



Tribal TEEN CERT

Train the Trainer

Participant Guide

July 9-11, 2007

Salt River Fire Department #293

9840 East Bend Road

Scottsdale, Arizona 85256 (480) 850-8239



Homeland
Security

Office of Grants
and Training

EASTERN MICHIGAN UNIVERSITY



Tribal Teen CERT 2007

Natives have lived on these lands for many generations. If you listen to the stories of our elders, you will hear of the emergence of First Man, First Woman and of living in harmony with the animals. We cared for the land and the land provided for us. Mother Earth shifted her weight and has always challenged her children to live upon her. She continues to bring drought, famine, floods, tornadoes, hurricanes, land slides, forest fires. They are not new, but how we occupy ourselves on her great belly has changed.

Not so long ago, when our great grandfathers fought in the Indian wars, our people knew how to pack up, store food, prepare their families and animals and move quickly. Chemical weapons are not foreign to us as we also had poison-tipped arrows long before the chemical hazard and biohazard labels came into being. Preparedness should not be unfamiliar; we prepared ourselves for many of the challenges that today take the title of disaster, catastrophe, critical incidents, and tragedies.

If we didn't – we wouldn't be here. Surviving is in our blood. It's in our heritage. These are the teachings and reflections of some of the great Native minds who work in Emergency Management, Bioterrorism, and Tribal CERT. We can teach ourselves and our youth the skills that will last them a life-time; how to take care of one another in times of need.



*The Inter Tribal Council of Arizona and the Salt River Pima
Maricopa Indian Community Fire Department Welcomes you!*



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Appendix A - Instructor Bio's

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This is an approved program by the Department of Homeland Security Office of Grants and Training. **AWR-188-1 Teen Community Emergency Response Team T-t-T.**



TRIBAL TEEN CERT Train the Trainer Introduction

The teaching and the training of our youth will have a tremendous impact on how well we mitigate, prepare, respond to, and recover from technical and natural disasters both today and in the years to come.

- Schools are part of this nation's critical infrastructure
- School populations can overwhelm a Tribal community'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
- Participants lack the proper education on how to prepare for and respond to a school emergency or disaster
- Disaster preparedness information that is learned in school will be enacted in the homes of the participant

The Teen - Community Emergency Response Team concept was identified as a measure to address preparedness and response capabilities from within the school to support professional first responders with an educated/trained participant body.

The Center for Regional and National Security, Eastern Michigan University developed this Train-the-Trainer Program. Without the support and contribution of these following agencies, this program would not have been possible. The TRIBAL TEEN CERT Train-the-Trainer developers wish to thank those agencies and personnel for their vision and support.

- Milan School Board Members
- Milan Superintendent of Schools
- Milan High School Staff
- Milan High School TRIBAL TEEN CERT Members
- Michigan Citizen Corps Council
- Michigan State Police
- Inter-Tribal Council of Arizona
- Participants who peer reviewed this project from:
 - State of Michigan
 - State of Mississippi
 - State of California
- Subject Matter Experts from Florida, Department of Homeland Security, Citizen Corps, and Tribal CERT Trainer, Instructors, Evaluators



TRIBAL TEEN CERT - Administration Page

Section One: Getting Started	
Duration	3.5 hours
Scope Statement	Prepare instructors to establish a TRIBAL TEEN CERT program, to successfully deliver the CERT curriculum and sustaining the TRIBAL TEEN CERT program.
Terminal Learning Objectives (TLO)	<p>At the conclusion of training, participants will:</p> <ol style="list-style-type: none">1. Explain the steps involved in establishing a TRIBAL TEEN CERT program in their communities.2. Explain two ways school administrators can incorporate TRIBAL TEEN CERT graduates into the school's emergency plan.3. Demonstrate ability to answer questions school administrators are likely to ask regarding the TRIBAL TEEN CERT program.4. Explain four tactics for sustaining the TRIBAL TEEN CERT program.
Enabling Learning Objectives (ELO)	<p>At the conclusion of this section, participants will:</p> <ol style="list-style-type: none">1. Explain the rationale for providing CERT training in the schools.2. Explain how the TRIBAL TEEN CERT program fits within the Citizen Corps initiative.3. Describe the types of questions school administrators are likely to ask regarding the TRIBAL TEEN CERT program and demonstrate their ability to answers to those questions.4. Explain the steps involved in conducting a Parents' Night Informational Meeting.5. Explain four factors that should be considered when selecting participant for the TRIBAL TEEN CERT program.6. Explain three ways the TRIBAL TEEN CERT program can be implemented in schools.
Resources	Ready.gov Citizen Corps.gov
Instructor to Participant Ratio (e.g., 1:25)	1:25
Reference List	CERT Instructor and participant manual
Practical Exercise Statement	Participant will participate in an Information check question and answer session at the end of section one.
Assessment Strategy	Information check questions at end of section one



Section One – Purpose of TRIBAL TEEN CERT

NOTES:

Purpose

The purpose of the TEEN CERT Train-the-Trainer course is to:

- ♦ Prepare instructors to establish a TEEN CERT program
- ♦ Prepare instructors in delivering TEEN CERT curriculum
- ♦ Teach life long emergency preparedness / response skills



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Purpose

The purpose of the TRIBAL TEEN CERT Train-the Trainer course is to provide prospective instructors with techniques for establishing a TRIBAL TEEN CERT Program in their schools whether Tribal, public, private, or faith based, and for delivering the CERT curriculum to adolescent learners. The TRIBAL TEEN CERT program is also effective in teaching these life-saving skills to special needs populations within the school setting, and with such special interest groups as the Boy Scouts, Girl Scouts, Explorers, and 4-H Club.



Section One - Prerequisites

NOTES:

Prerequisites

- ♦ Participants of the TEEN CERT Train-the-Trainer course should be a CERT instructor (or very familiar with the CERT curriculum)
- ♦ The TEEN CERT curriculum is the same as the adult curriculum (this course will allow the TEEN CERT instructor to present the program to adolescents)



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Prerequisites

The TRIBAL TEEN CERT program, though adapted for adolescent learners, covers the same curriculum as the CERT program that was originally designed for adults. Therefore, attendees of the TRIBAL TEEN CERT Train-the-Trainer course should be Certified as a CERT instructor, or have successfully completed the CERT Course (G317) or the FEMA Independent Study Course, "Introduction to Community Emergency Response Teams," (IS-317) which is available at <http://training.fema.gov/EMIWeb/IS/crslist.asp>.



Section One – Program Agenda

NOTES:

Program Agenda

The TEEN CERT Train-the-Trainer program is a 3-day program

- ◆ Day 1--Morning Session: Tribal Blessing & Program Overview
Day 1--Afternoon Session: Adolescent Learning
- ◆ Day 2--Morning Session: Program Evaluation
Day 2--Afternoon Session: TEEN CERT Curriculum
- ◆ Day 3--Morning Session: TEEN CERT Curriculum
Day 3--Afternoon Session: Teach Back Activity



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Program Agenda

The TRIBAL TEEN CERT Train-the-Trainer program is a 3-day program.

Day 1—Morning Session: Traditional Blessing and Program Overview
Day 1—Afternoon Session: Adolescent Learning

Day 2—Morning Session: Program Evaluation
Day 2—Afternoon Session: TRIBAL TEEN CERT Curriculum

Day 3—Morning Session: TRIBAL TEEN CERT Curriculum and Teach-Back Activities
Day 3—Afternoon Session: TRIBAL TEEN CERT Curriculum and Teach-Back Activities



Section One – Citizen Corps

NOTES:

Citizen Corps Mission

To have everyone in America participate in making themselves, our communities, and our nation safer

We all have a role in hometown security

***A personal responsibility to be prepared;
To get *training* in first aid and emergency skills; and
To *volunteer* to support local emergency responders,
disaster relief, and community safety.***



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Citizen Corps Mission

The mission of Citizen Corps is to harness the power of every individual through education, training, and volunteer service, and to make communities safer, stronger, and better prepared to respond to threats of disasters of all kinds including terrorism, crime, and public health issues.

The mission of Citizen Corps is accomplished through a national network of state, local, and tribal Citizen Corps Councils. These Councils build on community strengths to implement the Citizen Corps programs and will carry out local strategies to engage all Americans.

Citizen Corps asks all citizens to embrace the personal responsibility to be prepared; to get training in first aid and emergency skills; and to volunteer to support local emergency responders, disaster relief, and community safety.



Section One – Citizen Corps

NOTES:

The Need to be Ready

In 95% of all emergencies,
bystanders or victims themselves are
the first to provide
emergency assistance or
to perform a rescue.



Los Angeles Fire Department

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Consider the following:

- ♦ In 95% of all emergencies, bystanders or victims themselves are the first to provide emergency assistance or to perform a rescue.
- ♦ There is one firefighter for every 265 people in the United States.
- ♦ There is one sworn officer for every 334 people.
- ♦ There is one EMT/paramedic for every 325 people.
- ♦ These ratios are vastly greater on Tribal lands. Consider one ambulance or one officer on duty for a fifty mile radius enveloped by canyons, dirt roads, and no back-up resources.



- ♦ All people can do something to help make their families and communities safer. They can:
- ♦ Take personal responsibility by developing a household preparedness plan.
- ♦ Take emergency preparedness and response classes (e.g., first aid, CPR, fire suppression, and search and rescue procedures).
- ♦ Engage in volunteer activities that support community safety and professional responders.



Section One – Citizen Corps

NOTES:

Citizen Corps Programs



Volunteers in Police Service (VIPS) works to enhance the capacity of state and local law enforcement to utilize volunteers



Neighborhood Watch/USAonWatch incorporates terrorism awareness education into its existing crime prevention mission



The **Community Emergency Response Team (CERT)** program educates and trains citizens in basic disaster response skills



The **Medical Reserve Corps (MRC) Program** helps medical, public health, and other volunteers offer their expertise



Fire Corps promotes the use of citizen advocates to provide support to fire and rescue departments



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Citizen Corps Programs

Citizen Corps programs build on the successful efforts that are in place in many communities around the country to prevent crime and respond to emergencies. Programs started through local innovation are the foundation for Citizen Corps and this national approach to citizen participation in community safety.

Currently three federal departments, Department of Homeland Security (DHS), Department of Justice (DOJ), and Health and Human Services (HHS), administer five programs that are being promoted at the national level as part of Citizen Corps. DHS also coordinates the overall effort of helping communities establish local Citizen Corps Councils and programs.

The federal Citizen Corps programs are:

- ♦ ***Volunteers in Police Service (VIPS)*** which works to enhance the capacity of state and local law enforcement to utilize volunteers.
- ♦ ***Neighborhood Watch/USA on Watch*** which incorporates terrorism awareness education into its existing crime prevention mission.



- ♦ **The *Community Emergency Response Team (CERT)*** program which educates and trains citizens in basic disaster-response skills.
- ♦ The ***Medical Reserve Corps (MRC)*** program which helps medical, public health, and other volunteers offer their expertise.
- ♦ ***Fire Corps*** which promotes the use of citizen advocates to provide support to fire and rescue departments.



Section One – Introductions

NOTES:

Participant Introductions/Networking

- ♦ Class will be divided into eight groups
- ♦ Within the group introduce yourselves
- ♦ When class reconvenes, 1-2 group spokespersons will introduce group members

This is a good exercise to use with your participants on the first day of class.



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EXERCISE/ACTIVITY

In this exercise, you are given the opportunity to meet other participants. The instructor will divide the class into groups. Group members will be asked to introduce themselves to one another provide the group your name, Tribal community, occupation, experience and how you plan to implement TRIBAL TEEN CERT. The group spokesperson will then introduce his/her group members to the entire class.



Section One – Introductions

NOTES:

Participant Introductions/Networking

- ♦ Make notes on the class roster (provided) to help you with networking during this program
- ♦ Group “teach back” assignments issued at this time
- ♦ Group “teach back” activity will be conducted on day 3 of class



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The instructor will also explain that each group will be assigned a unit from the CERT curriculum. Each group will select a segment from their unit and prepare a lesson to “teach-back” to the class as if they were teaching a group of adolescents. Group presentations will be given on the third day of the train-the-trainer program.



Section One – Course Materials

NOTES:

Course Materials

Participants will receive the following:

- ♦ CERT Instructor/Participant Manuals
- ♦ Train-the-Trainer Manual
- ♦ CD containing TEEN CERT power point, brochure, program evaluations forms, parental consent forms etc
- ♦ TEEN CERT backpack



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Course Materials

Participants will receive the following materials:

CERT Instructor Manual.

Train-the-Trainer Manual.

CD containing the TRIBAL TEEN CERT power point, brochure, program evaluation forms, parental consent forms and other materials needed for conducting the TRIBAL TEEN CERT course.

Participant backpack

- ♦ CERT hardhat, safety glasses, goggles, leather work gloves, nitrile medical gloves, CERT vest, rain poncho, Triage tape 1 roll each, Red, Yellow, Green, Black, whistle, 3 respirator masks, flashlight w/batteries, and basic First Aid kit.



Section One – Pre-Test

NOTES:

Pre-Test

- ♦ Instructors will be given a pre-test
- ♦ If you are unsure of the answer please do not guess
- ♦ After completing the pre-test see any of the instructors for your teach back assignment



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The pre-test is used to help evaluate the effectiveness of the train-the-trainer course.

Participants should complete the test to the best of their ability. They should rely on their existing knowledge; that is, they should not guess.

After completing the pre-test, a representative from each group should meet with the instructor to receive their group's teach-back assignment.



Section One – TRIBAL TEEN CERT Rationale

NOTES:

Rationale for the TEEN CERT Program

- ♦ The Department of Homeland Security (DHS) has identified schools as part of the country's critical infrastructure
- ♦ Limited effort has focused on training staff and students in emergency response to incidents occurring in the school
- ♦ Little attention has been given to involving teens in emergency preparedness and response

The purpose of the TEEN CERT program is to ensure participants have the skills needed to protect themselves, and assist others, in the event of an emergency.



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Rationale for the TRIBAL TEEN CERT Program

The Department of Homeland Security (DHS) has identified schools as part of the critical infrastructure of the country. While many school safety initiatives have been funded to provide for site security analysis and safety equipment, less effort has gone into training staff and participant in school security procedures and emergency response to incidents occurring in the schools. Furthermore, little attention has been given to involving youth in the country's overall emergency preparedness and response endeavor.

The purpose of the TRIBAL TEEN CERT program is to train participants in emergency preparedness and response to ensure participants have the skills needed to protect themselves, and assist others, in the event of an emergency. In addition, participants are likely to bring lessons learned in the classroom home, thereby spreading the preparedness message to the entire family. Consider the fire program for Stop-Drop-and-Roll as an example. In this program, participants were encouraged to go home, assess their homes for fire safety, and develop evacuation plans. Ask parents of a school-age child, and they will be able to tell you where they learned this philosophy and how it has made their homes safer.



Section One – Starting TRIBAL TEEN CERT

NOTES:

Getting Started

Getting Started Topics

- ♦ Approaching the school administration
- ♦ Conducting Parents Night
- ♦ Scheduling
- ♦ Selecting participants
- ♦ Incorporating Tribal TEEN CERTS into the school emergency plan



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Getting started topics:

Approaching the school administrators with the idea of starting a TRIBAL TEEN CERT Program.

Selecting a schedule that works for the school.

Selecting the participant to assure success of the program.

Conducting Parents' night informational meeting.

Incorporate the TRIBAL TEEN CERT team into the schools emergency plan (optional).



Section One – Starting TRIBAL TEEN CERT

NOTES:

Approaching School Administration

An excellent starting point is a meeting with the Assistant Principal:

- ♦ Explain the rationale for the program
- ♦ Explain that the program is nationally recognized and supported by Citizen Corps and Homeland Security
- ♦ The program falls in line with the Department of Education goals for Crisis Training and Safe and Drug Free Schools

Your goal is to obtain buy-in from the school administration—so be prepared!



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Getting the TRIBAL TEEN CERT Program Started

The best starting point is with the Assistant Principal at the high school. Explain the rationale for the program and what will be accomplished with the training. Explain that the TRIBAL TEEN CERT program is nationally recognized and supported by Citizen Corps and DHS, and falls in line with the Department of Education goals for Crisis Training and Safe and Drug-Free Schools. The Assistant Principal should present the program and how it would be implemented to the school superintendent for approval and presentation to School Board.

This is a critical meeting. The school superintendent must meet with the School Board and receive final approval for implementation of TRIBAL TEEN CERT before the program may be initiated.



Section One – Q & A

NOTES:

Questions Administrators May Ask

Q. What does the curriculum consist of?

A. *The CERT curriculum consists of 9 units and covers disaster preparedness, first aid, fire safety, and light search and rescue.*

The program culminates with a mock disaster drill. A Traditional Healer may be asked to do a blessing prior to the drill.

Bring the participant manual and backpack to this meeting—be prepared to show the administrator the actual units.



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School Questions & Answers

No doubt the school administrator will have questions about the TRIBAL TEEN CERT program. The following questions and answers will help you prepare for your meeting with the school administrator.

Q. What does the TRIBAL TEEN CERT curriculum consist of?

A. *The curriculum consists of nine units. Each unit has goals and learning objectives. At the conclusion of training, participant participate in a disaster drill to reinforce learning. Participants also take a pre and post examination to evaluate learning.*

The curriculum consists of:

- ♦ *Unit 1 - Disaster Preparedness.*
- ♦ *Unit 2 - Fire Safety.*
- ♦ *Unit 3 - Disaster Medical Operations: Part 1.*
- ♦ *Unit 4 - Disaster Medical Operations: Part 2.*
- ♦ *Unit 5 - Light Search and Rescue Operations.*

- ♦ *Unit 6 – CERT Organization.*



- ♦ *Unit 7 - Disaster Psychology.*
- ♦ *Unit 8 – Terrorism.*
- ♦ *Unit 9 –Review and Disaster Simulation.*



Section One – Q & A

NOTES:

Q & A

Q. What's in it for us – the school?

A. An educated/trained student body will be available to provide assistance if a disaster strikes your location and if immediate professional responders are unable to reach your location.

**TEEN CERTS are not
replacements for professional
responders.**



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Q. What is in it for us, the school?

A. A trained participant body will be available to provide assistance in the immediate aftermath of a disaster when professional response may be delayed or limited.



Section One – Q & A

NOTES:

Q & A

Q. What's in it for the participant?

A. Community service hours, dual enrollment for college credit (optional), and the opportunity to learn important life skills, and the satisfaction that comes from helping others.



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Q. What is in it for the participant?

A. *Participants learn life skills, fulfill community service requirements, give back to the community, receive college credit (if dual enrollment is offered), and help make their schools safer.*



Section One – Q & A

NOTES:

Q & A

Q. What is our liability?

A. *No matter what you do you are still liable. The question is, “can you reduce your risk and liability by having trained participant responders who know how to react in the face of danger or disaster”*

Ultimately, schools should check with their legal counsel and/or insurance carriers regarding liability.



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Q. What is our liability?

A. *No matter what you do, you are still liable. The question is, “can you reduce your risk and liability by having trained participant responders who are trained in First Aid and who know how to react in the face of danger or disaster, immediately available in your school?”*



Section One – Q & A

NOTES:

Q & A

Q. Won't CERT training expose students to additional risk during an incident?

A. *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 victims during an event when professional responders may be delayed. This program is about learning to respond SAFELY.*



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Q. Won't CERT training expose participants to additional risk during an incident?

A. *The intent is not to expose the participant to additional risk. Rather, it is to provide the school with trained personnel who are able to render aid to victims during an event when professional responders may be delayed. This program is about learning to respond safely.*



Section One – Q & A

NOTES:

Q & A

Q. How much does this program cost, because we don't have any money to support these activities?

A. *Instructional costs are free, and while the grant covers the initial expense for equipment, creative approaches will have to be developed for sustainability.*



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Q. How much does this program cost, because we don't have any money to support these activities?

A. *Instructional costs are free, and while the grant covers the initial expense for equipment, creative approaches will have to be developed for sustainability. (Also, there may be additional costs if CPR, First Aid, and AED Certification are offered.)*



Section One – Q & A

NOTES:

Q & A

Q. Who will deliver the TEEN CERT Curriculum?

A. *All lead instructors should be CERT certified instructors; however, other staff to consider as trainers may include:*

- ♦ *School Resource Officers*
- ♦ *Emergency Management professionals*
- ♦ *Local fire, police, and EMS personnel*
- ♦ *School nurses, health or physical education instructors, or school counselors*
- ♦ *Other disaster relief personnel (e.g., CERT volunteers)*



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- ♦ *Emergency Management professionals*
- ♦ *Local fire, police, and EMS personnel*
- ♦ *School nurses, health or physical education instructors, or school counselors*
- ♦ *Other disaster relief personnel (e.g., CERT volunteers)*



Section One – Q & A

NOTES:

Q & A

Q. If my primary instructor is a non-professional responder who else should I call upon to supplement the instruction of the CERT units?

- ♦ *Emergency Manager to teach Unit 1 - Disaster Preparedness*
- ♦ *Fire fighters to teach Unit 2 and 5 Fire Suppression and Light Search and Rescue*
- ♦ *EMS to teach Unit 3 and 4 - Medical*
- ♦ *Counselor to teach Unit 7 - Disaster Psychology*
- ♦ *Police officer to teach Unit 8 – Terrorism*



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- ♦ *Emergency Manager to teach Unit 1 - Disaster Preparedness*
- ♦ *Fire fighter to teach Unit 2 and 5 Fire Suppression and Light Search and Rescue*
- ♦ *EMS to teach Unit 3 and 4 - Medical*
- ♦ *Counselor to teach Unit 7 – Disaster Psychology*
- ♦ *Police officer to teach Unit 8 – Terrorism*



Section One – Q & A

NOTES:

Q & A

Q. How am I going to utilize these trained individuals?

A. *These trained participants also support other activities within the school. They may point out unsafe conditions, they may identify participants who have become disenfranchised, or they may be role models who take on new leadership responsibilities within the school.*



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Q. How am I going to utilize these trained individuals?

