtime speakers, indicate participation level expectations.

If this material is new to you as an instructor, take time to review the categories from the participant's manual. This material is a **KEY CONCEPT** for this curriculum. All learners should be attended to in the CERT course. It is the position of the program that all members of a community who wish to undergo training in disaster preparation and response through CERT have an accessible classroom.



The next three slides have been allotted approximately 20 minutes combined.

Each slide ends with the same notion that learners should not make assumptions about each others capabilities.

If you have participants or instructors in your training with disabilities who have been asked and agreed ahead of time to address their learning and communication needs, this is a good place to ask for their input.

### CERT Classroom Operations

- Breaks
  - Scheduled
  - As needed with minimal disruption at participants discretions




### Learning Styles

- Visual Verbal Learner
- Visual Nonverbal Learner
- Tactile Kinesthetic Learner
- Auditory Verbal Learner

The key to successful learning is understand how you learn adapt to the environment.

**Respect how others learn!**




### Interacting with other participants

- Deaf or hard of hearing
  - Determine communication method
  - Speak directly
  - To gain their attention
  - Position while communicating
  - Clear communication
  - Do not make assumptions




It is important to stress that a disaster can render anyone disabled, on a temporary or permanent basis. Exposure to learning and communication needs of these community members may provide a great skill base for participants to meet the needs of a variety of community members during a disaster.

### Interacting with other participants

- **Visual Impairment**

- Language
  - Descriptive • Natural Phrases • Volume
- Ask before doing
- Conversing in a group
- Service animal
- When you leave the area
- Do not make assumptions



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Throughout the class, participants will be placed outside their comfort zones in a variety of learning situations. Their physical bodies may need to be in different circumstances to participate in classroom activities (for example, triage cards that ask them to have no hearing because of a loud blast that accompanied the earthquake). These information about interacting with participants with different learning styles or physical ability differences will help them build a skill base to interact and better meet the needs of the full community during disaster response.

### Interacting with other participants

- **Mobility Impairment**

- Eye contact
- Wheelchair or scooter
- Awareness of accessibility
- Speak directly
- To push or not to push?
- Do not make assumptions



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If you are training trainers for CERT, use this slide. If this is a standard CERT class, skip or delete it from your presentation.

### CERT Train – The – Trainer

The mission of this course is to train people from a variety of communities to **help individuals and groups prepare themselves, their families, coworkers and neighbors in the event of a catastrophic disaster.**



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Always ask if there are questions at the end of each unit, but remember as an instructor, to ask that as you go along. Often questions are best asked and addressed in the body of your presentation when they are more topical and easy to relate to information at hand.

Identify if there is a break before the next session, how long it is, and where toilet facilities, snacks and rest areas are located.