A. *These trained participants also support other activities within the school. They may point out unsafe conditions, they may identify participants who have become disenfranchised, or they may be role models who take on new leadership responsibilities within the school.*



Section One – Q & A

NOTES:

Q & A

Q. Can our students use this material for fulfilling community service credits for graduation?

A. *Yes, and it's encouraged. It is recommended that participants receive 20-30 community service hours toward graduation.*



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Q. Can our participant use this material for fulfilling community service credits for graduation?

A. *Yes, and it's encouraged. It is recommended that participants receive 20-30 community service hours toward graduation.*



Section One – Q & A

NOTES:

Q & A

Q. How long is the TEEN CERT program?

A. The curriculum takes approximately **20-30** hours to cover in its current form.

If however you are going to offer certification from Red Cross or American Heart Association in CPR, First Aid, and AED skills, then add an additional 8 hours for this certification process.



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Q. How long is the TRIBAL TEEN CERT program?

A. *The curriculum takes approximately 20-30 hours to cover in its current form. If however you are going to offer certification in CPR, First Aid, and/or AED from the American Red Cross or the American Health and Safety Institute, plan on an additional eight hours for this certification process. The certification process is recommended if you are going to integrate your TRIBAL TEEN CERT graduates into the School Response Plan.*



Section One – Parents' Night

NOTES:

Parents' Night

- ♦ Parents are concerned about safety, while the risk of injury resulting from this training is minimal, it does exist
- ♦ Parents want to know what their children will be exposed to with this new curriculum
- ♦ The parents' meeting is planned collectively by you and the school representative



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Conducting Parents' Night Informational Meeting

Parents are very concerned about the safety of their children and will want to know what they will be exposed to during this training. While the risk of injury resulting from this training is minimal, it does exist. Parents also represent the community at large. The parents' meeting is planned collectively by you and the school representative and should be held at the school.



Section One – Parents' Night

NOTES:

Parents' Night by the Numbers

1. A letter of invitation should explain the rationale for the training and course content
2. Parents and participants are given a registration/permission and release form to confirm their participation
3. All materials that the participants will receive should be displayed



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Consider the following steps when planning Parents' Night:

1. A letter of invitation should be sent prior to the meeting to explain the rationale for the program. The course goals and objectives should be presented and the curriculum should be explained.
2. Parents and participant should be given a registration/permission and release form to confirm their participation. (These forms may be turned in one or two days after the meeting to allow the parent and participant to discuss the commitment required for participation in the program).
3. All materials and personal protective equipment that the children will receive should be displayed.



Section One – Parents Night

NOTES:

Parents' Night by the Numbers (continued)

4. Instructional and support staff are introduced
5. Parents should be given the opportunity to ask questions and voice any concerns they may have
6. Pre-training surveys (for both the parents and students) may be distributed at this meeting



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4. The instructional and support staff should be introduced.
5. Parents should be given the opportunity to ask questions and voice any concerns they may have.
6. Pre-training surveys (for both the parents and participant) may be distributed at this meeting.



Section One – Scheduling

NOTES:

Scheduling TEEN CERT

All schools have structured curriculum and “availability times” when students can attend the TEEN CERT program. Your task is to find that availability.



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Scheduling the TRIBAL TEEN CERT Program

All schools have structured curriculum and “availability times” when participants can attend this program. Your task is to find that availability.



Section One – Scheduling

NOTES:

Scheduling Examples

If your school uses block scheduling (4 or 8 blocks) with Seminar or Student (Participant) Resource Time (SRT):

- ♦ Hold class during SRT
- ♦ Approximately 90 minutes per class
- ♦ Work with the school administrator to determine how many TEEN CERT classes can be held per week

TEEN CERT enhances the educational experience and should not interfere with academic subjects.



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Some schools use block scheduling. With this type of scheduling, participants have certain blocks of time, referred to as Seminar, or Participant Resource Time (SRT), which they can use for studying or to pursue interests. This SRT is an ideal time for TRIBAL TEEN CERT as it allows one or more hours of uninterrupted time for the program during the school day.



Section One – Scheduling

NOTES:

Scheduling Examples

If your school uses a traditional 6-period day:

- ♦ With administrative approval the TEEN CERT Program is conducive to being integrated into the school's curriculum (e.g., health classes or physical education classes)



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If the school uses a traditional six-period day, the TRIBAL TEEN CERT Program can be integrated into the school's curriculum. For example, the program can be incorporated into health classes or physical education classes.



Section One – Scheduling

NOTES:

Scheduling Examples

After-School times:

- ♦ This option works well if the students are not in sports or other after school activities
- ♦ The key is to find opportunities so that a diverse population can take advantage of this program



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After-school times might be a good choice if the participants who will be attending are not involved in sports or other after-school activities.



Section One – Scheduling

NOTES:

Scheduling Examples

Summer programs are excellent opportunities to:

- ♦ Work with participants who do not have structured summer activities
- ♦ Work with “at risk” individuals
- ♦ Introduce mentoring projects that allow professional interaction with youth
- ♦ Introduce TEEN CERT into scouting or 4-H groups



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Summer programs present an excellent opportunity to work with participants who do not have structured summer activities. This may also provide a chance to work with “at risk” participant. Summer programs offer an opportunity for mentoring projects that will provide role modeling and professional interaction with youth in the community.



Section One - Scheduling

NOTES:

Scheduling

- ◆ Regardless of your school's schedule, plan at least one "make-up" session
- ◆ The instructors' schedule needs to be flexible. School's often need to make adjustments in class meeting times due to unexpected events (e.g., assemblies, achievement tests)

Your Thoughts?



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In scheduling your TRIBAL TEEN CERT program, keep in mind that the key is to find opportunities that allow a diverse population to take advantage of the program.

Also, when planning your program, be flexible. Unexpected events, or shifts in priorities (e.g., school assemblies, fire drills, ceremonies) are common in Tribal schools. It is recommended that you schedule one or two "make-up" days to accommodate missed classes due to these unexpected events as well as participant absences.

Participant must complete all units to be eligible for assignment to a TRIBAL TEEN CERT team.



Section One – Delivery Options

NOTES:

TEEN CERT Delivery Options

1. All students in the school will be exposed to the TRIBAL TEEN CERT curriculum
2. Selected students will be exposed to the TRIBAL TEEN CERT curriculum and receive additional training and certification in CPR, First Aid, and AED, but will not be integrated into the school emergency plan
3. Selected students will be exposed to the TRIBAL TEEN CERT Curriculum and receive additional training and certification in CPR, First Aid, and Emergency Response plan

Determine which type of TEEN CERT program will be offered



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TRIBAL TEEN CERT Delivery Options

Before selecting participant for participation in the program, the instructor and school administrator should decide on the way they wish to deliver the training program. There are three common ways the TRIBAL TEEN CERT program can be offered:

1. All participants in the school are exposed to the TRIBAL TEEN CERT curriculum.
2. Selected participant are exposed to the TRIBAL TEEN CERT curriculum and also receive certification in CPR, First Aid, and AED, but are not integrated into the school emergency response plan.
3. Selected participant are exposed to the TRIBAL TEEN CERT curriculum and receive certification in CPR, First Aid, and AED and are integrated into the school emergency response plan.



Section One – Participant Selection

NOTES:

Participant Selection

It is recommended that the school representative determine how participants will be selected for participation in the program.

Selection criteria may include the following:

- ♦ Participants chosen based on academic eligibility
- ♦ Participants chosen based on career goals



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Participant Selection

There is no one right way to select participant for participation in the program. Ultimately, participant selection is the prerogative of the school representative. School administrators however, may want recommendations from the instructor as to how to choose participants. Suggested selection criteria to consider include the following:

- ♦ Academic eligibility.
- ♦ Career goals.



Section One – Participant Selection

NOTES:	<div data-bbox="725 371 1247 466"><h3>Participant Selection</h3><p>(continued)</p></div> <div data-bbox="591 537 1433 894"><ul style="list-style-type: none">◆ Participant chosen based on extra curricular activity and availability◆ Participants chosen based on leadership skills◆ Participants chosen based on diversity and social circles◆ Participants chosen based on their vulnerability to being “at risk”</div> <div data-bbox="496 930 584 1022"></div> <div data-bbox="1161 936 1404 1001"></div> <div data-bbox="1385 1018 1421 1041"><p>70</p></div>
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- ◆ Availability.
- ◆ Leadership skills.
- ◆ Diversity concerns and social circles.
- ◆ Participant chosen based on their vulnerability to being “at risk.”

The goal is to provide opportunities for a variety of participant and exposure to the entire school population by infiltrating different participant circles and organizations.



Section One – Participant Selection

NOTES:

Example of Student Selection

The Milan (Michigan) High School Administrator considered:

1. Success of the pilot program

- ♦ *Students were selected if it was believed that they might help the pilot program thrive. For example, it was anticipated that students with strong leadership skills would enhance the success of the program*

2. Grade point

- ♦ *Students having academic difficulties were not selected as their Student Resource Time would be better spent studying or being tutored*



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The Milan, Michigan, High School Assistant-Principal selected participant for the school's first TEEN CERT program in the following manner:

1. The Assistant-Principal wanted to ensure that the pilot program would be successful. As such, participant with strong leadership skills were included.
2. Only participant who were doing well academically were included. Participant having academic difficulties were not included because they needed to use their Participant Resource Time for studying or for being tutored.



Section One – Participant Selection

NOTES:

Participant Selection

(continued)

3. Availability

- ♦ *Participants already committed to sports and other activities were not selected if their Student (Participant) Resource Time was needed for the other pursuits*

4. Sophomore/Junior/Senior Status

- ♦ *An effort should be made to include a mix of sophomore junior and senior participants to ensure continuation of TEEN CERT after the seniors graduated*



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Participants were also selected based on their availability. Participants already committed to sports and other activities were not included because their Participant Resource Time was needed for their other pursuits.

The Assistant-Principal also wanted to ensure that the program would continue beyond the first year. For this reason, the Assistant-Principal included sophomores, juniors, and seniors. This way, after the seniors graduated, the sophomores and juniors could carry on the program. Freshmen were not included in the first class because they had not yet established themselves in school social circles.



Section One – Participant Selection

NOTES:	<div data-bbox="693 384 1213 485"><h3>Participant Selection</h3><p>(continued)</p></div> <div data-bbox="542 537 699 573"><p>5. Diversity</p></div> <div data-bbox="591 579 1343 684"><ul style="list-style-type: none">♦ <i>An effort should be made to bring in a diverse group of participants to ensure that TEEN CERT represents the entire student population</i></div> <div data-bbox="542 732 776 768"><p>6. Special Needs</p></div> <div data-bbox="591 774 1304 879"><ul style="list-style-type: none">♦ <i>Some participants may be selected based on their career pathways, a limited number may be selected based on “at risk” status</i></div> <div data-bbox="501 945 591 1033"></div> <div data-bbox="1164 953 1408 1012"></div> <div data-bbox="1386 1031 1417 1050"><p>73</p></div>
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The Assistant-Principal was also concerned that the TRIBAL TEEN CERT class reflects the diversity of the school population. This included both social diversity and ethnic diversity.

Last, some participants were selected based on their career goals, and a few were selected based on their “at risk” status.



Section One – Special Populations

NOTES:

Addressing Special Populations

Vocational Education Exploration:

- ♦ TEEN CERT can be a mini-component to an existing curriculum or a special topic area for those interested in careers in human/health services (e.g. law enforcement, fire, EMS)



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Addressing Special Populations

All traditional participants can benefit from TRIBAL TEEN CERT. In addition, special populations of participants often benefit from the program. Special populations of participants who should not be overlooked include:

Vocational Education Exploration: TRIBAL TEEN CERT can be a mini-component of an existing curriculum or a special topic area for those interested in human or health services (e.g., law enforcement, fire, emergency management, or EMS).



Section One – Special Populations

NOTES:

Addressing Special Populations

Special Education – Special Needs Individuals:

- ♦ Pilot programs demonstrated that special needs students can be successful participants in the TEEN CERT Program
- ♦ These participants are likely to increase their self-awareness and self-confidence and will gain life-long skills in self-protection if they are involved in an emergency or disaster situation



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Special Education – Special Needs Participant: Pilot programs demonstrated that special needs participant can be successful participants in the TRIBAL TEEN CERT Program. These participants are likely to increase their self-awareness and self-confidence and will gain life-long skills in self-protection if they are involved in an emergency or disaster situation.



Section One – Special Populations

NOTES:

Addressing Special Populations

At-Risk Youth:

- ♦ TEEN CERT has successfully involved students who have not participated in traditional school activities. TRIBAL TEEN CERT training provides an opportunity for these students to develop skills and confidence in their ability to react positively in emergency or disaster situations



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At-Risk Youth: TEEN CERT has been successful in involving participants who have not participated in traditional school activities. This involvement has been instrumental in empowering such youth. TRIBAL TEEN CERT training provides instruction that allows participants to develop skills and confidence in their ability to react in emergency or disaster situations.

In changing the culture of disaster preparedness and response, it is important to include the youth in the school environment. Classroom instruction will encourage youths to take TRIBAL TEEN CERT lessons home, thereby affecting the safety and well being of the home, as well as the community at large. The TRIBAL TEEN CERT curriculum works best when a diverse population participates in the program.



Section One – Class Size

NOTES:

Class Size

Optimum class size is 20 students when additional training and certification in CPR, AED, and First Aid are offered.

- ♦ Larger groups can receive the TEEN CERT curriculum when certification and additional training is not offered
- ♦ Since a large part of this experience consists of team building, mentoring, and empowerment, so small classes are recommended



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Class Size

Optimum class size depends on many factors, including classroom size, availability of assistant instructors (for large groups), and training equipment (e.g., First Aid supplies, manikins) as well as the school administrator's preference however, it is recommended, that class size be limited to 20 participants when additional training and certification in CPR, AED, and First Aid are to be provided. It should also be noted that the TRIBAL TEEN CERT program emphasizes team building, mentoring, and empowerment. Often large groups tend to compromise these latter outcomes.



Section One – TRIBAL TEEN CERT Members

<p>NOTES:</p>	<div data-bbox="685 357 1265 413" data-label="Section-Header"><h3>TEEN CERT Members</h3></div> <div data-bbox="609 546 1310 636" data-label="Text"><p><i>Potential TEEN CERT volunteers must agree to remain drug and alcohol free.</i></p></div> <div data-bbox="597 690 1321 779" data-label="Text"><p><i>This program reinforces positive student choices!</i></p></div> <div data-bbox="500 932 584 1022" data-label="Image"></div> <div data-bbox="1162 938 1408 1001" data-label="Image"></div> <div data-bbox="1386 1018 1417 1037" data-label="Text"><p>78</p></div>
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It is strongly recommended that TRIBAL TEEN CERT members agree to remain drug and alcohol free. One of the goals of the TRIBAL TEEN CERT program is to reinforce positive participant choices.



Section One – Sustaining the Program

NOTES:

Sustaining the TRIBAL TEEN CERT Program

Instructors (in conjunction with the school administration) should work to sustain the TEEN CERT program in four areas:

- ♦ Sustain student interest
- ♦ Maintain individual skills
- ♦ Maintain team skills
- ♦ Maintain political and financial support



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Sustaining a TRIBAL TEEN CERT Program

Sustaining the TRIBAL TEEN CERT program is one of the instructor's most important roles. The focus of these efforts should be on:

- ♦ Sustaining participant interest.
- ♦ Maintaining individual skills.
- ♦ Maintaining team skills.
- ♦ Maintaining political and financial support.



Section One – Sustaining Interest

NOTES:

Sustaining Student Interest

Ideas for sustaining student interest:

- ◆ Encourage TRIBAL TEEN CERTS to wear their t-shirts.
- ◆ Give TRIBAL TEEN CERTS responsibilities at school functions and community events
- ◆ Have periodic TRIBAL TEEN CERT meetings and/or workshops
- ◆ Invite TRIBAL TEEN CERTS to write articles for the school newspaper (e.g., “What TRIBAL TEEN CERT means to me”)



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Suggestions for sustaining participant interest include:

- ◆ Encourage TRIBAL TEEN CERTS to wear their t-shirts.
- ◆ Give TRIBAL TEEN CERTS responsibilities at school functions and community events.
- ◆ Have periodic CERT meetings and/or workshops.
- ◆ Invite CERTS to write articles for the school newspaper (e.g., “What TRIBAL TEEN CERT means to me”).



Section One – Maintaining Skills

NOTES:

Maintaining Individual Skills

Ideas for maintaining individual skills:

- ♦ Keep TRIBAL TEEN CERTS apprised of upcoming training events (e.g., Red Cross certification courses)
- ♦ Offering periodic workshops. (e.g., presentations from local emergency manager; weather service)
- ♦ Offering periodic reviews (especially in skill areas)
- ♦ Participate at community events (e.g., manning First Aid booth)



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Activities to aid in maintaining individual skills include:

- ♦ Keeping TRIBAL TEEN CERT members apprised of upcoming training events (e.g., Red Cross certification courses).
- ♦ Offering periodic workshops (e.g., presentations from local emergency managers, weather service).
- ♦ Offering periodic reviews (especially in skill areas).
- ♦ Encouraging participation at community events (e.g., manning the First Aid booth, Tribal fairs).



Section One – Maintaining Skills

NOTES:

Maintaining Team Skills

Ideas for maintaining team skills:

- ♦ Incorporating TRIBAL TEEN CERTS into the School Emergency Plan
- ♦ Team competitions with other schools' TRIBAL TEEN CERTS
- ♦ Team participation at community events (e.g., First Aid booth, Tribal fairs)
- ♦ Periodic workshops for team building exercises



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Team skills can be maintained through:

- ♦ Incorporating TRIBAL TEEN CERTS into the school's emergency plan.
- ♦ Conducting team competitions with other schools' TRIBAL TEEN CERTS.
- ♦ Encouraging the whole team's participation at community events (First Aid booth).
- ♦ Providing periodic workshops that focus on team building exercises and skills.



Section One – Sustaining Support

NOTES:

Sustaining Political and Financial Support

Ideas for sustaining political and financial support:

- ♦ Seek corporate sponsorship and support from local businesses (financial, donations of supplies)
- ♦ Encourage news and photo opportunities (invite local median to observe and report on the TRIBAL TEEN CERT program)
- ♦ Seek grants
- ♦ Let city council, school board, and other elected officials know how the program has benefited the school



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Political and financial support can be maintained through:

- ♦ Seek corporate sponsorship and support from local businesses (financial, donations of supplies).
- ♦ Encouraging the news media to visit during TRIBAL TEEN CERT drills and practices (great photo opportunities).
- ♦ Seeking grant funding.
- ♦ Informing the Tribal council/school board of how the program has benefited the school.



Section One – Other Program Considerations

NOTES:

Two Additional Considerations

- ♦ Graduation
- ♦ Incorporating TEEN CERT into the School Emergency Plan



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Relevant to sustaining the TRIBAL TEEN CERT program, consider the graduation ceremony and incorporating TRIBAL TEEN CERTs into the School's Emergency Plan.



Section One – Graduation

NOTES:

Graduation

Graduation serves two purposes:

- ◆ Recognizes and rewards students for their TRIBAL TEEN CERT successes
- ◆ Helps sustain the TRIBAL TEEN CERT Program



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Graduation

Graduation can serve two purposes:

1. First and foremost, graduation ceremonies are excellent ways to recognize participant accomplishments in the TRIBAL TEEN CERT program. For many participant, participation in the program will be among their most memorable school experiences. As such, we recommend that you organize a graduation ceremony that will ensure participant are properly acknowledged and rewarded.
2. Second, the graduation ceremony can help sustain interest in the TRIBAL TEEN CERT program. We suggest inviting parents, members of the school administration, Tribal/community leaders, representatives from local media, and representatives from Citizen Corps.



Section One – School Emergency Plan

NOTES:

Incorporating TRIBAL TEEN CERTS into the School Emergency Plan

- ◆ Discuss this option with school administration
- ◆ Milan High School's model



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Encourage school administrators to incorporate their TEEN CERT teams into the School's Emergency Plan. Milan High School has done so. Trained participants do not replace the plan or procedures that were in place prior to TRIBAL TEEN CERT. The TRIBAL TEEN CERT members enhance the school plan. Trained TRIBAL TEEN CERT members take part in tornado, fire, and evacuation drills in preparation for a real incident. When the drill is initiated the participants report to the High School Office (centrally located) where they meet the assistant principal. All participants must turn in an ID card to be hung on a board showing what part of the building the participant (in pairs) will be checking prior to reporting to an outside staging area for fire and evacuation or their assigned safety location for tornado. After retrieving their TRIBAL TEEN CERT bags from the sick room (also located in the office) the participants receive their assignments, check the assigned areas, and then report to their staging area. The drill is not complete until the entire school is checked and all TRIBAL TEEN CERT members are accounted for.



Section One – Sustaining the Program

NOTES:

Other Ways to Sustain Your TRIBAL TEEN CERT Program



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The instructor will ask class participants to share their ideas for sustaining the TRIBAL TEEN CERT program.



Section One – Time Line

NOTES:

Time Line/To Do List

- ◆ Please refer to the timeline and “to do” list in your handout



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The instructor will refer participants to the Time Line/To Do List on the next page.



TRIBAL TEEN CERT TIME LINE AND TO DO LIST

Time Line	Notes/To Do	Done
<i>Preparing to Teach</i>		
CERT Training		<input type="checkbox"/>
CERT Train-the-Trainer Course		<input type="checkbox"/>
<i>Gaining Approval</i>		
Approach Assistant Principal (AP) at local high school		<input type="checkbox"/>
CERT Trainer and AP meet with School District Superintendent		<input type="checkbox"/>
<i>Upon Approval</i>		
Trainer and AP develop training schedule		<input type="checkbox"/>
Select participant		<input type="checkbox"/>
Determine type of CERT Program that will be used		<input type="checkbox"/>
Schedule and plan Parents' Night		<input type="checkbox"/>
Conduct Parents' Night (distribute parents pre-training survey; 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"/>
<i>Deliver Training (CERT Curriculum)</i>		
Unit 1 (Disaster Preparedness)	Collect parents' survey; give participant pre-test; give participant pre-training survey (take-home)	<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 Exercise)	Distribute parents' post-survey; give participant post-test and post-survey	<input type="checkbox"/>
<i>Disaster Exercise</i>		
Conduct Exercise; provide participant with performance feedback	Give Homeland Security survey to participant; collect parents' post-training survey	<input type="checkbox"/>
		<input type="checkbox"/>
<i>Graduation</i>		
Plan graduation		<input type="checkbox"/>
Conduct graduation		<input type="checkbox"/>



Section One – Summary

NOTES:

Summary of Section One

In this section you learned:

- ♦ How to approach the school regarding TRIBAL TEEN CERT
- ♦ How to conduct Parents' Night
- ♦ How to schedule the TRIBAL TEEN CERT program



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In this section, instructors provided information on how to get a TRIBAL TEEN CERT program started. Specifically, they discussed how to approach the school and answer the school administrators' questions regarding the TRIBAL TEEN CERT program.

The instructors also explained how to conduct a Parent's Night meeting to explain the program to parents.

And, the instructors explained various methods for scheduling the TRIBAL TEEN CERT program.



Section One – Summary

NOTES:

Summary of Section One

- ♦ How to select students for the program
- ♦ How to sustain the TRIBAL TEEN CERT program
- ♦ How to develop a timeline and “to do” list to get the TRIBAL TEEN CERT program established



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In this section the instructors also gave recommendations regarding participant selection and sustaining the TRIBAL TEEN CERT program. Last, participants received a Time Line/To Do List to help organize their start-up activities.



Section One – Information Check

NOTES:

Information Check

Which of the following best represents the costs associated with the TEEN CERT program?

- A. First-time costs are completely covered by a DHS grant. Thereafter, schools must pay for equipment, materials, and instructional fees.
- B. Instructional costs are free; and while a DHS grant covers initial expenses for equipment, creative approaches will have to be developed to sustain the program.
- C. Instructional costs are free: the school is responsible for purchasing student manuals and backpacks.



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EXERCISE/ACTIVITY

This exercise provides participants with an opportunity to check their understanding of the material covered in section one.



Section One – Information Check

NOTES:

Information Check

The TEEN CERT curriculum takes approximately _____ to cover.

- A. 10 hours
- B. 20 hours
- C. 30 hours
- D. Both B & C



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Section One – Information Check

NOTES:

Information Check

Which of the following is correct?

- A. TEEN CERT is most effective when various public safety personnel teach the modules associated with their disciplines.
- B. TEEN CERT is most effective when it is presented as an after-school program.
- C. The lead TEEN CERT instructor should always be the school resource officer (SRO).



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Section One – Information Check

NOTES:

Information Check

The TEEN CERT program should be sustained in four ways: participant interest; individual skills; political and financial support; and _____.

- A. Team skills
- B. Social support
- C. Parental support



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TRIBAL TEEN CERT - Administration Page

Section Two: Teaching Methodology	
Duration	3.5 hours
Scope Statement	Understanding and teaching CERT to the adolescent learner.
Terminal Learning Objectives (TLO)	<p>At the conclusion of this section:</p> <ol style="list-style-type: none">1. Participants will explain the characteristics of an effective instructor.2. Participants will explain three types of learning styles.3. Participants will develop teaching activities to address each learning style.4. Participants will demonstrate an ability to manage the learning environment.5. Participants will examine course evaluation data and explain its meaning.
Enabling Learning Objectives (ELO)	<p>At the conclusion of this section, participants will:</p> <ol style="list-style-type: none">1. Explain five qualities of a successful instructor.2. Describe how people learn and which delivery methods (e.g., demonstration, discussion) result in the highest retention of course material.3. Explain the three learning styles and how to ensure that their delivery of course content reaches all three types of learners.4. Demonstrate three teaching activities.5. Explain two ways they can help adolescents develop as independent learners.6. Explain five tactics for successfully managing the classroom.7. Explain four tactics for ensuring they are prepared to teach.8. Explain the TRIBAL TEEN CERT program evaluation process and the role they will play in it.
Resources	Citizen Corps CERT Program
Instructor to Participant	1:25



Ratio (e.g., 1:25)	
Reference List	<p>M. Siberman, (1996), Active Training, pg 2, Jossey-Bass-Pfeiffer</p> <p>Kirpatrick, D. L. (1977) Evaluating training programs: Evidence vs. proof. Training and Development Journal, 31, 9-12.</p> <p>Source: www.chaminade.org/inspire/learnstl.htm</p> <p>Additional Learning Styles Assessment: www.ldpride.net/learning_style.html</p> <p>Puzzles and worksheets http://school.discovery.com</p> <p>Toastmasters International – <i>Tips for Public Speaking</i></p> <p>Adapted from Colin Rose (1987). Accelerated Learning. Learning Styles</p> <p>Copyright ©1996 Indiana University - Center for Adolescent Studies, all rights reserved.</p> <p>Gary M. Ingersoll, Ph.D. – Director – Classroom Management Style</p>
Practical Exercise Statement	Participant will participate in an Information check question and answer session at the end of section one.
Assessment Strategy	Through pre and post test instructors will assess participant progress and instructor effectiveness of the TRIBAL TEEN CERT program.
PARTICIPANT'S NOTE:	



Section Two - Methodology

NOTES:

SECTION TWO

Teaching Methodology



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Overview of Section Two

In this section, participants will learn the skills needed to deliver the CERT curriculum to the adolescent learners. Discussion and learning activities cover the qualities of a successful instructor, the teacher-participant relationship, and learning styles. In addition, participants will learn several teaching activities that will enhance their lectures and promote participant understanding of the course content. Classroom management and instructor preparedness are also covered. Last, the TRIBAL TEEN CERT program evaluation process is explained.



Section Two – Teaching Basics

NOTES:

Teaching Basics



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Section Two – Learning Experience

NOTES:

The Learning Experience

Exercise:

- ♦ Form groups
- ♦ Pick a recorder, timer, facilitator, and a reporter
- ♦ Follow the instructors directions and record your answers on the circular-chart paper
 - ♦ Share a positive learning experience
 - ♦ Explain why that learning experience was so meaningful
 - ♦ Focus on the person who provided the learning experience

Exercise time—20 minutes



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The Learning Experience

When we think back to our adolescent years, most of us can recall, with great pleasure, at least a few exceptional learning experiences—and, an outstanding teacher. Perhaps it was a parent who taught us how to swim, fish, or play ball. Or it may have been a very dedicated teacher who helped us master geometry. Regardless of the skill or subject taught to us, there were aspects of the learning experience that went beyond the subject itself. There was something special about the teacher.



Section Two – The Three R s

NOTES:

The Three “R’s”

- ◆ Relationships
- ◆ Relevance
- ◆ Rigor



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Almost every exceptional learning experience can be boiled down to three components, which may be remembered as the three Rs. These three Rs are *relationship*, *relevance*, and *rigor*. They should be central to your instructional methodology.



Section Two – Relationships

NOTES:

Tips For Developing Relationships

- ♦ Know your school (do your homework)
- ♦ Be enthusiastic, positive, and encouraging, and SMILE
- ♦ Tell something about yourself (e.g., career, hobbies)
- ♦ Allow students to tell about themselves



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Relationship: Relationship refers to the rapport that is established between the participant and the teacher. An outstanding teacher serves as a role model and coach for the participant. As such, it is imperative that the teacher establish a good relationship with the participant.

Instructors can do many things to solidify their rapport with their participant, the most important of which, is showing the participant that the instructor sincerely cares about them as individuals. Suggestions for establishing rapport include:

- ♦ Being aware of the school's social structure (e.g., names of the sports teams, upcoming events).
- ♦ Telling the participant something about yourself (e.g., hobbies, career, likes and dislikes).
- ♦ Encouraging the participant to tell about their ambitions, hobbies, and activities.



Section Two – Relationships

NOTES:

Tips For Developing Relationships

(continued)

- ♦ Be a good listener (active listening skills)
- ♦ Always use the participants names
- ♦ Let participants know what to expect
- ♦ Sincerely PRAISE your students *“Catch them doing something good!”*



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Additional tips for developing relationships include:

- ♦ Demonstrating good listening skills.
- ♦ Using the participant' names.
- ♦ Letting participant know what they can expect from the instructor.
- ♦ Sincerely praising the participant for their accomplishments.



Section Two – Relationships

NOTES:

Tips For Developing Relationships

(continued)

- ♦ Share your pride in your students with others
- ♦ Provide for basic human needs:
 - ♦ Power-students need choices
 - ♦ Belonging-students need to feel wanted
 - ♦ Meaning-your teaching must be relevant



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Other tips include:

- ♦ Sharing your pride in your participant with others.
- ♦ Provide for basic human needs, which include giving participant choices, showing participant that they are wanted, and ensuring that your teaching is relevant.



Section Two – Making Training Relevant

NOTES:

Making Training Relevant

- ♦ The TRIBAL TEEN CERT curriculum *is* relevant (life skills)
- ♦ Careful student selection can enhance the relevance of TRIBAL TEEN CERT
- ♦ It is important for students to realize how TRIBAL TEEN CERT can be useful in their lives (e.g., careers, letters of recommendation)
- ♦ Reinforce the reason for specific instruction and activities (e.g., head-to-toe layout in treatment area)
- ♦ Give homework with purpose



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Relevance: It is difficult to learn something that does not seem relevant to our lives. Something that lacks relevance is simply not interesting enough to hold our attention at a level needed for mastery of the information or skill. To be an effective teacher, one has to be able to demonstrate that what is being taught is relevant to the learner.

The CERT curriculum, by its very nature, is relevant—even for adolescents. Additional tactics that can be used to demonstrate its relevance include:

- ♦ Carefully selecting participant. For participant on a public safety or health care career path the CERT program is especially relevant.
- ♦ Showing participant how TRIBAL TEEN CERT can be useful in their lives (e.g., personal and family safety; learning to be a member of a team).
- ♦ Explaining the reason for specific instruction and activities (e.g., why treatment areas are laid out in a head-to-toe configuration).
- ♦ Giving homework assignments that have real purpose (i.e., avoid giving “busy work”).



Section Two – Rigor

NOTES:

Rigor

- ♦ Students must feel appropriately challenged:
 - ♦ Course material
 - ♦ Pace (have more prepared than you think your class will complete)
 - ♦ Application (skill performance)
- ♦ Instructor approval is extremely important



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Rigor: Work that is too challenging is stressful. Work that is too easy quickly becomes boring. An effective teacher ensures that his or her instruction is *appropriately* challenging for participant. An instructor should monitor participant progress carefully but should never underestimate the participant's abilities.



Section Two – How We Learn

NOTES:

How We Learn

When I *hear*, I forget,
When I *hear* and *see*, I remember a little,
When I *hear*, *see*, and *ask questions* or *discuss* with
someone else, I begin to understand,
When I *hear*, *see*, *discuss*, and *do*, I *acquire knowledge*
and *skill*,
When I *teach* to another, I *master*¹

*What I hear, I forget; What I see, I remember;
What I do, I understand.*

--Confucius



1. M. Silberman, (1998), *Active Training*, Jossey-Bass-Pfeiffer



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Learning

Confucius, the Chinese philosopher and educator once advised, “What I hear, I forget; what I see, I remember; what I do, I understand.” Modern day pundits have expanded on this wisdom:

*What I hear, I forget.
When I hear and see, I remember a little.
When I hear, see, and ask questions or discuss, I begin to understand.
When I hear, see, discuss, and do, I acquire knowledge and skill.
What I teach to another, I master.¹*

In short, learning is best accomplished when the learner is actively involved in the training.

¹ M. Silberman, (1996), *Active Training*, Jossey-Bass-Pfeiffer



Section Two – Retention

NOTES:

Retention

Advocates of active learning (i.e., “learning by doing”) suggest that retention is affected by how involved students are in the learning process.



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Retention

Advocates of active learning (i.e., “learning by doing”) suggest that retention is affected by how involved participants are in the learning process.



Section Two – How Do We Learn Best?

NOTES:

How Do You Think We Learn Best?

Match the learning activity with the retention rate!

Lecture

5%

30%

Practice by Doing

Discussion

50%

75%

Demonstration

2. M. Silberman, (1998), [Active Training](#), Jossey-Bass-Pfeiffer



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EXERCISE/ACTIVITY

The instructor will ask participants to consider the teaching methods shown (e.g., lecture, discussion) and try to assign the retention rates (e.g., 5%, 50%) to the teaching method associated with it.

After the class discussion, the instructor will follow up by pointing out:

This is not to say that lecture, reading, and audiovisuals have no place in a solid training program. Rather, it means that the instructor should incorporate a variety of content delivery methods into his or her presentation.



Section Two – Lesson Plan

NOTES:

Lesson Plan

Every lesson plan should include:

- ♦ Anticipatory step (gimmick)
- ♦ Instruction that reaches all three types of learners
- ♦ Guided practice
- ♦ Independent practice
- ♦ Closure (review and preview what's coming)



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Although the CERT curriculum is completely described in the Instructor's Guide, the instructor must still organize his or her lesson plan. Each lesson plan should include:

- ♦ An anticipatory step (sometimes referred to as a gimmick) that piques the participant's interest and sets the stage for what will be covered in the lesson.
- ♦ Instruction that reaches all types of learners (e.g., visual, auditory, and kinesthetic learners).
- ♦ An opportunity for participant's to practice with the instructor present to guide that practice.
- ♦ An opportunity for independent practice.
- ♦ Closure which consists of a review of what was covered in the lesson and what will be covered in the next lesson.



Section Two – Learning Styles

NOTES:

Learning Styles

1. Visual
2. Auditory
3. Kinesthetic



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Learning Styles

Including a variety of delivery methods into your training is important for retention, but it is also important because people differ in the way they learn. Three learning styles have been recognized². These styles are visual, auditory, and kinesthetic.

² M. Siberman, (1996), Active Training, pp Jossey-Bass-Pfeiffer



Section Two – Visual Learners

NOTES:

Characteristics of Visual Learners

- ♦ Note-takers
- ♦ Good sight vocabulary
- ♦ Notice details, catch typos
- ♦ Remember faces better than names
- ♦ Locate things easily
- ♦ May be distracted by visual stimuli



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Visual learners tend to notice details, take notes, have a good vocabulary, and remember faces better than names. They may be distracted, however by such extraneous visual stimuli such as a person walking past the classroom.



Section Two – Visual Learners

NOTES:

Instructional Strategies for Visual Learners

- ♦ PowerPoint
- ♦ Charts, graphs, diagrams, flash cards
- ♦ Color coding and underlining
- ♦ Outlines
- ♦ Modeling
- ♦ Self-checking activities



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Instructional strategies for the visual learner include the use of PowerPoint presentations, charts and graphics, color coding (of notes), outlines, and self-checking activities (e.g., worksheets, self-graded quizzes).



Section Two – Auditory Learners

NOTES:

Characteristics of Auditory Learners

- ♦ Talkers
- ♦ Tapping pencil or feet
- ♦ Like to play with words (puns)
- ♦ Oral readers
- ♦ Recite easily
- ♦ Sometimes bossy
- ♦ Remember names better than faces
- ♦ Good singers
- ♦ Often poor test takers



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Auditory learners are happy to recite or read out loud. They enjoy puns, tend to be talkative, and engage in tapping of pencils or feet. Auditory learners are often poor test takers.



Section Two – Auditory Learners

NOTES:

Instructional Strategies for Auditory Learners

- ♦ Speak clearly, varying the volume
- ♦ Give specific step-by-step directions
- ♦ Read aloud to them
- ♦ Verbal outlines (e.g., there are three main points: each has two supporting details)
- ♦ Repeat important ideas
- ♦ Use rhyme and rhythm

Young learners are auditory learners.



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The auditory learner is likely to do well with an instructor who speaks clearly and gives step-by-step instructions. They benefit from verbal outlines (e.g., “there are three main points; each has two supporting details”) and from an instructor who repeats important points.



Section Two – Kinesthetic Learners

NOTES:

Characteristics of Kinesthetic Learners

- ♦ Talk with their hands
- ♦ Are well coordinated, love physical education
- ♦ Like games
- ♦ Like dramatizations
- ♦ Facial expressions
- ♦ Uses fists before mouth
- ♦ Are very tactile (touches everyone's things)



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Kinesthetic learners tend to talk with their hands, enjoy learning games, and are very tactile (i.e., these are the participant who touch everyone's things).



Section Two – Kinesthetic Learners

<p>NOTES:</p>	<div data-bbox="610 359 1294 474"><h3>Instructional Strategies for the Kinesthetic Learner</h3></div> <div data-bbox="631 560 1206 749"><ul style="list-style-type: none">♦ Use activities that allow for movement♦ Use the chalkboard♦ Have them role play, model, demonstrate♦ Use cooperative activities♦ Allow them to help you</div> <div data-bbox="732 835 1159 903"><p><i>During early school years, we learn more kinesthetically.</i></p></div> <div data-bbox="498 949 584 1035"></div> <div data-bbox="1161 953 1406 1014"></div> <div data-bbox="1386 1033 1424 1052"><p>117</p></div>
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Instructional strategies for the kinesthetic learner include activities that allow for movement, role playing, cooperative activities, and helping the instructor with demonstrations.

This discussion on learning styles is not intended to cause the TRIBAL TEEN CERT instructor to “test” his/her participant’ learning styles. Rather, the instructor should be aware that participant may have different styles of learning. As such, the instructor should make an effort to include several delivery methods in his or her presentations rather than relying solely on lecture and reading assignments. The TRIBAL TEEN CERT curriculum contains a wide variety of learning activities that will address the needs of each type of learner.



Section Two – Identify Your Learning Styles

NOTES:

Identify Your Learning Style

- ◆ Refer to the Learning Styles handout and determine your own learning style
- ◆ Your responses may fall into all three columns, but one column will likely contain the most answers—this dominant column indicates your primary learning style

Source: www.chaminade.org/inspire/learnstl.htm

Additional Learning Styles Assessment: www.ldpride.net/learning_style.html



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EXERCISE/ACTIVITY

The instructor will direct participants to the Learning Styles Inventory on the next page. Participants will have the opportunity to identify their own predominate learning styles.



Learning Styles

This chart helps you determine your learning style; read the word in the left column and then answer the questions in the successive three columns to see how you respond to each situation. Your answers may fall into all three columns, but one column will likely contain the most answers. The dominant column indicates your primary learning style.

When you..	Visual	Auditory	Kinesthetic & Tactile
Spell	Do you try to see the word?	Do you sound out the word or use a phonetic approach?	Do you write the word down to find if it feels right?
Talk	Do you dislike listening for too long? Do you favor such words as <i>see</i> , <i>picture</i> , and <i>imagine</i> ?	Do you enjoy listening but are impatient to talk? Do you use such words as <i>hear</i> , <i>tune</i> , and <i>think</i> ?	Do you gesture and use expressive movements? Do you use such words as <i>feel</i> , <i>touch</i> , and <i>hold</i> ?
Concentrate	Do you become distracted by untidiness or movement?	Do you become distracted by sounds or noises?	Do you become distracted by activity around you?
Meet someone again	Do you forget names but remember faces or remember where you met?	Do you forget faces but remember names or remember what you talked about?	Do you remember best what you did together?
Contact people on business	Do you prefer direct, face-to-face, personal meetings?	Do you prefer the telephone?	Do you talk with them while walking or participating in an activity?
Read	Do you like descriptive scenes or pause to imagine the actions?	Do you enjoy dialogue and conversation or hear the characters talk?	Do you prefer action stories or are not a keen reader?
Do something new at work	Do you like to see demonstrations, diagrams, slides, or posters?	Do you prefer verbal instructions or talking about the situation with someone else?	Do you prefer to jump right in and try activities
Put something together	Do you look at the directions and the picture?		Do you ignore the directions and figure it out as you go along?
Need help with a computer application	Do you seek out pictures or diagrams?	Do you call the help desk, ask a neighbor, or growl at the computer?	Do you keep trying to do it, or try it on another computer?

Adapted from Colin Rose (1987). Accelerated Learning.



Section Two – Teaching Activities

NOTES:

Teaching Activities

- ♦ Demonstrations
- ♦ Puzzles and Work Sheets
- ♦ Question and Answer
- ♦ Group Inquiry
- ♦ Group Discussions
- ♦ Information Search
- ♦ Learning Tournaments (e.g., jeopardy)

Many of these activities will be demonstrated when the CERT modules are discussed (section three of this program).



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Teaching Activities

As mentioned previously, the CERT curriculum contains numerous learning activities that not only support retention of training content but also addresses the three learning styles. Still, instructors may wish to add supplemental learning activities, particularly for adolescent participant. The following techniques, or learning tools, will assist the instructor in developing activities for his or her participant.

Source: M. Siberman, (1996), Active Training, pp 5-6, Jossey-Bass-Pfeiffer



Section Two – Teaching Activities

NOTES:

Demonstrations

- Use: Teaching skills. This method gives the instructor the opportunity to model proper technique
- How to: The instructor must be fully aware of proper form (provided in the Instructor Guide) It is advised that the instructor “practice” doing the demo before trying it with students
- Examples: Virtually all skill areas (e.g., fire suppression, clearing airway) must be demonstrated by the instructor



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Demonstrations are excellent for helping participant acquire such skills as First Aid, searching, cribbing, and triage. Typically, the instructor demonstrates the skill for the participant and then provides the participant with opportunities to practice the skill. During practice, the instructor coaches the participant until the skill is mastered. The TRIBAL TEEN CERT Instructor’s Guide describes numerous demonstrations for the instructor to perform for his or her participant.



Section Two – Teaching Activities

NOTES:

Puzzles and Worksheets

Use: Teaching terminology and vocabulary and reinforcing learning of course content (good for take-home assignments)

How to: Puzzles and worksheets can be created by visiting:
<http://school.discovery.com>

Examples: See handout for examples



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Puzzles and worksheets are useful for teaching vocabulary and terminology and also for reinforcing learning. Instructors may assign puzzles or worksheets as take-home assignments to be done individually or in teams. Instructors can develop puzzles and worksheets, at no cost, by visiting: <http://school.discovery.com>.



Section Two – Teaching Activities

NOTES:

Question and Answer

Use: Reinforcing learning material

How to: The instructor should prepare questions in advance, and after asking the question, use some technique for calling on students (e.g., popsicle sticks with students' names on them) Students then answer the question

Examples: Reviewing what was taught in each CERT Unit



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Question and Answer is a useful technique for reinforcing learning. The instructor should prepare questions in advance, and after asking the question, should call on a participant to answer. To ensure that all participant participate, the instructor may want to use some type of tactic for calling on participant. For instance, the instructor may write participant' names on popsicle sticks and, after asking the question, draw a popsicle stick and direct the corresponding participant to answer the question.



Section Two – Teaching Activities

NOTES:

Group Inquiry

Use: Allowing students to gain in-depth understanding of course concept

How to: For group inquiry, the instructor presents the “basics” of the topic in lecture form. Then the class is divided into groups, and each group decides on 3 or 4 questions to ask the instructor to gain deeper understanding of the material. The class reconvenes, and each group asks the instructor the questions they developed.

Examples: Exploring and understanding Terrorism in Unit 8



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Group Inquiry allows participant to gain in-depth understanding of course content. For this activity, the instructor presents the “basics” of the topic in lecture form. Then, the class is divided into groups, and each group develops three or four questions to ask the instructor. The class reconvenes and each group poses their questions to the instructor.



Section Two – Teaching Activities

NOTES:

Group Discussion

Use: Good when subject is controversial or of a sensitive nature Also good for helping students apply concepts to real-life situations

How to: Divide the class into groups and give each group a specific discussion topic
Each group discusses the issue and then reports back to the class as a whole

Examples: Discussion of how students were affected by 911 or Hurricane Katrina (Unit 7: Disaster Psychology)



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Group Discussion is useful for helping participant explore a topic, particularly if the topic is controversial or of a sensitive nature. It is also good for helping participant apply concepts to real-life situations. Group discussion involves dividing the class into groups (i.e., to ensure that the class demographics are represented in each group). Each group is given a topic to discuss. When the class reconvenes, each group will report to the class as a whole.



Section Two – Teaching Activities

NOTES:

Information Search

- Use: Good technique for helping students to take ownership of their learning and to seek answers on their own
- How to: Class is divided into groups and given material to read. Class is also given a set of questions. Their mission is to find the answers in the reading material. Each group then reports their findings back to the class as a whole.
- Examples: For unit 9 review of the whole program, each group might be given a set of questions for one of the units



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Information Search is a useful technique for helping participant take ownership of their learning (i.e., seeking out their own information). For Information Search, the class is divided into groups, or teams. Each group is given a set of questions and is directed to find the answers in the reading material provided (e.g., CERT Participant Manual). When the class reconvenes, each group reports on their questions and the answers they discovered.



Section Two – Teaching Activities

<p>NOTES:</p>	<div data-bbox="662 375 1237 436"><h3>Learning Tournaments</h3></div> <div data-bbox="542 491 1386 596"><p><u>Use:</u> Good activity for developing teamwork and for reviewing large amount of material (e.g., program review) Also good for delivering dull material</p></div> <div data-bbox="542 625 1386 835"><p><u>How to:</u> Class is divided into teams and told what material should be studied Then the instructor poses questions to the class The first team with a correct answer wins a point At the end of the tournament, the team with the most points wins the tournament</p></div> <div data-bbox="542 865 1312 932"><p><u>Examples:</u> Program review (Unit 9) TEEN CERT safety rules</p></div> <div data-bbox="496 932 584 1020"></div> <div data-bbox="1162 938 1406 999"></div> <div data-bbox="1386 1016 1422 1037"><p>129</p></div>
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Learning Tournaments are an excellent tool for engaging participant in the tedious task of “reviewing.” Here, the class is divided into teams and told what material should be studied. Then the instructor poses questions to the class. The first team with the correct answer wins a reward. At the end of the tournament, the team with the most points wins the tournament (and it is excellent if the instructor provides a small treat or privilege to the winning team).



Section Two – The Adolescent Learner

NOTES:

Understanding the Adolescent Learner



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Understanding the Adolescent Learner



Section Two – The Adolescent Learner

NOTES:

Adolescence

Adolescence.... What is it?

- ♦ A transitional period linking childhood and adulthood
- ♦ Involves biological, cognitive, and socio-emotional changes--although these changes are relatively orderly, they can occur at different rates
- ♦ A time to move from a self-oriented position towards a sense of belonging within society—this development takes place gradually



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Understanding Adolescent Learners

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 adolescence the person gradually moves from a self-oriented position toward a sense of belonging within society.



Section Two – The Adolescent Learner

NOTES:

Addressing Adolescent Needs

Instructor needs to provide:

- ♦ Clear expectations
- ♦ Safety (not to take chances and make mistakes)
- ♦ Acknowledgement as an individual (respect)
- ♦ Ownership and involvement (student participation in demos, reading in class, instructional leadership)
- ♦ Opportunities for decision-making
- ♦ Opportunities for independence

The TEEN CERT program provides opportunity for student empowerment!



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Adolescents have specific needs which the instructor should strive to meet. These needs include:

- ♦ Clear expectations.
- ♦ Safety (not to take chances and make mistakes).
- ♦ Acknowledgment of the adolescent as an individual.
- ♦ Ownership and involvement in class activities.
- ♦ Opportunities for decision-making.
- ♦ Opportunities for independence.



Section Two – The Adolescent Learner

NOTES:

Helping Adolescents Develop as Learners

Moving from dependant to independent learners:

- ♦ To grow intellectually, adolescents need to take ownership of their learning
- ♦ The CERT curriculum provides an excellent forum growth because it teaches adult life skills
- ♦ Students will benefit from your guidance in this developmental process
- ♦ Clear up misconceptions about homework
- ♦ Students benefit from making study contracts and study plans



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Perhaps the greatest gift an instructor of adolescents can give is assistance in helping the teens take ownership of their learning. The CERT curriculum provides participant an excellent forum for such development because it focuses on adult life skills. Teens with many competing interests and demands however, may have difficulty with homework and studying. To assist your participant from a dependent learner to an independent learner the following homework/study plan is recommended:



Section Two – Adolescent Study Plans

NOTES:

Example of a Study Plan

1. Students should take notes, and they should use alternating ink colors for each class (doing so visually shows the end of one CERT course topic and the beginning of another)
2. After each class, students should review their notes, add any missing information, and then highlight main ideas (using a standard yellow highlighter)





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Study Plans

1. Participant should take notes, and they should use alternating ink colors for each class (doing so visually shows the end of one CERT course topic and the beginning of another).
2. After each class, participant should review their notes, add any missing information, and then highlight main ideas (using a standard yellow highlighter).



Section Two – Adolescent Study Plans

NOTES:	<div data-bbox="812 367 1096 472"><h3>Study Plan</h3><p>(continued)</p></div> <div data-bbox="576 514 1372 840"><ol style="list-style-type: none">3. Next, students should develop color-coded flash cards for each of the following:<ul style="list-style-type: none">♦ Main points♦ Vocabulary♦ Formulas (if applicable)4. Last, students should review previous notes and flashcards</div> <div data-bbox="495 924 1404 1029"></div>
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3. Next, participant should develop color-coded flashcards for each of the following:

- ♦ Main points.
- ♦ Vocabulary.
- ♦ Formulas (if applicable).

4. Last, participant should review previous notes and flashcards.



Section Two – Classroom Management

NOTES:

Classroom Management and Instructor Preparation



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Section Two – Classroom Management

NOTES:

Take a Proactive Approach

- ♦ Meet and greet students at the door
- ♦ Seat students appropriately
 - ♦ Horseshoe
 - ♦ Small groups
 - ♦ Traditional rows
- ♦ Make expectations and classroom guidelines clear
 - ♦ Attendance expectations
 - ♦ Share meeting dates, times, and locations
 - ♦ Acceptable language
 - ♦ Homework



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Take A Proactive Approach: The key to successful classroom management is a proactive approach—with the participant and in terms of instructor preparation.

Meet your participant at the door let them get to know you.

Seat your participant appropriately.

Make classroom expectations and guidelines clear.



Section Two – Classroom Management

NOTES:

Proactive Approach

(Continued)

- ◆ Student Behavior Expectations
 - ◆ Arrive on time
 - ◆ Come ready to learn
 - ◆ Do not interfere with others' learning or teaching
- ◆ Anticipate problems
 - ◆ Difficult or sensitive material (e.g., head-to-toe assessment)
 - ◆ Be prepared to re-teach, re-model, or re-practice
 - ◆ Give no more than three directions at a time
 - ◆ Allow enough time to complete assignments



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At the beginning of the training program, instructors should clearly inform participant as to the instructor's expectations. This includes telling participant what is expected of them in terms of behavior (e.g., promptness, attendance, classroom conduct). The instructor should also advise participant of meeting dates, times, and location.

The instructor should also anticipate problems such as:

Sensitive materials.

Re-teaching, re-model, and re-practice course materials.

Give no more than three directions at a time to participant.

Allow enough time to complete the assignment.



Section Two – Classroom Management

NOTES:

Proactive Approach

(Continued)

- ♦ Discuss handling interruptions (e.g., announcements, fire drill, assemblies)
- ♦ Be aware of school “climate”
 - ♦ Recent tragedies
 - ♦ Exciting news
 - ♦ Events
 - ♦ Exam schedule



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Additional things the instructor should be aware of, and plan for, including:

- ♦ Interruptions. For instance, the school may suddenly conduct a fire drill during the class period, or unexpectedly announce a school assembly.
- ♦ School climate. Since the instructor may only be present at the school periodically, the instructor should make an effort to stay abreast of the school’s on-going social climate (e.g., should a tragedy, such as a participant death occur, the instructor should be aware of how participant might be feeling, and may need to adjust the agenda accordingly).



Section Two – Classroom Management

NOTES:

Proactive Approach

(Continued)

- ♦ Pick your battles
 - ♦ Use humor and patience, and SMILE
 - ♦ Reinforce positive behavior
 - ♦ Allow opportunity for choice
- ♦ Be well prepared (more on this in a minute)



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- ♦ Instructors need to “pick their battles.” They may not be able to enforce every single rule (e.g., occasional chatting in class), but should definitely enforce the most important ones (e.g., safety).



Section Two – Classroom Management

NOTES:

When it is Necessary to be Reactive...

- ♦ Remain calm – don't get caught up in the student's emotion
- ♦ Choose to ignore
- ♦ Offer choices
- ♦ Avoid power struggles
- ♦ Be consistent



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When a Reactive Approach is Necessary: There will be times when an instructor must take a reactive approach. In these situations, keep in mind:

- ♦ It is imperative that the instructor remain calm. Do not get caught up in the participant's emotions.
- ♦ In some instances, it is wisest to choose to ignore minor infractions.
- ♦ Whenever possible, offer participant choices. For example, with dull material an instructor may say, "If you will just be patient while I cover this material, we will all take a break after this section."
- ♦ Avoid power struggles.
- ♦ Be consistent. The instructor should make every effort to be consistent—particularly when enforcing rules.



Section Two – Classroom Management

NOTES:

When it is necessary to be reactive...

- ♦ Make good use of the LOOK
 - ♦ Eyebrow
 - ♦ Facial expression
- ♦ Employ proximity control
 - ♦ Hand on desk
 - ♦ Hand on shoulder
- ♦ Whisper
- ♦ Have a private conversation
- ♦ Change seating if necessary



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- ♦ Often, a stern look is enough to bring a participant in line; at other times, placing your hand on the participant's desk or shoulder may elicit compliance.
- ♦ In the event a participant is performing poorly, or misbehaving in the classroom, often a private conversation with that participant may result in improvement.
 - ♦ At times, it may be necessary to change seating arrangements (e.g., to separate overly talkative participant).



Section Two – Classroom Management

NOTES:

Additional Comments

- ♦ Be patient Things may take longer to achieve in the classroom than you anticipate
- ♦ Be flexible You may have to tolerate behavior you didn't expect
- ♦ Make clear the limits you are prepared to accept
- ♦ Be sensitive Adolescents' moods may be up one day and down the next
- ♦ If needed, talk to the individual in private



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- ♦ Be patient. Things may take longer to achieve in the classroom than you anticipate.
- ♦ Be flexible. You may have to tolerate behavior you didn't expect.
- ♦ Make clear the limits you will accept.
- ♦ Be sensitive as adolescent moods may be up one day and down the next.
- ♦ If necessary, talk to the individual in private.



Section Two – Instructor Preparedness

NOTES:

Instructor Preparedness

- ♦ Arrive early
- ♦ Check materials and supplies
 - ♦ Computer passwords
 - ♦ Power point, handouts, demo-materials
 - ♦ Room access
 - ♦ Phone access
- ♦ Expect the unexpected (e.g., copy machine is down)
- ♦ Overcoming stage fright (review public speaking tips)



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Instructor Preparedness

One hallmark of an excellent instructor is that instructor's ability to be fully prepared for each class. In preparing to teach, keep in mind the following:

- ♦ Arrive early for each class session. Things do go wrong sometimes and an early arrival will provide an opportunity to fix things before participant arrive.
- ♦ Carefully read each unit prior to the training date. Pay close attention to the "instructor prep" information.
- ♦ Double check supplies and equipment. Make sure everything is in proper working order and that all supplies that will be needed are ready.
- ♦ Check with the school administration for computer passwords, telephone access, and room access.
- ♦ Review public speaking tips (Overcoming stage fright).



Section Two – Public Speaking

NOTES:

Tips For Successful Public Speaking

Feeling nervous before a speech is natural and healthy. But, too much nervousness can be detrimental. Here are ways you can control your nervousness and make effective, memorable presentations:

1. Know the room
 - ♦ Be familiar with the place in which you will speak
2. Know the audience
 - ♦ Greet some of the audience as they arrive



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10 Tips for Successful Public Speaking

Feeling some nervousness before giving a speech is natural and healthy. It shows you care about doing well. But too much nervousness can be detrimental. Here's how you can control your nervousness and make effective, memorable presentations:

1. **Know the room.** Be familiar with the place in which you will speak. Arrive early, walk around the speaking area, and practice using the microphone and any visual aids.
2. **Know the audience.** Greet some of the audience as they arrive. It's easier to speak to a group of friends than to a group of strangers.



Section Two – Public Speaking

NOTES:

Tips For Successful Public Speaking

(Continued)

3. Know your material
 - ♦ Practice your speech and revise it if necessary
4. Relax
 - ♦ Ease tension by doing exercises
5. Visualize yourself giving your speech
 - ♦ When you visualize yourself as successful, you will be successful



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3. **Know your material.** If you're not familiar with your material or are uncomfortable with it, your nervousness will increase. Practice your speech and revise it if necessary.
4. **Relax.** Ease tension by doing exercises.
5. **Visualize yourself giving your speech.** Imagine yourself speaking, your voice loud, clear, and assured. When you visualize yourself as successful, you will be successful.



Section Two – Public Speaking

NOTES:

Tips For Successful Public Speaking (Continued)

6. Realize that people want you to succeed
7. Don't apologize
 - ♦ You may be calling the audience's attention to something they hadn't noticed. Keep silent if some little thing goes wrong



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6. **Realize that people want you to succeed.** Audiences want you to be interesting, stimulating, informative, and entertaining. They don't want you to fail.
7. **Don't apologize.** If you mention your nervousness or apologize for any problems you think you have with your speech, you may be calling the audience's attention to something they hadn't noticed. Keep silent.



Section Two – Public Speaking

NOTES:

Tips For Successful Public Speaking

(Continued)

8. Concentrate on the message -- not the medium
 - ♦ Focus your attention on your message and your audience
9. Turn nervousness into positive energy
 - ♦ Harness your nervous energy and transform it into vitality and enthusiasm
10. Gain experience
 - ♦ Experience builds confidence, which is the key to effective speaking



Source: Toastmasters International



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8. **Concentrate on the message -- not the medium.** Focus your attention away from your own anxieties, and outwardly on your message and your audience. Your nervousness will dissipate.
9. **Turn nervousness into positive energy.** Harness your nervous energy and transform it into vitality and enthusiasm.
10. **Gain experience.** Experience builds confidence, which is the key to effective speaking. A Toastmasters club can provide the experience you need.



Section Two – Instructor Issues to Think About

NOTES:

Things to Think About

Talk to the administration about your role as a guest in the school:

- ♦ Instructor - student relationship (be aware of student infatuation)
- ♦ Field trips or off grounds training
- ♦ Instructor language
- ♦ Instructor's unexpected delay or absence
- ♦ Attire
- ♦ Bringing in guest speakers (fingerprints and background checks)
- ♦ Student discipline



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The instructor should talk to the school administrator about his or her role as a guest in the school. Instructors should understand what the school administrator expects in terms of:

- ♦ Instructor-participant relationship. Instructors should be aware of the potential for participant infatuation. Instructor – participant relationships are forbidden as well as fraternization away from school. Many school systems have strict policies regarding this.
- ♦ Procedures for field trips (e.g., are they allowed, are parental permission notes required).
- ♦ Instructor language (e.g., no cursing).
- ♦ What to do if the instructor will be late or must be absent.
- ♦ Expected instructor attire.
- ♦ Procedures for bringing in guest speakers (e.g., whether fingerprint and background checks required).
- ♦ Be knowledgeable of the school discipline policy.



Section Two – Classroom Management Style

NOTES:

What is your classroom
management style?

Exercise: Refer to handout



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EXERCISE/ACTIVITY

The instructor will direct participants to the Classroom Management Style quiz on the next pages. Participants will respond to 12 statements regarding classroom management and may score their own quizzes using the directions provided. Information about four types of classroom management styles is offered.



What is your classroom management profile?

Answer these 12 questions and learn more about your classroom management profile. The steps are simple:

- ♦ Read each statement carefully.
- ♦ Write your response, from the scale below, on a sheet of paper.
- ♦ Respond to each statement based upon either actual or imagined classroom experience.
- ♦ Then, follow the scoring instructions below. It couldn't be easier!

1. Strongly Disagree
2. Disagree
3. Neutral
4. Agree
5. Strongly Agree

- (1) If a participant is disruptive during class, I assign him/her to detention, without further discussion.
- (2) I don't want to impose any rules on my participant.
- (3) The classroom must be quiet in order for participant to learn.
- (4) I am concerned about both what my participant learn and how they learn.
- (5) If a participant turns in a late homework assignment, it is not my problem.
- (6) I don't want to reprimand a participant because it might hurt his/her feelings.
- (7) Class preparation isn't worth the effort.
- (8) I always try to explain the reasons behind my rules and decisions.
- (9) I will not accept excuses from a participant who is tardy.
- (10) The emotional well-being of my participant is more important than classroom control.
- (11) My participant understand that they can interrupt my lecture if they have a relevant question.
- (12) If a participant requests a hall pass, I always honor the request.

To score your quiz,

Add your responses to statements 1, 3, and 9. This is your score for the [authoritarian style](#).

Statements 4, 8 and 11 refer to the [authoritative style](#).

Statements 6, 10, and 12 refer to the [laissez-faire style](#).

Statements 2, 5, and 7 refer to the [indifferent style](#).

The result is your classroom management profile. Your score for each management style can range from 3 to 15. A high score indicates a strong preference for that particular style. After you have scored your quiz, and determined your profile, read the descriptions of each management style. You may see a little bit of yourself in each one.



As you gain teaching experience, you may find that your preferred style(s) will change. Over time, your profile may become more diverse or more focused. Also, it may be suitable to rely upon a specific style when addressing a particular situation or subject. Perhaps the successful teacher is one who can evaluate a situation and then apply the appropriate style. Finally, remember that the intent of this exercise is to inform you and arouse your curiosity regarding classroom management styles.

The classroom management styles are adaptations of the parenting styles discussed in *Adolescence*, by John T. Santrock. They were adapted by Kris Bosworth, Kevin McCracken, Paul Haakenson, Marsha Ritter Jones, Anne Grey, Laura Versaci, Julie James, and Ronen Hammer.

Authoritarian

The authoritarian teacher places firm limits and controls on the participant. Participant will often have assigned seats for the entire term. The desks are usually in straight rows, and there are no deviations. Participant must be in their seats at the beginning of class, and they frequently remain there throughout the period. This teacher rarely gives hall passes or recognizes excused absences.

Often, it is quiet. Participant know they should not interrupt the teacher. Since verbal exchange and discussion are discouraged, the authoritarian's participant do not have the opportunity to learn and/or practice communication skills.

This teacher prefers vigorous discipline and expects swift obedience. Failure to obey the teacher usually results in detention or a trip to the principal's office. In this classroom, participant need to follow directions and not ask why.

At the extreme, the authoritarian teacher gives no indication that he\she cares for the participant. Mr. Doe is a good example of an authoritarian teacher. His participant receive praise and encouragement infrequently, if at all. Also, he makes no effort to organize such activities as field trips. He feels that these special events only distract the participant from learning. After all, Mr. Doe believes that participant need only listen to his lecture to gain the necessary knowledge.

Participant in this class are likely to be reluctant to initiate activity, since they may feel powerless. Mr. Doe tells the participant what to do and when to do it. He makes all classroom decisions. Therefore, his style does little to increase achievement motivation or encourage the setting of personal goals.

One middle-school pupil reacts to this teaching style:

I don't really care for this teacher. He is really strict and doesn't seem to want to give his participant a fair chance. He seems unfair, although that's just his way of getting his point across.

Authoritative

The authoritative teacher places limits and controls on the participant but simultaneously encourages independence. This teacher often explains the reasons behind the rules and decisions. If a participant is disruptive, the teacher offers a polite, but firm, reprimand. This teacher sometimes metes out discipline, but only after careful consideration of the circumstances.



The authoritative teacher is also open to considerable verbal interaction, including critical debates. The participant know that they can interrupt the teacher if they have a relevant question or comment. This environment offers the participant the opportunity to learn and practice communication skills.

Ms. Smith exemplifies the authoritative teaching style. She exhibits a warm and nurturing attitude toward the participant and expresses genuine interest and affection. Her classroom abounds with praise and encouragement. She often writes comments on homework and offers positive remarks to participant. This authoritative teacher encourages self-reliant and socially competent behavior and fosters higher achievement motivation. Often, she will guide the participant through a project, rather than lead them.

A participant reacts to this style:

I like this teacher. She is fair and understands that participant can't be perfect. She is the kind of teacher you can talk to without being put down or feeling embarrassed.

Laissez-faire

The laissez-faire teacher places few demand or controls on the participant. "Do your own thing" describes this classroom. This teacher accepts the participant's impulses and actions and is less likely to monitor their behavior.

Mr. Jones uses a laissez-faire style. He strives to not hurt the participant's feelings and has difficulty saying no to a participant or enforcing rules. If a participant disrupts the class, Mr. Jones may assume that he is not giving that participant enough attention. When a participant interrupts a lecture, Mr. Jones accepts the interruption with the belief that the participant must surely have something valuable to add. When he does offer discipline, it is likely to be inconsistent.

Mr. Jones is very involved with his participant and cares for them very much. He is more concerned with the participant' emotional well-being than he is with classroom control. He sometimes bases classroom decisions on his participant' feelings rather than on their academic concerns.

Mr. Jones wants to be the participant' friend. He may even encourage contact outside the classroom. He has a difficult time establishing boundaries between his professional life and his personal life.

This overindulgent style however is associated with participant' lack of social competence and self-control. It is difficult for participant to learn socially acceptable behavior when the teacher is so permissive. With few demands placed upon them, these participant frequently have less motivation to achieve.

Regardless, participant often like this teacher. A middle school participant says:

This is a pretty popular teacher. You don't have to be serious throughout the class. But sometimes things get out of control, and we learn nothing at all.



Indifferent

The indifferent teacher is not very involved in the classroom. This teacher places few demands, if any, on the participant and appears generally uninterested. The indifferent teacher just doesn't want to impose on the participant. As such, he/she often feels that class preparation is not worth the effort. Things like field trips and special projects are out of the question. This teacher simply won't take the necessary preparation time. Sometimes, he/she will use the same materials, year after year.

Also, classroom discipline is lacking. This teacher may lack the skills, confidence, or courage to discipline participant.

The participant sense and reflect the teacher's indifferent attitude. Accordingly, very little learning occurs. Everyone is just "going through the motions" and killing time. In this aloof environment, the participant have very few opportunities to observe or practice communication skills. With few demands placed on them and very little discipline, participant have low achievement motivation and lack self-control.

According to one participant:

This teacher can't control the class, and we never learn anything in there. There is hardly ever homework, and people rarely bring their books.

Mrs. Johnson is a good example of an indifferent teacher. She uses the same lesson plans every year, never bothering to update them. For her, each day is the same. She lectures for the first twenty minutes of class. Sometimes she will show a film or a slideshow. When she does, it becomes a substitute for her lecture, not a supplement. If there is any time left (and there always is), she allows participant to study quietly and to talk softly. As long as they don't bother her, she doesn't mind what they do. As far as she is concerned, the participant are responsible for their own education.

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Gary M. Ingersoll, Ph.D. - Director

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Section Two – Program Evaluation

NOTES:

Program Evaluation



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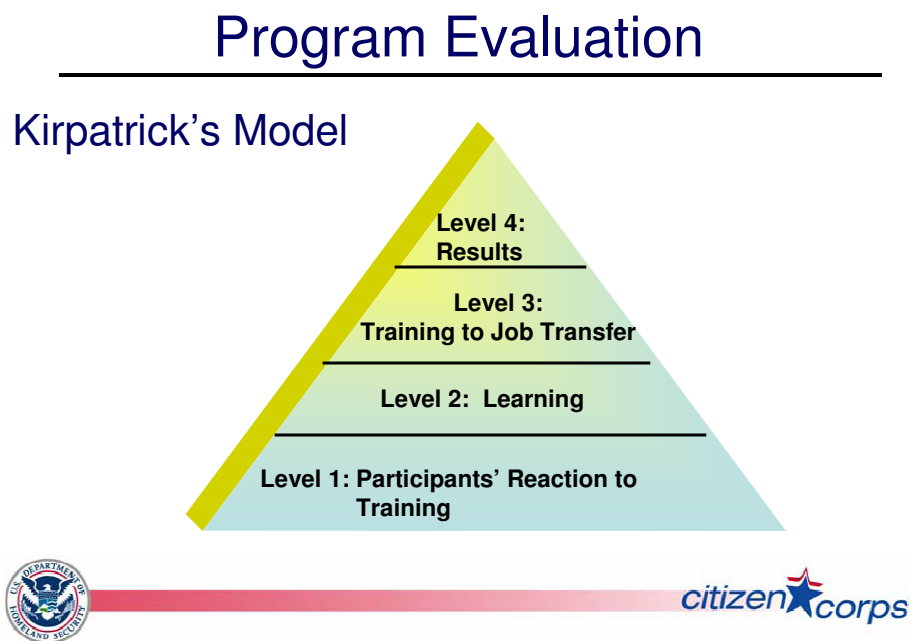
Overview of the Evaluation Process

The goal of any training program is to enhance the participant's knowledge, skills, and/or abilities relevant to the training topic. In order to determine if this goal has been accomplished, it is necessary to systematically (and quantitatively) evaluate the effectiveness of the training program. A comprehensive program evaluation process will help us identify what is "working" and what is not and will allow us to make needed adjustments.



Section Two – Program Evaluation

NOTES:



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Although there are a variety of models that can be used to evaluate training effectiveness, the TRIBAL TEEN CERT program uses the model suggested by Kirpatrick.³ This model evaluates training on four levels:

Level 1: Participant's Reaction to Training.

Level 2: Learning.

Level 3: Training-to-job Transfer (or behavioral change).

Level 4: Results.

³ Kirpatrick, D. L. (1977) Evaluating training programs: Evidence vs. proof. *Training and Development Journal*, 31, 9-12.



Section Two – Program Evaluation

NOTES:

Program Evaluation

Level 1: Participant's Reaction to Training

- ♦ Did they feel that they benefited from the training?
- ♦ Did they think the instructor did a good job?
- ♦ Did they enjoy the training (or were they bored)?
- ♦ Did the training meet their expectations?
- ♦ Would they recommend the training to others?

A favorable reaction from participant is nice, but...



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Participant' Reaction to Training –At this level the focus is on the participant' perception of the training. For example: Did participant like the training?; did participant feel the instructor did a good job?; did participant feel they benefited from the training?



Section Two – Program Evaluation

NOTES:

Participant's Reaction to Training

Course Evaluation

I learned a lot in this course	1	2	3	④	5
The course was interesting	1	2	3	④	5
Participation was encouraged	1	2	3	4	⑤
Examples used were helpful	1	2	③	4	5
The instructor was knowledgeable	1	2	3	4	⑤
I would recommend this course	1	2	3	4	⑤



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Participant' reaction to training is typically assessed using an opinion survey. A number of statements concerning the course (e.g., "The course was interesting") are given. Participants respond using a scale provided.



Section Two – Program Evaluation

NOTES:

Program Evaluation

Level 2: Learning

- ♦ Did the students already know the information?
- ♦ Did the students learn what was taught during the class?
- ♦ How well did the students learn what was taught?

It is certainly good that the students learned something but....



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Learning—Level two evaluation is concerned with the extent to which participant learned what was taught in the course. This is commonly measured in terms of pre and post knowledge tests. It is expected that participant will perform better on the post-test than they did on the pre-test.



Section Two – Program Evaluation

NOTES:

Program Evaluation

Level 3: Behavioral Change

- ♦ Can the students do anything better because of what they learned in training?
 - ♦ Safer?
 - ♦ More Efficient?
 - ♦ More Accurate?

It is very good when training produces positive change in behavior but there is one thing that's even better....



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Level 3, or Behavior Change—At this level, we are assessing whether or not the training resulted in changes in behavior or performance. If this were an on-the-job training program, we would be examining whether or not knowledge and skills acquired in training actually enhances work performance. In terms of TRIBAL TEEN CERT, this level looks at how well lessons learned in the classroom translate to performance outside of the classroom such as during the final disaster exercise.



Section Two – Program Evaluation

NOTES:

TEEN CERT Level Three Evaluation

Disaster Debriefing and Feedback

Applicable	Dimension	Marginal	Acceptable	Outstanding	Comments
X	Teamwork		X		
X	Overall Demeanor			X	
X	Size-up and Safety		X		
X	Fire Suppression			X	
X	Triage	X			



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For the TRIBAL TEEN CERT Program, level three evaluation data is collected during the disaster simulation. While the primary purpose of The Disaster Debriefing and Feedback evaluation form is to provide participant with feedback on their performance during the disaster exercise, data collected here can also be used to determine training effectiveness. For example, if participant consistently perform poorly on triage, it is likely that the training relevant to triage has not been sufficient.



Section Two – Program Evaluation

NOTES:

Program Evaluation

Level 4: Results

In a real-life emergency, can TEEN CERT graduates really make a difference (e.g., protect their own safety, the safety of others)?

If we can answer “yes” here, we have truly accomplished something wonderful....



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Results—This level of evaluation can be seen as a “global” or overall assessment of training effectiveness and it is much more difficult to measure than the previous three levels. In terms of TRIBAL TEEN CERT, we would be looking at how well course participants perform in an actual emergency situation. Often data for this evaluation level is collected through reports following a real-life emergency.



Section Two – Program Evaluation

NOTES:

TEEN CERT Program Evaluation

Pre-Training Evaluation Instruments:

- ♦ Parents' Pre-Training Survey
- ♦ Participants' Pre-Training Survey
- ♦ Pre-Training Knowledge Test



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Evaluation Components

Discussion of the evaluation components (or instruments) is organized in terms of when they are used—that is, pre-training or post-training. *A copy of each instrument (and a summary regarding administration) is included on the CD distributed earlier.*

Pre-training instruments include:

- ♦ Parent's Pre-Training Survey.
- ♦ Participant's Pre-Training Survey.
- ♦ Pre-Training Knowledge Test.



Section Two – Program Evaluation

NOTES:

Program Evaluation

Parents' Pre-Training Survey:

- ♦ Rationale:
 - ♦ Determine parents' expectations
 - ♦ Generate interest, support, and involvement
- ♦ Distribute at Parents' Information Night
- ♦ Anonymous and confidential



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TRIBAL TEEN CERT Pre-Training Parents' Survey—This survey is typically distributed to parents at the Parents' Night meeting. The purpose of this survey is to determine the parents' expectations of the TRIBAL TEEN CERT program. It is expected that this survey will serve two important purposes. One, it will help program developers and administrations ensure that they are meeting parents' needs and two, it may generate parent interest and support for the TRIBAL TEEN CERT program, both of which are essential to the overall success of TRIBAL TEEN CERT. Instructors are urged to distribute and collect as many of these surveys as is possible, recognizing that some parents will not complete the survey and should not be badgered into doing so.



Section Two – Program Evaluation

NOTES:

Program Evaluation

Students' Pre-Training Survey

- ♦ Rationale:
 - ♦ Identify student's attitudes about their abilities to handle emergencies
 - ♦ Assess student's emergency skills
- ♦ Give takehome assignment after first class encourage students to have parents help them
- ♦ Keep surveys anonymous and confidential



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TRIBAL TEEN CERT Pre-training Student Survey—This survey is typically given to students on their first day of class and should be given as a take-home assignment. The purpose of the survey is to measure student attitudes about themselves (e.g., confidence in handling emergencies) prior to training. The second section of the survey asks participant to rate their emergency skills (e.g., First Aid) and describe how their skills were acquired. Students are encouraged to have a parent help them fill out this section (which is why this is given as a take-home assignment). Instructors should ensure that the students bring their completed surveys back to class during the second classroom session.



Section Two – Program Evaluation

NOTES:

Program Evaluation

Pre-Training Knowledge Test

- ♦ Establishes level of knowledge before training and is to be compared with post-training test scores
- ♦ Advise participants that they are not expected to know the answers
- ♦ Participants do not put their names on the tests



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TRIBAL TEEN CERT Knowledge Pre-Test—This 30-question pre-test should be given at the start of the first class session (instructors should set aside sufficient time) prior to delivery of any training. Instructors should explain to participant that, while they should answer to the best of their ability, they should not be alarmed if they do not know some (or any) of the answers.



Section Two – Program Evaluation

NOTES:

Program Evaluation

Post-training Evaluation Instruments:

- ♦ Parents' Post-Training Survey
- ♦ Department of Homeland Security Survey
- ♦ Participants' Post-Training Survey
- ♦ Post-Training Knowledge Test
- ♦ Disaster Exercise Evaluation



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Post-training evaluation instruments include:

- ♦ Parents' Post-Training Survey.
- ♦ Department of Homeland Security Survey.
- ♦ Participant' Post-Training Survey.
- ♦ Post-Training Knowledge Test.
- ♦ Disaster Exercise Debriefing and Feedback.



Section Two – Program Evaluation

NOTES:

Program Evaluation

Parents' Post-Training Survey:

- ♦ Mirrors the pre-training survey, reworded to reflect parents' perceptions of change in their children
- ♦ Distribute to participants after disaster exercise or on last day of classroom training. Have students deliver the surveys to their parents
- ♦ Have students return it before (or at) TRIBAL TEEN CERT graduation



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TRIBAL TEEN CERT Post-Training Parent Survey—This survey mirrors the pre-training parent survey but is reworded to reflect how the parents' perceive their children benefited from the TRIBAL TEEN CERT training. Typically, this survey is given to participant on the last day of class (usually following the disaster exercise). Participant are asked to take the survey home to their parents and return it to the instructor before TRIBAL TEEN CERT graduation.



Section Two – Program Evaluation

NOTES:

Program Evaluation

Department of Homeland Security Level 1 Survey

- ♦ Required as a provision of the grant
- ♦ Distribute after disaster exercise
- ♦ Collect it at (or before) graduation
- ♦ Encourage participant to fill it out, but do not force them to comply



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Department of Homeland Security Participant Assessment of Course and Instructors—it is mandatory, under the TRIBAL TEEN CERT grant provisions, that instructors use this survey. Instructors should distribute the survey following the disaster exercise and make every effort to collect the completed surveys from the participant before graduation. Instructors however should never force participant to fill out the survey.



Section Two – Program Evaluation

NOTES:

Program Evaluation

Post-Training Knowledge Test

- ♦ Identical to pre-test
- ♦ May be used as a certification test (have students put name on test if used for certification)
- ♦ Administer test on last day of classroom training



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TRIBAL TEEN CERT Post-Training Knowledge Test—The post-training knowledge test is identical to the pre-training knowledge test. It should be administered on the last day of classroom training (before the disaster exercise). The instructor, in conjunction with the school administrator, will decide whether the post-test will be used as a TRIBAL TEEN CERT certification test. A scoring key will be provided to the instructor to ensure fast scoring turn-around time in the event that a passing score is required for graduation/certification.



Section Two – Program Evaluation

NOTES:

Program Evaluation

Student Post-Training Survey

- ♦ Mirrors pre-training survey but includes questions regarding reaction to training and rating of skills
- ♦ Distribute on last day of class, collect before graduation
- ♦ Keep anonymous and confidential



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TRIBAL TEEN CERT Post-Training Participant Survey—This survey mirrors the pre-training survey but has been reworded to reflect how the participant feel after training. The survey also contains a section regarding their opinions of the training that are not reflected on the Homeland Security Survey (e.g., will participant continue to participate in TRIBAL TEEN CERT activities after high school). Also, on this survey participant are asked to rate their skills but are not asked to explain how the skills were acquired as most are likely to report that the skills were acquired through TRIBAL TEEN CERT training.



Section Two – Program Evaluation

NOTES:

Program Evaluation

Disaster Drill Evaluation

- ♦ Ensure skill is performed correctly
- ♦ Provide with performance feedback
- ♦ Collect data to ensure course material is getting the job done
- ♦ Leave the student with a sense of accomplishment



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Disaster Exercise Evaluation and Feedback—The Disaster Exercise Debriefing and Feedback instrument has four purposes:

- ♦ To ensure participant are performing skills correctly.
- ♦ To provide participant with performance feedback.
- ♦ To collect data to ensure course material is getting the job done.
- ♦ To leave the participant with a sense of accomplishment.



Section Two – Program Evaluation

NOTES:

Program Evaluation

Evaluating the Disaster Drill:

- ♦ Prepare class in advance
 - ♦ Discuss performance expectations
 - ♦ Coach with skill drills at the end of each unit
 - ♦ Stop the drill if safety is compromised
- ♦ Feedback should always be positive-negative-positive
- ♦ Beware of personal bias



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Prior to the disaster drill instructors should prepare participant. The instructor should explain what he or she expects of the participant and should thoroughly coach participant in proper technique. The disaster drill should only be stopped if safety is, or is about to be, compromised.

Feedback should always be provided in a positive-negative-positive manner. That is, begin by telling participant what they did correctly, then tactful point out mistakes. End the debriefing with a positive comment.

It is important that the evaluator is aware of, and makes every effort to avoid, common rater errors. These errors include:

- ♦ Halo error—Halo errors occur when the evaluator looks at one aspect of the participant's performance and subconsciously rates all other aspects of the participant's performance based on that one feature. In other words, the instructor forms an overall impression of the participant and gives ratings based on this overall impression. For example, a participant may do an excellent job of sizing-up the situation but perform poorly during triage. If the evaluator has been impressed by the excellent size-up, he or she may inadvertently give the participant high ratings on triage even though performance was poor.



- ♦ Leniency, Strictness, and Central Tendency—This is a “collection” of rater errors, and most of us have a tendency to do one of them. Leniency error refers to the tendency to rate everyone favorably (i.e., everyone is given a 4 or 5 rating). Strictness error is just the opposite. Here, the evaluator is likely to rate everyone harshly. The central tendency is a bias for which the evaluator rates every performer as average (i.e., everyone is rated, on each skill as “3”).
- ♦ “Similar to Me”—Some raters may also subconsciously rate those participant whom the evaluator favors, or perceives to be similar to himself or herself, more favorably than other participant.

The best way to avoid making rating errors is to be very familiar with the expected performance for each skill and rate each skill area independently of others. In addition, the lead instructor should ensure that any assistant instructors who will be evaluating participant during the disaster exercise are aware of potential biases.

After completing the evaluation, it is imperative that instructors go over the ratings with the participant. This debriefing should be conducted with continued participant development in mind. Instructor comments should be ***honest***—while good performance should be complimented, comments regarding poor performance should be expressed tactfully and followed by suggestions for improving future performance.



Section Two – Program Evaluation

NOTES:

Importance of This Data for the Instructor

In-Class Exercise (refer to handout):

Look at the data provided and try to answer the following questions:

- ♦ Did the students value the training?
- ♦ Did the students learn what was taught?
- ♦ Were the students able to put what they learned into practice?

The program evaluation data helps the instructor adjust/improve his or her delivery of training material.



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EXERCISE/ACTIVITY

Participants will be provided with a sample summary of level one, two, and three data. The data provided will be similar in format to the type of summary report instructors will receive based on data collected from their own TRIBAL TEEN CERT programs. The instructor will ask participants to review the summary report and draw conclusions as to the effectiveness of the training.

The instructor will also give participants techniques for adjusting their delivery methods based on results of the evaluation.



Program Evaluation Exercise Sample Data

Level 1 (Reaction to Training) Results

Rating Scale

- 1=strongly disagree
2=disagree
3=neither agree nor disagree
4=agree
5=strongly agree

	Question	Mean (average rating)
1.	The course content supported the learning objectives.	4.3
2.	The course materials and learning aids effectively conveyed the course content.	4.1
3.	The course contained useful activities to practice and reinforce the learning objectives.	3.1
4.	The instructors were prepared for the class.	2.4
5.	The instructors demonstrated thorough knowledge of the course content.	4.8
6.	The instructors were able to answer questions clearly and understandably.	4.0
7.	The instructors encouraged participant participation.	4.7
8.	The instructors made the course objectives and expectations clear to the participant.	2.6
9.	The instructors used multiple learning strategies and techniques.	3.0
10.	The course was relevant to the knowledge and skills I need to accomplish the job for which I am receiving this training.	4.4
11.	The practical exercises enhanced learning of course content.	3.6
12.	The course content was appropriate for someone with my level of experience.	4.4
13.	Overall, the course content met my needs and expectations.	4.0
14.	Overall, the instructors' performance met my needs and expectations.	4.6
15.	Overall, the course increased my knowledge, skills, and abilities relevant to the course topics.	4.6
16.	I would recommend this course to my peers.	4.9

Please provide any comments or suggestions you have regarding this course.



- I really enjoyed this course, but lots of times it seemed that the teacher was disorganized and sometimes he was hard to follow
- Officer Jones is a really great guy—even when I got a lot of things wrong he was really patient with me.
- This was the best class I have ever had. The only thing, the disaster exercise was disorganized and too short to really get into it and feel like it was real. Officer Jones was excellent otherwise.
- This was a great class and Officer Jones was a wonderful teacher.
- I loved the part about putting out fires—that was really, really awesome
- For me, it could have been longer. There are still lots of things I don't know.
- I loved this class but it was too rushed—especially the first aid part. I only got to practice a few things—I wish this part could have been longer.
- I felt there was some disorganization such as discs missing.
- I think this should be a year long class. I though the teacher was great.
- The teacher was GREAT!!!!!!!!!!
- I was really looking forward to the disaster drill but it really kinda flopped. I thought things would look like a real disaster but for our exercise none of the victims really looked injured or anything.
- I loved this course but I wish we had had more hands-on exercises.
- There was too much homework
- Officer Jones was cool--not at all what I thought a cop would be like. I always was afraid of police officers but Officer Jones was really nice and he seemed so much like a real person. Even when we didn't know the answers or we messed things up he didn't get mad at us. I really liked getting to know him. The class was great overall.
- I wish we had more practice time.
- The disaster drill was fun but I was expecting it to be more realistic
- I think every participant should have this training. I will keep the things I learned with me for all of my life. Thank you.

Level 2 (Learning) Results

Pre and post knowledge tests were given to assess participant learning. Twenty participant took the 25 question pretest. Scores on the pretest ranged from 3-9 correct. The average score on this test was 6 correct.

At the conclusion of training twenty participant took the post test (which was identical to the pre-test). Scores on the post test ranged from 7-15 correct. The average score on the post test was 11.5. ***Thus, a change score of +5.5 was observed.***

Level 3 (Behavior) Results

All participant participated in the disaster drill exercise. Participant worked in groups of 5 and an independent assistant instructor was assigned to each group as that teams'



evaluator. These evaluators debriefed each team at the conclusion of the exercise and provided participant with feedback.

While participant were not given numerical scores for their performance (i.e., they were only told they had performed marginally, acceptably, or outstandingly) for purposes of analysis ratings of marginal was given a “1”; acceptable a “2”; and outstanding a “3.”

Analysis of performance on the exercise drill is as follows:

Rating Scale

1=marginal
2=acceptable
3=outstanding

Dimension	Average Rating
Teamwork	2.5
Overall Demeanor	3.0
Size-up and Safety	2.8
Fire Suppression	2.4
Triage	2.1
First-aid	1.9
Light Search and Rescue	1.7



Section Two – Program Evaluation

NOTES:

Program Evaluation

Data Collection and Processing:

- ♦ Each instrument (e.g., test, survey) will be distributed to instructor
- ♦ Instructors must distribute and collect instruments according to the schedule
- ♦ Instructors will mail the instruments to Eastern Michigan University for processing
- ♦ Instructors should contact Eastern Michigan University for results

A summary of instruments and processing instructions are included at the end of the Instructor's Guide Annex.



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The instructor will be provided with each of these instruments when he/she registers his or her course. The instructor is responsible for distributing and collecting each of these components according to the schedule (provided on the CD). Once collected, the instructor should return the instruments to Eastern Michigan University (address provided on the schedule) for processing.



Section Two – Program Evaluation

NOTES:

Program Evaluation

Training can be an invaluable experience, or it can be a huge waste of time and money. We can only be confident that our training is effective if we systematically evaluate it!



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Training can be an invaluable experience or it can be a waste of time and money. We can only be confident our training is effective if we systematically evaluate it!



Section Two – Summary

NOTES:

Summary of Section Two

In this section you learned:

- ♦ What students need from their instructor
- ♦ How people learn and retain material
- ♦ How to deliver training content to accommodate all three types of learners



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In this section, instructors explained the characteristics of a great instructor and what participant need from their instructors. Specifically, they discussed the importance of the instructor-participant relationship, ensuring that the program is sufficiently challenging and that the program is relevant to the participant.

The instructors also explained how people learn and retain material. Various methods of delivering training (e.g., lecture, demonstrations) were discussed and participants learned which methods resulted in highest levels of retention.

The three learning styles, visual, auditory, and kinesthetic, were explained and participants learned ways to deliver their program in a way that reaches each type of learner.



Section Two – Summary

NOTES:

Summary of Section Two

- ♦ How to use seven learning activities to enhance understanding and retention
- ♦ How to use several tactics for managing the classroom
- ♦ How the school expects instructors to conduct themselves
- ♦ How the TEEN CERT program is evaluated and how to adjust teaching delivery based on evaluation results



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Instructors also showed participants seven types of learning activities to enhance understanding and retention. These activities included demonstrations, learning tournaments, discussion, and information searches.

Participants also learned techniques for managing the classroom. Taking a proactive approach was emphasized.

This section also advised instructors to seek guidance from the school administrators relevant to the school's expectation of the instructor as a guest in the school.

Last, the TRIBAL TEEN CERT evaluation process was explained. Participants learned that evaluation is conducted on four levels—participant reaction to training, learning, behavior change, and results.



Section Two – Information Check

<p>NOTES:</p>	<div data-bbox="719 386 1187 443"><h3>Information Check</h3></div> <div data-bbox="571 533 1370 600"><p>In terms of managing the classroom, the <u>most important</u> thing instructors should do is:</p></div> <div data-bbox="621 613 1362 823"><ul style="list-style-type: none">A. Be proactiveB. Lay out a lesson plan and strictly adhere to itC. Immediately remove students who misbehave from the CERT program.D. All of the above</div> <div data-bbox="500 932 584 1020"></div> <div data-bbox="1162 938 1408 1001"></div> <div data-bbox="1385 1016 1427 1037"><p>173</p></div>
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EXERCISE/ACTIVITY

This exercise provides participants with an opportunity to check their understanding of the material covered in section two.



Section Two – Information Check

NOTES:

Information Check

There are three fundamental types of learning styles.
They are:

- A. Auditory, Visual, Kinesthetic
- B. Verbal, Written, Physical
- C. Listening, Reading, Writing
- D. Hearing, Seeing, Doing



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Section Two – Information Check

NOTES:

Information Check

Demonstrations are most useful for:

- A. Teaching skills (e.g., splinting, cribbing)
- B. Reviewing material previously taught
- C. Helping students gain in-depth understanding of key concepts
- D. Helping students understand complex subjects (e.g., terrorism)



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Section Two – Information Check

NOTES:

Information Check

Training should be evaluated on four levels. The first level is referred to as “reaction to training.” Typically, a (an) _____ is used to evaluate training at this level.

- A. Pre and post test that asks opinions
- B. Student survey which asks students’ opinion about the training
- C. Exercise whereby students demonstrate skills learned
- D. None of the above



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TRIBAL TEEN CERT - Administration Page

Section Three: CERT Curriculum/Teach Back	
Duration	6 hours
Scope Statement	Provide skills for successfully teaching the CERT curriculum, and additional classroom activities.
Terminal Learning Objectives (TLO)	<p>At the conclusion of this section, participants will:</p> <ol style="list-style-type: none">1. Demonstrate their ability to develop a lesson plan for teaching a CERT Unit.2. Demonstrate their ability to teach a segment of the CERT curriculum to an adolescent audience.3. Explain the steps involved in conducting a mock disaster for TRIBAL TEEN CERT participants.
Enabling Learning Objectives (ELO)	<p>At the conclusion of this section, participants will:</p> <ol style="list-style-type: none">1. Explain the purpose and content of each of the nine CERT Units.2. Describe the supplies, equipment, and support personnel (e.g., safety officer) needed to teach each unit.3. Describe two teaching activities to accompany each unit.4. Explain the three key principles that drive each unit.
Resources	CERT curriculum
Instructor to Participant Ratio (e.g., 1:25)	1:25
Reference List	CERT Instructor and participant manuals
Practical Exercise Statement	Participant will participate in group Teach Back of each CERT Unit.
Assessment Strategy	Participant will participate in an Information check question and answer session at the end of section one.
PARTICIPANT'S NOTE:	



Section Three – CERT Curriculum & Teach Back Activities

NOTES:

SECTION THREE

CERT Curriculum and Teach Back Activities



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Introduction



Section Three – Points to Remember

NOTES:

Points to Remember

- ♦ CERT was created in response to the California earthquakes in the mid 80s
- ♦ CERT volunteers are taught basic skills with emphasis on their own safety first!
- ♦ CERT trained volunteers are meant to augment professional responders--not to replace them
- ♦ The overall goal is to do *“the most good for the most people!”*



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CERT was created in response to California earthquakes which occurred in the mid 80s.

CERT volunteers are taught basic skills with emphasis on their own safety first!

CERT trained volunteers are meant to augment professional responders--not to replace them.

The overall goal is to do *“the most good for the most people!”*



Section Three – CERT Unit 1 Teach Back Presentation

NOTES:

Group 1's Presentation

Group One's Teach-Back Activity:



Limit the presentation to 10-15 minutes



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Suggestions for a Successful Teach-Back Presentation:

- Present your material as if you were teaching to a class of adolescents.
- Choose a segment of your assigned CERT Unit (we do not expect you to teach the whole unit).
- Make sure you read the relevant part of your instructor's manual—you may adapt the material a bit in order to get it across to your adolescent learner, but don't stray too far.
- You *may* create your own power point slides but doing so is not always necessary—you may also use the power point slides provided with the CERT curriculum (on your CD) or you might just want to use the chalkboard, flip charts etc. that are available in the classroom.
- Don't rely on lecture only—involve your audience! Ask them questions, use appropriate learning activities (these will be explained in Section 2 of this program) or develop your own activities to get your participant involved.
- Make sure your program addresses each of the three learning styles. For example, if you are doing a demo, invite a few participant to help out with the demo.
- Every member of your group should have a short speaking role during your presentation.

Please limit your presentation time to 10 - 15 minutes.



Section Three – CERT Video

<p>NOTES:</p>	<div data-bbox="678 384 1221 449"><h3>CERT Training Video</h3></div> <div data-bbox="678 516 1230 892"></div> <div data-bbox="498 932 584 1020"></div> <div data-bbox="1162 936 1409 1001"></div> <div data-bbox="1386 1016 1425 1037"><p>179</p></div>
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Show the CERT Training video to the class and upon finishing have the class take the CERT Video test as another learning tool (CERT Video test in Instructor handouts).



Section Three – CERT Unit 1

NOTES:

Unit 1: Disaster Preparedness

At the conclusion of Unit 1, TEEN CERT students will:

- ♦ Understand how damage from a disaster might impede professional response
- ♦ Identify the precautions to be taken against structural and nonstructural hazards
- ♦ Identify measures to ensure personal safety



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Upon Unit 1 Completion, TRIBAL TEEN CERT participant will be able to:

1. Explain the possible effects disaster damage may have on emergency service providers' ability to respond.
2. Identify the precautions to be taken against structural and nonstructural hazards.
3. Explain measures they can take to ensure personal safety during a disaster.



Section Three – CERT Unit 1

NOTES:

Unit 1: Disaster Preparedness

Students will:

- ♦ Assemble a disaster supply kit
- ♦ Learn how to decide when to evacuate or shelter-in-place
- ♦ Create a family disaster plan, including escape routes
- ♦ Be aware of the Emergency Operations Plan (EOP) for their community



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4. Assemble a disaster supply kit.
5. Decide when it is best to evacuate and when it is best to shelter-in-place.
6. Create a family disaster plan, including escape routes.
7. Be aware of the Emergency Operations Plan (EOP) for their community.



Section Three – CERT Unit 1 Emergency Kit Example

NOTES:

Example of an Emergency Kit

Four Person Kit for 72 hours



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Detailed Description

- (4) ER Food Bars - 3 days, 4 people, 5 Year Shelf Life
- (12) Water Boxes w/ Straws - 3 days, 4 people, 5 Year Shelf Life
- (4) Thermal Blankets - Designed by NASA to retain body heat!
- (4) Ponchos with hoods - Don't be caught out in the rain without shelter.
- (1) Safety Whistle - Blow loud for immediate rescue attention!
- (4) Tissue Packs - Help maintain sanitary conditions.
- (2) Out-of-state Contact Cards - Keep track of loved ones with these!
- (2) Light sticks - 12 hours of bright green light at the snap of a finger!
- (10) Water Purification Tablets - to purify unsanitary water.
- (4) Dust Masks - Prevents dust and germ inhalation.
- (1) Pair Vinyl Gloves - Protect hand from infection.
- (1) Radio-Siren-Flashlight - Stay well lit and informed.
- (1) 33-piece First Aid Kit - comprehensive first aid kit in plastic case.
- (1) Packaged in Durable Black Nylon Backpack

There are many examples of 72 – hour readiness kits. Refer to the examples at www.ready.gov

▪



Section Three – CERT Unit 1 Activities for the Classroom

NOTES:

Activities for TEEN CERT Classes

The goal of these additional activities is to reinforce the concept of teamwork.

- ♦ Have students working in teams:
 - ♦ Develop a phone chain
 - ♦ Identify additional items for a disaster kit
 - ♦ Build a tower (as described in the Instructor Guide pages 1-5)

Your Thoughts?



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Initiate Team Building

During Unit 1, instructors should begin teaching their participant how to function effectively as a team. An ideal way to introduce the team concept is through a team building exercise such as the one described here (see CERT manual for full instructions).



Section Three – CERT Unit 1 Food for Thought

NOTES:

Unit 1 Food for Thought!

- ♦ Suggested instruction time **2.5** hours to complete: how will you fit this into your school's schedule?
- ♦ Additional TEEN CERT class graduates are always part of the overall team--No "first" or "second" teams!
- ♦ Import disaster slides pertinent to your location



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Suggested instruction time is **2.5** hours. How will you fit this into your school's schedule?

Additional TRIBAL TEEN CERT class graduates are always part of the overall team!
No first or second teams!

Import slides of disasters pertinent to your location into your power point program.



Section Three – CERT Unit 1 Food for Thought

NOTES:

Unit 1 Food for Thought!

- ◆ Explain homework and prep for next class
- ◆ Keep in mind that some students may not have the economic resources needed to purchase a lot of supplies—show them how to put together a kit on a budget and consider soliciting local merchants to assist

Your Thoughts?



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Explain homework and prep for next class.

Keep in mind that some students may not have the economic resources needed to purchase a lot of supplies—show them how to put together a kit on a budget and consider soliciting local merchants to assist

YOUR THOUGHTS?



Section Three – CERT Unit 1 Summary

NOTES:

Remember!

- ♦ TEEN CERT member safety first!
- ♦ Stress size-up!
- ♦ Emphasize the CERT goal is to “*Do the most good for the most people!*”



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Size-up, CERT member safety, and doing the most good for the most people will be emphasized at the end of each CERT Unit. These three key points of CERT training cannot be stressed enough. Historically volunteers have always shown up at disasters. They must not become victims. It must be continually stressed that CERT volunteers will be of no use if they jeopardize their own safety by disregarding safety precautions.



Section Three – CERT Unit 2 Teach Back Presentation

NOTES:

Group 2's Presentation

Group Two's Teach-Back Activity



Limit presentation to 10 - 15 minutes



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Suggestions for a Successful Teach-Back Presentation:

- Present your material as if you were teaching to a class of adolescents.
- Choose a segment of your assigned CERT Unit (we do not expect you to teach the whole unit).
- Make sure you read the relevant part of your instructor's manual—you may adapt the material a bit in order to get it across to your adolescent learner, but don't stray too far.
- You *may* create your own power point slides but doing so is not always necessary—you may also use the power point slides provided with the CERT curriculum (on your CD) or you might just want to use the chalkboard, flip charts etc. that are available in the classroom.
- Don't rely on lecture only—involve your audience! Ask them questions, use appropriate learning activities (these will be explained in Section 2 of this program) or develop your own activities to get your participant involved.
- Make sure your program addresses each of the three learning styles. For example, if you are doing a demo, invite a few participant to help out with the demo.
- Every member of your group should have a short speaking role during your presentation.

Please limit your presentation time to 10 - 15 minutes.



Section Three – CERT UNIT 2 FIRE SAFETY

NOTES:

Unit 2: Fire Suppression

At the conclusion of this unit, students will be able to:

- ♦ Understand that the top priority is always rescuer safety
- ♦ Recognize when a fire is too big to handle



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Upon Unit 2 completion TRIBAL TEEN CERT participant will be able to:

Understand that the top priority is always rescuer safety.

Recognize when a fire is too big to handle.



Section Three – CERT Unit 2 FIRE SAFETY

NOTES:

Unit 2 Fire Suppression

Students will also

- ♦ Understand minimum safety precautions, including, personal protective equipment and utility control
- ♦ Identify and reduce potential fire risks in the home and at school



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Participant will:

Understand minimum safety precautions, including, personal protective equipment and utility control.

Identify and reduce potential fire risks in the home and at school.



Section Three – CERT Unit 2 Fire Demo

NOTES:

Fire Extinguisher Demo



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Fire Suppression Demonstration

For train the trainer purposes not all locations will allow for fire demonstrations in the class room.



Section Three – CERT Unit 2 Activities for the Classroom

NOTES:

Additional Learning Activities

- ♦ Group Work with Safety Equipment
- ♦ Size-up Exercise
- ♦ Fire suppression exercise (as described in Instructor's Guide)



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TRIBAL TEEN CERT Activities:

Group work with safety equipment.

Size up exercise.

Fire suppression exercise (instructors' Manual p 2-52).



Section Three – CERT Unit 2 Activities for the Classroom

NOTES:

Group Work with Safety Equipment

- ♦ Divide class into groups
- ♦ Each student will put on their safety equipment
- ♦ Each group will check another groups equipment to be certain all students are properly equipped
- ♦ Debrief class emphasizing the importance checking your partner's safety equipment

Purpose: This is an opportunity to emphasize to the class that each team member has a responsibility to check partner's equipment and "watch their back."



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Divide the class into groups and have them put on their safety equipment. Have each group check another group's equipment to be certain all participants are properly equipped. Instructor should debrief the class and emphasize the importance in checking their partner's safety equipment.



Section Three – CERT Unit 2 Activities for the Classroom

NOTES:

Size-Up Exercise

- ♦ Organize students into groups of four or five
- ♦ Pose a different fire situation (e.g., trashcan on fire in bathroom) for each group
- ♦ Have each group report back on the challenges of the exercise
- ♦ Ask class as a whole if any have suggestions for addressing those challenges

Purpose: To practice size-up recognizing the value of the contributions each team member can make (two heads are better than one)



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Size-Up Activity

Organize the class into four or five groups. Present to each group a list of different fire situations they may confront, documenting their solutions. Have the groups report back on their solutions for each scenario. Ask the class if they have other suggestions for addressing the challenges of sizing-up fire situations.



Section Three – CERT Unit 2 Food for Thought

NOTES:

Unit 2 Food for Thought

- ♦ Suggest instruction time for completion 2.5 hrs: How will you fit this into your schools schedule?
- ♦ Refilling fire extinguishers can be costly: How will you manage these costs
- ♦ Have area fire dept to teach this unit
- ♦ Utilize instructional videos
- ♦ Putting together a fire pan



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Food For Thought

Suggested instruction time is **2.5** hours.

Keep in mind that there is a cost for refilling fire extinguishers.

Have area fire dept to teach this unit.

Utilize instructional videos.

The instructor may need to put together a fire pan (instructions are in the CERT Instructor Guide).



Section Three – CERT Unit 2

NOTES:

Unit 2 Food for Thought

Continued

- ♦ A safety officer is required for the fire-suppression exercise
- ♦ Many schools with sprinkler systems may not have fire extinguishers, This should be discussed with students
- ♦ Ask student's if they have a fire extinguisher in their home

Your Thoughts?



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Carefully go over the safety procedures for this unit (see CERT Instructor Manual).

Schools with sprinkler systems may not have fire extinguishers in the building. Remind participant that they still need to learn to extinguish fires to prepare for an emergency occurring outside of the school.

Ask participant if their homes have fire extinguishers and where the extinguishers are located.

YOUR THOUGHTS?



Section Three – CERT Unit 2 Summary

NOTES:

Remember!

- ♦ CERT member safety first!
- ♦ Size – Up overall situation!
- ♦ Emphasize the CERT goal is to *“Do The most good for the most people!”*



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TRIBAL TEEN CERT member safety first!



Section Three – CERT Unit 3 Teach Back Presentation

NOTES:

Group 3's Presentation

Group Three's Teach-Back Activity



Please limit presentation to 10 - 15 minutes



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Suggestions for a Successful Teach-Back Presentation:

- Present your material as if you were teaching to a class of adolescents.
- Choose a segment of your assigned CERT Unit (we do not expect you to teach the whole unit).
- Make sure you read the relevant part of your instructor's manual—you may adapt the material a bit in order to get it across to your adolescent learner, but don't stray too far.
- You *may* create your own power point slides but doing so is not always necessary—you may also use the power point slides provided with the CERT curriculum (on your CD) or you might just want to use the chalkboard, flip charts etc. that are available in the classroom.
- Don't rely on lecture only—involve your audience! Ask them questions, use appropriate learning activities (these will be explained in Section 2 of this program) or develop your own activities to get your participant involved.
- Make sure your program addresses each of the three learning styles. For example, if you are doing a demo, invite a few participant to help out with the demo.
- Every member of your group should have a short speaking role during your presentation.
- Please limit your presentation time to 10 - 15 minutes.



Section Three – CERT Unit 3: Disaster Medical Part 1

NOTES:

Unit 3 Disaster Medical Part 1

Students will:

- ♦ Learn how to treat life-threatening conditions, identifying the “killers”
- ♦ Apply techniques for opening the airway, controlling bleeding, and treating for shock



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Upon Unit 3 completion, TRIBAL TEEN CERT participant will be able to:

Identify the three “killers.”

Apply techniques for opening the airway, controlling bleeding, and treating for shock.



Section Three – CERT Unit 3

NOTES:

Unit 3 Disaster Medical Part 1

Students will also:

- ♦ Be able to conduct triage under simulated conditions, following the Triage Decision Flowchart
- ♦ Be able to assess the airway and check breathing
- ♦ Be able to demonstrate three techniques for controlling bleeding
- ♦ Be able to assess a victim's mental status



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Participant will also:

Conduct triage under simulated conditions, following the Triage Decision Flowchart.
Check victims' mental status.

Key Points

Identifying the three “killers,”

Airway obstruction.
Excessive bleeding.
Shock.



Section Three – CERT Unit 3 Triage Demonstration

NOTES:

Triage Demonstration



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Instructor Triage Demonstration

The Instructor will pass out flashcards to several of the class members and ask them to Triage the injuries that are displayed on the flashcards. This is to build confidence in Triaging and hone the individual skills of triaging.

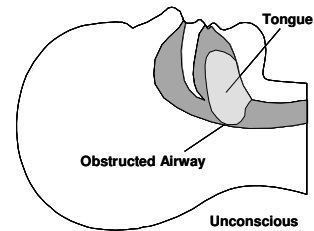


Section Three – CERT Unit 3 Activities for the Classroom

NOTES:

Activities for TEEN CERT Classes

- ♦ Medical Crossword Puzzle (Make your own or use handout)
- ♦ Group Inquiry: divide class into groups and have each group develop 3 questions to pose to the instructor
- ♦ Opening Airway Exercise (as described in instructor's Guide pages 3-8)



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Opening Airway Exercise (see Instructors Guide pp. 3-8).

Medical Crossword Puzzle (make your own or use handout).

Group Inquiry: Divide class into groups and have each group develop 3 questions to pose to the instructor.



Section Three – CERT Unit 3 Food for Thought

NOTES:

Unit 3 Food for Thought

- ◆ Suggested instruction time for completion **2.5** hrs
- ◆ Classroom size for practicing triage
- ◆ This unit requires a lot of instructor demo's
- ◆ If you are not comfortable with these demo's this is a great unit for a guest instructor (e.g. Paramedic)
- ◆ Teens being nervous about touching each other:
 - ◆ Use blanket exercise as an ice breaker

Your Thoughts?



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Suggested instruction time for completion **2.5** hours.

Ensure classroom size is sufficient for practicing triage.

This unit requires many instructor demonstrations. If you are not comfortable performing these demonstrations consider having a guest instructor (e.g., paramedic, school nurse) deliver this unit.

Unit 3 Instructors should be from the medical field. Preferably a paramedic or medical practitioner.

Using ice breakers will be important as this unit sometimes causes teens to be nervous with the idea of touching a peer for medical purposes. (Blanket exercise where several participant stand on a blanket and must all work together to move the blanket)

YOUR THOUGHTS?



Section Three –CERT Unit 3 Summary

NOTES:

Remember!

- ♦ CERT member safety first!
- ♦ Size – Up overall situation!
- ♦ Emphasize the CERT goal is to *“Do The most good for the most people!”*



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Section Three – CERT Unit 4: Teach-Back Presentation

NOTES:

Group 4's Presentation

Group Four's Teach-Back Activity



Limit the presentation to 10 - 15 minutes



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Suggestions for a Successful Teach-Back Presentation:

- Present your material as if you were teaching to a class of adolescents.
 - Choose a segment of your assigned CERT Unit (we do not expect you to teach the whole unit).
 - Make sure you read the relevant part of your instructor's manual—you may adapt the material a bit in order to get it across to your adolescent learner, but don't stray too far.
 - You *may* create your own power point slides but doing so is not always necessary—you may also use the power point slides provided with the CERT curriculum (on your CD) or you might just want to use the chalkboard, flip charts etc. that are available in the classroom.
 - Don't rely on lecture only—involve your audience! Ask them questions, use appropriate learning activities (these will be explained in Section 2 of this program) or develop your own activities to get your participant involved.
 - Make sure your program addresses each of the three learning styles. For example, if you are doing a demo, invite a few participant to help out with the demo.
 - Every member of your group should have a short speaking role during your presentation.
- Please limit your presentation time to 10 - 15 minutes.



Section Three – CERT Unit 4: Disaster Medical Part 2

NOTES:

Unit 4 Disaster Medical Part 2

At the conclusion of this unit, students will:

- ◆ Be able to explain how to take appropriate sanitation measures to protect public health
- ◆ Be able to perform head-to-toe patient assessments to determine the extent of injury and determine what type of treatment is needed



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Upon Unit 4 completion TRIBAL TEEN CERT participant will be able to:

Take appropriate sanitation measures to protect public health.

Perform head-to-toe patient assessments, both verbally and hands-on, to determine, as clearly as possible, the extent of the injuries, the type of treatment needed, and how to document injuries.



Section Three – CERT Unit 4

NOTES:

Unit 4 Disaster Medical Part 2

Students will also:

- ♦ Be able to classify burns as first, second, or third degree depending on the severity of the burns
- ♦ Apply splints to suspected fractures and sprains and apply basic treatments for other wounds



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Participant will:

Classify burns as first, second, or third degree, depending on the severity and the depth of skin layers involved, and begin treatment, if possible.

Apply splints to suspected fractures and sprains and apply basic treatments for other wounds.



Section Three – Unit 4 Head to Toe Demonstration

NOTES:

INSTRUCTOR DEMO

Head to Toe Assessment



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Head-to-Toe Assessments

Introduce this topic by telling the group the first steps they will take when working with a victim will be to conduct a triage and rapid treatment. After all victims in an area have been triaged, CERT members will begin a thorough head-to-toe assessment of the victim's condition.

Remind the group that, during Triage, they looked for “the killers.”

- ♦ Airway obstruction.
- ♦ Excessive bleeding.
- ♦ Signs of shock.

Stress that a head-to-toe assessment goes beyond the “killers” to try to gain more information to determine the nature of the victim's injury. Describe what to look for during a head-to-toe assessment:

- ♦ Bruising.
- ♦ Swelling.
- ♦ Severe pain.
- ♦ Disfigurement.



Explain that the objectives of a head-to-toe assessment are to:

- ♦ Determine, as clearly as possible, the extent of injuries.
- ♦ Determine what type of treatment is needed.
- ♦ Document injuries.
- ♦ Change gloves after each patient.

Stress the importance of wearing safety equipment when conducting head-to-toe assessments.

Explain that head-to-toe assessments should be:

- ♦ Conducted on all victims, even those who seem all right. Everyone gets a tag.
- ♦ Verbal (if the patient is able to speak).
- ♦ Hands-on.
- ♦ Responder should change gloves after each assessment.

Participant should also receive safety instruction on bloodborne pathogens.



Section Three – CERT Unit 4 Activities for the Classroom

NOTES:	<div data-bbox="587 338 1315 470"><h3>Unit 4</h3><h3>Additional Learning Activities</h3></div> <div data-bbox="553 506 1406 814"><ul style="list-style-type: none">♦ Hands on activities: Treating burns, wound care, fractures, etc.. (Instructor Guide Unit 4)♦ Using flashcards have students match the symptoms with injuries♦ Medical information search: Pose 10 questions they must look up in the student manual</div> <div data-bbox="500 932 584 1022"></div> <div data-bbox="1162 938 1406 1001"></div> <div data-bbox="1385 1016 1427 1037">208</div>
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Hands on activities: Treating burns, wound care, fractures, etc., (Instructor Guide Unit 4).

Using flashcards, have participant match the symptoms with the injuries.

Medical information search: Pose 10 questions they must look up in the participant manual.



Section Three – CERT Unit 4 Food for Thought

NOTES:

Unit 4 Food for Thought

- ♦ Suggested instruction time for completion 2.5 hrs How will you fit this into the school's schedule
- ♦ Ensure you have sufficient medical supplies (e.g., splints, nitrile gloves, bandages) for students to practice with
- ♦ Be aware of latex allergies



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Food for Thought

Suggested instruction time for completion is 2.5 hours.

Ensure you have sufficient medical supplies (e.g., splints, nitrile gloves, bandages) for participant to practice with.

Be aware of latex allergies. Many people suffer from latex allergies and always use nitrile gloves to avoid any allergic reactions.



Section Three – CERT Unit 4: Food for Thought

NOTES:

Unit 4 Food for Thought

Continued

- ♦ Consider asking local merchants to supply equipment (e.g., gloves, bandages)
- ♦ This unit involves numerous instructor demonstrations; make sure you practice them in advance

Your Thoughts?



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Consider asking local merchants to supply equipment (e.g., gloves, bandages).

This unit involves numerous instructor demonstrations; make sure you practice them in advance.

YOUR THOUGHTS?



Section Three – CERT Unit 4: Summary

NOTES:

Remember!

- ♦ TEEN CERT member safety first!
- ♦ Size – Up overall situation!
- ♦ Emphasize the CERT goal is to *“Do the most good for The most people!”*



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Section Three – CERT Unit 5: Teach Back Presentation

NOTES:

Unit 5's Group Presentation

Group Five's Teach-Back Activity



Please limit presentation to 10 - 15 minutes



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Suggestions for a Successful Teach-Back Presentation:

- Present your material as if you were teaching to a class of adolescents.
 - Choose a segment of your assigned CERT Unit (we do not expect you to teach the whole unit).
 - Make sure you read the relevant part of your instructor's manual—you may adapt the material a bit in order to get it across to your adolescent learner, but don't stray too far.
 - You *may* create your own power point slides but doing so is not always necessary—you may also use the power point slides provided with the CERT curriculum (on your CD) or you might just want to use the chalkboard, flip charts etc. that are available in the classroom.
 - Don't rely on lecture only—involve your audience! Ask them questions, use appropriate learning activities (these will be explained in Section 2 of this program) or develop your own activities to get your participant involved.
 - Make sure your program addresses each of the three learning styles. For example, if you are doing a demo, invite a few participant to help out with the demo.
 - Every member of your group should have a short speaking role during your presentation.
- Please limit your presentation time to 10 - 15 minutes.



Section Three – CERT Unit 5: Light Search & Rescue

NOTES:

Unit 5 Light Search & Rescue

At the conclusion of this unit, students will:

- ♦ Be able to explain size-up requirements for potential search-and-rescue situations, including the scope of the problem, safety risks, and availability of resources
- ♦ Understand that many factors (e.g., time of the event, type of structure, weather) must be considered when sizing-up a situation



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At the conclusion of this unit, participant will:

1. Be able to explain size-up requirements for potential search-and-rescue situations, including the scope of the problem, safety risks, and availability of resources.
2. Understand many factors (e.g., time of the event, type of structure, weather) must be considered when sizing-up a situation.



Section Three – CERT Unit 5

NOTES:

Unit 5 Light Search & Rescue

- ♦ Describe the most common techniques for searching a structure
- ♦ Use safe techniques for removal of debris and victim extrication
- ♦ Describe ways to protect rescuers during search-and-rescue-operations



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Participant will also:

3. Be able to explain the most common techniques for searching a structure.
4. Be able to demonstrate safe techniques for removing debris and extracting victims.
5. Describe ways to protect rescuers during search-and-rescue operations.



Section Three – CERT Unit 5 Lifts and Carries

NOTES:

INSTRUCTOR DEMO

Lifts and Carries



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For this unit, the instructor will call upon several of the participant to demonstrate the proper lifting technique when lifting and carrying the instructor on a tarp.



Section Three – CERT Unit 5 Activities for the Classroom

NOTES:

Unit 5 Additional Learning Activities

- ♦ Search-and-Rescue Size-up (Instructor Guide pp 5-18)
- ♦ Triangulation exercise
- ♦ Take class to local fire department “Smoke House” for searching practice (emphasis is on searching and not on fire response)



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Search-and-Rescue Size-up (Instructor Guide pp 5-18).

Triangulation exercise.

Take class to local fire department “Smoke House” for searching practice (emphasis is on searching and not on fire response).



Section Three – CERT Unit 5 Activities for the Classroom

NOTES:

Triangulation Exercise

- ♦ Divide class into groups of 3 (2 searchers and 1 victim)
- ♦ Take class to a darkened room with obstacles to hide behind (e.g., auditorium)
- ♦ Instruct victims to hide while rescuers are out of the room
- ♦ Use triangulation technique for rescuers (blindfold if necessary) of each group to find their victim one group at a time
- ♦ If space allows class may observe the other teams work



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Divide the class into groups of 3 (2 searchers and 1 victim). Take the class to a darkened room with obstacles to hide behind (e.g., auditorium). Instruct victims to hide while rescuers are out of the room. Use triangulation technique for rescuers (blindfold if necessary) of each group to find their victim, one group at a time. If space allows, have the rest of the class observe the other teams work.



Section Three – CERT Unit 5 Food for Thought

NOTES:

Unit 5 Food for Thought

- ♦ Suggest instruction time for completion 2.5 hrs How will you fit this into your schedule?
- ♦ A safety officer is required for this unit
- ♦ Emphasize personal safety at all times



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Suggested instruction time for completion is 2.5 hours.

A safety officer must be present during this unit.

Emphasize personal safety at all times.



Section Three – CERT Unit 5 Food for Thought

NOTES:

Unit 5 Food for Thought

Continued

- ◆ Stress that it is ok to stand by and call for additional help
- ◆ Ensure that cribbing demo supplies are readily available

Your Thoughts?



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Stress that it is okay to stand-by and call for additional help.

Ensure that cribbing demonstration supplies are readily available.

YOUR THOUGHTS?



Section Three – CERT Unit 5 Summary

NOTES:

Remember!

- ♦ TEEN CERT member safety first!
- ♦ Size – Up overall situation!
- ♦ Emphasize the CERT goal is to *“Do the most good for the most people!”*



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Section Three – CERT Unit 6: Teach Back Presentation

NOTES:

Group 6 Presentation

Group Six's Teach-Back Activity



Limit presentation to 10 - 15 minutes



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Suggestions for a Successful Teach-Back Presentation:

- Present your material as if you were teaching to a class of adolescents.
 - Choose a segment of your assigned CERT Unit (we do not expect you to teach the whole unit).
 - Make sure you read the relevant part of your instructor's manual—you may adapt the material a bit in order to get it across to your adolescent learner, but don't stray too far.
 - You *may* create your own power point slides but doing so is not always necessary—you may also use the power point slides provided with the CERT curriculum (on your CD) or you might just want to use the chalkboard, flip charts etc. that are available in the classroom.
 - Don't rely on lecture only—involve your audience! Ask them questions, use appropriate learning activities (these will be explained in Section 2 of this program) or develop your own activities to get your participant involved.
 - Make sure your program addresses each of the three learning styles. For example, if you are doing a demo, invite a few participant to help out with the demo.
 - Every member of your group should have a short speaking role during your presentation.
- Please limit your presentation time to 10 - 15 minutes.



Section Three – CERT Unit 6: CERT Operations

NOTES:	<div data-bbox="667 401 1281 464" data-label="Section-Header"><h3>Unit 6 CERT Operations</h3></div> <div data-bbox="621 495 1180 533" data-label="Text"><p>At the conclusion of this unit, students will:</p></div> <div data-bbox="670 581 1245 938" data-label="List-Group"><ul style="list-style-type: none">♦ Understand CERT's fit within the Incident Command System (ICS)♦ Understand CERT role in the School's Emergency Plan♦ Understand documentation process♦ Understand team organization</div> <div data-bbox="500 949 584 1035" data-label="Image"></div> <div data-bbox="1162 953 1406 1014" data-label="Image"></div> <div data-bbox="1386 1033 1424 1052" data-label="Text"><p>222</p></div>
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Upon Unit 6 completion TRIBAL TEEN CERT participant will:

1. Understand how CERT members fit within the Incident Command System (ICS).
2. Understand the CERT role in the School's Emergency Plan.
3. Understand the importance of proper documentation.
4. Understand CERT team organization and why it follows the ICS system.



Section Three – CERT Unit 6 Activities for the Classroom

NOTES:

INSTRUCTOR Demo

- ◆ Refer to the CERT Team video and lead discussion on how the leader of the team documented the events



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Show the class the CERT training video. Have them pay close attention to the activities the team performs and how they document the findings and report back.



Section Three – CERT Unit 6 Activities for the Classroom

NOTES:

Unit 6 Tools to Reinforce Learning

- ♦ Key CERT terminology – Create puzzles or worksheets (see annex for example) from <http://puzzlemaker.school.discovery.com/>
- ♦ Incident Command role play
- ♦ Decision-making exercises



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Key CERT terminology – create puzzles or worksheets (see annex for example) from; <http://puzzlemaker.school.discovery.com/>

Incident Command role play.

Decision-making exercises.



Section Three – CERT Unit 6 Activities for the Classroom

NOTES:

Incident Command Role Play

- ◆ The instructor is the Incident Commander
- ◆ The instructor should have a school-related disaster scenario prepared
- ◆ Divide class into operational groups (e.g., search and rescue, fire suppression)
- ◆ Brief the groups on their roles and responsibilities
- ◆ Have the groups discuss what they would do, based on their roles and the disaster
- ◆ Instructor debriefs the whole class



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The instructor is the Incident Commander. The instructor should have a school-related disaster scenario prepared. Divide class into operational groups (e.g., search and rescue, fire suppression) Brief the groups on their roles and responsibilities. Have the groups discuss what they would do based on their roles. The instructor will debrief the whole class after the scenario is complete.



Section Three – CERT Unit 6 Activities for the Classroom

NOTES:

Decision-making Exercise

- ◆ Instructor prepares a scenario for each group
- ◆ Instructor divides the class into groups
- ◆ Each group is given a scenario and will discuss how they should respond, keeping decision-making rules in mind
- ◆ Each group reports their findings
- ◆ Instructor debriefs class



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Divide the class into equal groups. The Instructor will have prepared a scenario for each group. Each group is given their scenario and will discuss how they should respond, keeping decision-making rules in mind. Each group reports their findings. The instructor will debrief the class after the exercise.



Section Three – CERT Unit 6 Food for Thought

NOTES:

Unit 6 Food for Thought

- ◆ Suggested instruction time **1.75** hours How will you fit this into the school schedule
- ◆ Include instruction on NIMS and National Response Plan
- ◆ Emphasize decision-making and safety
- ◆ When appropriate show students how their TEEN CERT fits into the School's Emergency Plan

Your Thoughts?



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Food for Thought!

Suggested instruction time **1.75** hours.

Include instruction on National Incident Management System (NIMS) and National Response Plan (NRP).

Emphasize decision-making and safety.

When appropriate, show participant how their TRIBAL TEEN CERT fits into the School's Emergency Plan (EOP).

YOUR THOUGHTS?



Section Three – CERT Unit 6 Summary

NOTES:

Remember!

- ♦ TEEN CERT member safety first!
- ♦ Size – Up overall situation!
- ♦ Emphasize the CERT goal is to *“Do the most good for the most people!”*



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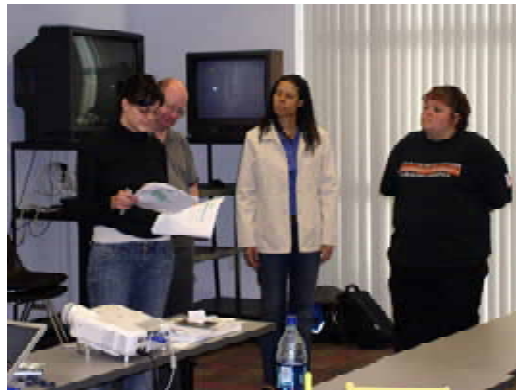


Section Three – CERT Unit 7: Teach Back Activity

NOTES:

Group 7 Presentation

Group Seven's Teach-Back Activity



Limit the presentation to 10 - 15 minutes



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Suggestions for a Successful Teach-Back Presentation:

- Present your material as if you were teaching to a class of adolescents.
- Choose a segment of your assigned CERT Unit (we do not expect you to teach the whole unit).
- Make sure you read the relevant part of your instructor's manual—you may adapt the material a bit in order to get it across to your adolescent learner, but don't stray too far.
- You *may* create your own power point slides but doing so is not always necessary—you may also use the power point slides provided with the CERT curriculum (on your CD) or you might just want to use the chalkboard, flip charts etc. that are available in the classroom.
- Don't rely on lecture only—involve your audience! Ask them questions, use appropriate learning activities (these will be explained in Section 2 of this program) or develop your own activities to get your participant involved.
- Make sure your program addresses each of the three learning styles. For example, if you are doing a demo, invite a few participant to help out with the demo.
- Every member of your group should have a short speaking role during your presentation.
- Please limit your presentation time to 10 - 15 minutes.



Section Three – CERT Unit 7: Disaster Psychology

NOTES:

Unit 7 Disaster Psychology

At the conclusion of this unit, students will:

- ♦ Be able to describe the disaster and post-disaster emotional environment
- ♦ Be alert to signs of disaster trauma (vicarious trauma) in yourself as well as in disaster victims, including psychological as well as physiological symptoms
- ♦ Describe the steps that rescuers can take to relieve their own stress and this of disaster survivors including a Critical Incident Stress Debriefing (CISD)



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Upon Unit 7 completion, TRIBAL TEEN CERT participant will:

Describe the disaster and post-disaster emotional environment.

Be alert to signs of disaster trauma (vicarious trauma) in themselves, as well as in disaster victims, including psychological as well as physiological symptoms.

Describe the steps that rescuers can take to relieve their own stress and that of disaster survivors, including a Critical Incident Stress Debriefing (CISD).



Section Three – CERT Unit 7 Disaster Scenario

NOTES:

Disaster Scenario



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Instructor discussion of school disaster exercises.

Some Tribes may not want to moulage their students. There may also be a strong resistance to disaster exercises as it has been documented that within days of an exercise or drill, the event actually happened. Tribes may request a Traditional Healer to give a blessing before a scenario, so as not to bring the exercise or drill into fruition.



Section Three – CERT Unit 7 Critical Incident Stress Debriefing

NOTES:

INSTRUCTOR DEMO Critical Incident Stress Debriefing

Seven phases:

1. Introductions and a description
2. Review of the factual material
3. Sharing of initial thoughts/feelings
4. Sharing of emotional reactions to the incident
5. Instruction about normal stress reactions
6. Review of the symptoms
7. Closing and further needs assessment



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TRIBAL TEEN CERT leaders may invite a mental health professional trained in Critical Incident Stress Management (CISM) to conduct a Critical Incident Stress Debriefing (CISD). They may also invite a healer/medicine man to smudge the disaster site.

Explain that a CISD is a formal group process held between one to three days after the event and is designed to help emergency services' personnel and volunteers cope with a traumatic event.



Section Three – CERT Unit 7 Activities for the Classroom

NOTES:

Unit 7 Additional Learning Activities

- ♦ Discussion of stressful event (partner activity)
- ♦ Group activity for team well being



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Discussion of a stressful event (partner activity).

Group well-being activity.



Section Three – CERT Unit 7 Activities for the Classroom

NOTES:

Discussion of Stressful Event

Instructor assigns partners

- ♦ Each partner will share a stressful event in his or her life
- ♦ The partner reporting the stressful event will identify the symptoms of stress he or she experienced
- ♦ The partner reporting the stressful event will describe ways his or her stress was reduced
- ♦ The partner reporting the stressful event will identify the type of directive he or she would accept from team members if he or she needed a break during an incident



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The instructor will ask students to partner up. All partners will share a stressful event from their lives. The partners reporting the event will identify the symptoms of stress they experienced. The reporting partner will describe ways to reduce the described stress. The reporting partner will document the type of directive they would accept from team members if they needed a break during a disaster situation.



Section Three – CERT Unit 7 Activities for the Classroom

NOTES:

Group Activity for Team Well Being

Instructor assigns class into four groups:

- ♦ First member comes up with five-eight physical signs of stress
- ♦ Another member comes up with five-eight psychological symptoms of stress
- ♦ Third member describes five-eight ways to reduce stress
- ♦ Instructor acts as team leader and talks to the group as if they are preparing to respond to a disaster situation (as described in the Instructor's Guide, pp. 7-8)



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GROUP ACTIVITY

The instructor will divide the class into four groups. The first member of each group will come up with five-eight signs of stress. Another member will list five-eight psychological symptoms of stress. The third member of the group will describe five-eight ways to reduce that stress. The instructor acts as the team leader and talks to the group as if they are preparing to respond to a disaster situation (as described in the Instructor's Guide pp. 7-8).



Section Three – CERT Unit 7 Food for Thought

NOTES:

Unit 7 Food for Thought

- ♦ The biggest issue rescuers will face is being told they have to rest. Explain to students that they shouldn't take this directive personally and should rest for their own good as well as for the good of the team.
- ♦ It is important for the instructor to stress confidentiality.
- ♦ Emphasize good leadership for the team's well being.
- ♦ All team members must be able to recognize stress and techniques for relieving them.



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Food For Thought!

The biggest issue rescuers will face is being advised they have to rest. They should not take this directive personally and should rest for their own good and for the good of the team.

It is important for the instructor to stress confidentiality.

Emphasize good leadership for the team's well being.

All team members must be able to recognize symptoms of stress and techniques for relieving them.



Section Three – CERT Unit 7 Food for Thought

NOTES:

Unit 7 Food for Thought

- ♦ Pose some “What would you do if . . .” questions to ensure that they understand the concepts of this section:
- ♦ For example, ask the participants, “What would you do if you were attempting to rescue a victim and the victim became hysterical?”

Your Thoughts?



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Pose some “What would you do if . . .” questions to ensure that participant understand the concepts of this section. For example, ask them, “What would you do if you were attempting to rescue a victim and the victim became hysterical?”

YOUR THOUGHTS?



Section Three – CERT Unit 7 Summary

NOTES:

Remember!

- ♦ TEEN CERT member safety first!
- ♦ Size – Up overall situation!
- ♦ Emphasize the CERT goal is to *“Do The most good for the most people!”*



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Section Three – CERT Unit 8: Teach Back Presentation

NOTES:

Group 8 Presentation

Group Eight's Teach-Back Activity



Limit the presentation to 10 - 15 minutes



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Suggestions for a Successful Teach-Back Presentation:

- Present your material as if you were teaching to a class of adolescents.
- Choose a segment of your assigned CERT Unit (we do not expect you to teach the whole unit).
- Make sure you read the relevant part of your instructor's manual—you may adapt the material a bit in order to get it across to your adolescent learner, but don't stray too far.
- You *may* create your own power point slides but doing so is not always necessary—you may also use the power point slides provided with the CERT curriculum (on your CD) or you might just want to use the chalkboard, flip charts etc. that are available in the classroom.
- Don't rely on lecture only—involve your audience! Ask them questions, use appropriate learning activities (these will be explained in Section 2 of this program) or develop your own activities to get your participant involved.
- Make sure your program addresses each of the three learning styles. For example, if you are doing a demo, invite a few participant to help out with the demo.
- Every member of your group should have a short speaking role during your presentation.
- Please limit your presentation time to 10 - 15 minutes.



Section Three – CERT Unit 8: Terrorism

NOTES:

Unit 8 Terrorism

Students will:

Describe the Seven Signs of Terrorism

1. Surveillance
2. Elicitation
3. Testing Security Measures
4. Acquiring Supplies
5. Suspicious Activities or Persons
6. Trial or Dry Runs
7. Deploying Assets



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At the conclusion of this unit, participant will be able to describe the Eight Signs of Terrorism:

1. Surveillance.
2. Elicitation.
3. Testing Security Measures.
4. Acquiring Supplies.
5. Suspicious Activities or Persons.
6. Trial or Dry Runs.
7. Deploying Assets.



Section Three – CERT Unit 8 – 7 Signs Video

NOTES:

7 Signs of Terrorism Video



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The instructor will show the Eight Signs of Terrorism video to the class. The instructor will discuss the video with the class and stress cultural diversity. Terrorists do not always come from one country or one ethnic group.



Section Three – CERT Unit 8 Activities for the Classroom

NOTES:	<div data-bbox="579 363 1307 493"><h3>Unit 8</h3><h3>Additional Learning Activities</h3></div> <div data-bbox="552 558 1323 714"><ul style="list-style-type: none">♦ Group discussion regarding warning signs of man-made disasters in their school (e.g., Columbine)♦ Homework with purpose</div> <div data-bbox="500 949 584 1035"></div> <div data-bbox="1162 953 1409 1014"></div> <div data-bbox="1386 1033 1425 1052">242</div>
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Additional class group activities.

Each group will also develop a list of man-made disasters that could happen in their school and solutions for minimizing the effects. These activities provide the class homework with a clearly identifiable purpose.



Section Three – CERT Unit 8 Activities for the Classroom

NOTES:

Homework with Purpose

- ♦ Divide class into groups
- ♦ Groups will read Unit 8



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The instructor will divide the class into groups and have them read CERT Unit 8 for homework.



Section Three – CERT Unit 8 Activities for the Classroom

NOTES:

Homework with Purpose

Each group will be given a different assignment

- ♦ Group One: Bring back a list of terrorist goals
- ♦ Group Two: List terrorist weapons of choice
- ♦ Group Three: List environmental indicators of terrorism
- ♦ Group Four: Develop a list of shelter in place procedures



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Each group will be assigned a certain task to report on.

Group one will bring in a list of terrorist goals.

Group two will bring in a list of terrorist weapons of choice.

Group three will list environmental indicators of terrorism

Group four will list items need for sheltering in place.



Section Three – CERT Unit 8 Food for Thought

NOTES:

Unit 8 Food for Thought

- ♦ CERT interaction in a terrorist incident
- ♦ CERTs should take in the whole area during size up. If any of the indicators of a terrorist incident are present, do not proceed with the response.
- ♦ Caution class from stereotyping what a terrorist is
- ♦ Teach cultural diversity and tolerance



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FOOD FOR THOUGHT!

CERT interaction in a terrorist Incident.

CERT's should take in the whole area during size up. If any of the indicators of a terrorist incident are present, do not proceed with the response.

Caution participant from stereotyping what a terrorist is.

Teach cultural diversity and tolerance.



Section Three – CERT Unit 8 Food for Thought

NOTES:

Unit 8 Food for Thought

Continued

- ♦ Good opportunity to discuss snitching verses being proactive
- ♦ Deliver fact-based rather than fear-based material
- ♦ Keep in mind that your audience may be culturally diverse

Your Thoughts?



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Good opportunity to discuss “snitching” verses being proactive.

Deliver fact-based rather than fear-based material.

Keep in mind that your audience may be culturally diverse.

YOUR THOUGHTS?



Section Three – CERT Unit 8 Summary

NOTES:

Remember!

- ♦ TEEN CERT member safety first!
- ♦ Size – Up overall situation!
- ♦ Emphasize the CERT goal is to *“Do the most good for the most people!”*



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Section Three – CERT Unit 9: CERT Curriculum Review

NOTES:

Unit 9 Course Review

At the conclusion of this unit, students will:

- ♦ Review the key points of course from the following areas:
 - ♦ Disaster preparedness
 - ♦ Fire Safety
 - ♦ Disaster Medical Assistance – Part 1
 - ♦ Disaster Medical Assistance – Part 2
 - ♦ Light and Search Rescue
 - ♦ Disaster Psychology
 - ♦ Terrorism
- ♦ Use their skills and knowledge in a simulated disaster exercise



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Overall Goals

Upon Unit 9 Completion, participant will:

Review the key points of course from the following areas

Disaster Preparedness.

Fire Safety.

Disaster Medical Operations – Part 1.

Disaster Medical Operations – Part 2.

Light and Search Rescue.

CERT Organization.

Terrorism.

Disaster Psychology.

Use their skills and knowledge in a simulated disaster exercise.



Section Three – CERT Unit 9 Disaster Simulation

NOTES:

Disaster Simulation

- ♦ The disaster simulation requires you to set up four stations
- ♦ Participants must treat the exercise as if it were real and train as if lives were depending on it



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A good disaster simulation requires four stations to properly test the TRIBAL TEEN CERT team skills. Participants must be reminded to treat the exercise as if it were a real disaster. If victims are used, ask them to role play to add realism to the situation. The instructor should provide to the TRIBAL TEEN CERT members an escape word that will indicate to the instructor that the TRIBAL TEEN CERT member is becoming stressed or overwhelmed with the situation.



Section Three – CERT Unit 9 Disaster Simulation

NOTES:

Disaster Simulation

- ♦ The instructor will point out that mistakes made during training are lessons learned—lessons that may someday save lives and prevent injuries
- ♦ At the end of the simulation, the instructor will lead an interactive discussion about the lessons learned and the difficulties encountered during the exercise



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Mistakes made during the exercise should be pointed out as safety issues. Upon completion of the exercise, the instructor will lead the group in a discussion of lessons learned and difficulties encountered during the exercise. Make sure the discussion stays constructive and does not become full of criticism.

Again, a healer or medicine man may be asked for a blessing at the end of the exercise/discussion to help ease tensions regarding disaster exercises.



Section Three – CERT Unit 9 Station One

NOTES:	<div data-bbox="795 401 1104 457" data-label="Section-Header"><h3>Station One</h3></div> <div data-bbox="620 504 1203 543" data-label="Text"><p>Based on that scenario, the participants will:</p></div> <div data-bbox="654 590 1122 835" data-label="List-Group"><ul style="list-style-type: none">♦ Select a CERT Leader♦ Determine the resources needed♦ Determine the extent of damage♦ Establish team priorities♦ Determine the resources needed♦ Identify potential hazards</div> <div data-bbox="500 949 584 1037" data-label="Image"></div> <div data-bbox="1162 955 1408 1016" data-label="Image"></div> <div data-bbox="1386 1033 1427 1052" data-label="Text"><p>252</p></div>
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Setup for each station is as follows:

Station 1: Station 1 should include one round table with four chairs. Place one copy of the disaster scenario on the table at each chair.



Section Three – CERT Unit 9 Station Two

NOTES:

Station Two

The participants will be required to:

- ♦ Evaluate a fire situation
- ♦ Select the proper extinguisher
- ♦ Extinguish a fire

NOTE: Every student
will extinguish the fire



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Station 2: Set up Station 2 in the same way as for the fire-suppression exercise in Unit 2. Provide different types and sizes of fire extinguishers at the station so that the participants can select the appropriate extinguisher for the fire.



Section Three – CERT Unit 9 Station Three

NOTES:

Station Three

- Participants will be required to conduct triage and treat victims with the medical equipment available
- Identify several types of injuries that would commonly be incurred as a result of the disaster described in the simulation
- Select participants as victims and have them apply Moulage to indicate wounds



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Station 3: After applying moulage to simulate injuries that would be common for the disaster scenario, instructors at Station 3 should place themselves in sitting or lying positions around the station. It may not be desirable to have all instructors in clear view or easy reach of the participants.



Section Three – CERT Unit 9 Station Four

NOTES:

Station Four

CRIBBING:

Select several assistant instructors to serve as victims

- ♦ Use pieces of wood, furniture, or other items (to simulate debris) to “trap” the victims
- ♦ Provide additional materials that can be used in a leverage-and-cribbing operation, as well as blankets and other items that could be used if necessary to lift or otherwise move the victim from his or her place of entrapment



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Station 4: Using pieces of wood, furniture, or other items to simulate debris, cover each of the victims so that participants will need to use leverage-and-cribbing-to remove each victim.



Section Three – CERT Exercise: Information Check

NOTES:

Information Check

Regarding the Fire-suppression exercise, which of the following is incorrect?

- A. The exercise requires two instructors
- B. A propane gas source should be set up outside with at least 20 feet of open space upwind from the fire source
- C. Exercise participants may not wear shorts or open-toed shoes



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Section Three – CERT Exercise: Information Check

NOTES:

Information Check

Regarding the disaster exercise, which of the following is incorrect?

- A. First responders should not be notified in advance of the exercise
- B. Teamwork should be emphasized
- C. The lead instructor should have several assistant instructors available to serve as evaluators



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Section Three – CERT Exercise: Information Check

NOTES:

Information Check

In preparing to teach Unit 1: Emergency Preparedness, the instructor should:

- A. Ensure that an assistant instructor is available to assist with hands-on exercises
- B. Import power point slides (into main power point program) that depict the types of disasters likely to occur in the local area
- C. Ensure that participant has been advised to bring a blanket to class to use in one of the unit's exercises.



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Section Three – CERT Exercise: Information Check

NOTES:

Information Check

Disaster Medical Operations include four sub-functions.
These sub-functions are triage, treatment, transport, and _____.

- A. CERT Relief Area
- B. Decontamination Zone
- C. Sanitation Area
- D. Morgue



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Section Three – CERT Unit 9 Food for Thought

NOTES:

Unit 9: Food for Thought

- ♦ Make the simulation as real as possible
- ♦ Involve local professional responders
- ♦ Incorporate school disaster with local trainings

Your Thoughts?



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Instructors are reminded to make the disaster simulation as real as possible test your participant. They will respond appropriately with good instruction. Involve local professional responders in the simulation. They will be surprised at the level at which the team will respond



Section Three – CERT Unit 9 Summary

NOTES:

Remember!

- ♦ TEEN CERT member safety first!
- ♦ Size – Up overall situation!
- ♦ Emphasize the CERT goal is to *“Do the most good for the most people!”*



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Course Wrap Up

NOTES:

Wrap Up



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Course Wrap Up

NOTES:

Wrap Up (continued)

- ♦ Be prepared. Know your subject matter
- ♦ Be professional
- ♦ Be yourself!
- ♦ Be energetic
- ♦ Make activities and learning *FUN!*



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Remember: Be prepared and know your subject matter. Participant will know if you're not prepared. Be professional! You represent your agency, your organization. Be yourself! Don't fake it! Participant will see right through you. Be energetic! You may not always feel up to it but your enthusiasm can be contagious. Make all the classroom activities and learning fun experiences.



Course Wrap Up

NOTES:

Wrap Up continued

- ♦ Be honest and direct. If you don't know the answer to a question, let students know you will find out and tell them later
- ♦ Be clear. Make sure the material is easily grasped and understood
- ♦ Be a positive role model
- ♦ Keep and use your sense of humor



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Remember: be honest and direct. If you don't know the answer to a question, let the participant know you will find out and get back to them. Be clear, making sure the material is easily grasped, and go over items that are not clear. Be a positive role model. Keep your sense of humor; if you have kids, you understand.



CERT the Game

NOTES:

CERT the Game

As a final class activity, present the CERT Game to the class

- ♦ Divide the class into equal groups and appoint a leader
- ♦ Have the leader of each group pick the topic
- ♦ Each group answer must be phrased in the form of a question (like Jeopardy)
- ♦ Continue as long as groups stay interested



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TRIBAL TEEN CERT – We Thank You for Attending!



Natives have lived on these lands for many generations. If you listen to the stories of our elders, you will hear of the emergence of First Man, First Woman and of living in harmony with the animals. We cared for the land and the land provided for us.

Mother Earth shifted her weight and has always challenged her children to live upon her. She continues to bring drought, famine, floods, tornadoes, hurricanes, land slides, and forest fires. They are not new, but how we occupy ourselves on her great belly has changed.



Not so long ago, when our great grandfathers fought in the Indian wars, our people knew how to pack up, store food, prepare their families and animals and move quickly. Chemical weapons are not foreign to us as we also had poison-tipped arrows long before the chemical hazard and bio-hazard labels came into being. Preparedness should not be unfamiliar; we prepared ourselves for many of the challenges that today take the title of disaster, catastrophe, critical incidents, and tragedies.



If we didn't-we wouldn't be here. Surviving is in our blood. It's in our heritage.



Appendix A

Instructor Biographies



Gerald V. “Skip” Lawver
Associate Professor
School of Technology Studies
Eastern Michigan University

Gerald V. “Skip” Lawver is an Associate Professor in the School of Technology Studies at EMU. Professor Lawver had spent 18 years in law enforcement prior to his faculty appointment in 1987. Since that time he created the Center for Regional and National Security (CERNS) at EMU. He also manages the Center of Academic Excellence from the National Security Agency in Information Assurance. He currently directs the platform in CERNS focusing on Information Assurance, Cyber crime and Computer Forensics. He also directs the national initiative from Homeland Security on Teen - Community Emergency Response Training (Teen CERT). He has his Masters and Specialist Degree's in Educational Leadership from Eastern Michigan University. He also was recognized in 2005, at one of the top three trainers in the nation for Weapons of Mass Destruction and Bioterrorism from Louisianan State University

Professor Lawver developed and directed the Schools of Police/Fire Staff and Command, a 10 week, Management and Supervision program for senior police/fire administrators from around the state where they receive instruction in all facets of management and administration. He has conducted this highly successful program since 1985 - 2006. The Schools of Computer Forensics and Cyber Crime Investigation are currently training and educating investigators state wide and include local, state, and federal law enforcement officers. He also has authored the undergraduate and graduate curriculum in Information Assurance at Eastern Michigan University.

Professor Lawver currently is teaching graduate and undergraduate courses in Physical Security Requirements for Information Systems, Foreign and Domestic Terrorism, Incident Command, and other Emergency Management courses. He also provides instruction in Micro Computer Applications, Hazardous Material Handling, Arson Investigation, Emergency Preparedness Planning, and Intervention Strategies for School Violence.

Professor Lawver has numerous publications some of them being Terrorism in the United States, Is your Department Prepared, and a Recipe for Aircraft Hijacking. These articles have appeared in Periodicals and Journals for law enforcement and fire fighting.

Professor Lawver has instructed Incident Command, Unified Command, Terrorism, Terrorist Bombings, and Disaster Management and Recovery at a number of Schools, Businesses and Industrial Sites including Ford, General Motors, and Chrysler, UofM Hospital, and the Tunnel and Bridge authorities across Michigan, New York, and Texas as well as a number of law enforcement agencies including Detroit Metropolitan Airport. He is currently a certified instructor from the Federal Emergency Management Agency in many areas.



Professor Lawver was also instrumental in the development of the Teen CERT (Student Emergency Response Training for High School Students in Disaster Preparedness and Response).

Professor Lawver has been instrumental in bringing Law Enforcement Tactical Training, i.e. SWAT and Hostage Rescue to area and nationwide law enforcement agencies. Through unique training opportunities and state of the art instructors this program has added to the safety and security of citizens in terrorist attacks and special law enforcement operations.

Professor Lawver has been able to combine his years of Law Enforcement, and Security training, and applied that experience and knowledge to the Information Security arena. By looking at historical disaster information and hazardous materials incidents, along with terrorist activities he has been able to provide direct application to the security and safety of the information security field.

Professor Lawver is married and has 3 sons; he enjoys playing ice hockey, and outdoor activities including hunting and fishing. He has been a member of the Eastern Michigan University Community for the past 37 years.



Gary Zulinski

Teen CERT Project Coordinator
Eastern Michigan University

May of 2006 Gary was offered and accepted the position of Teen CERT Project Coordinator. Gary left as Program Director of Michigan Citizen Corps to oversee and coordinate the Teen CERT Train the Trainer program and help write the national curriculum for Teen CERT.

August of 2003, Gary was appointed to the newly created position of Program Coordinator of the Michigan Citizens Corps. As the Program Director Gary was responsible for implementing a state wide work plan. Working to establish and support local Citizens Corps Councils. Working to establish and support local Citizens Corps initiatives and programs. To establish and support a statewide training and technical assistance programs that support Citizen Corps programs including the Michigan Community Emergency Response Team program (CERT). Develop and maintain a statewide public relations and communication system to link and inform Michigan Citizen Corps Councils and their programs. Serve as staff to the Michigan Citizen Corps Council. Since December of 2003 Gary is also responsible for 1.5 million in no match funding which has been granted to 34 communities throughout Michigan for Citizen Corps and training of Michigan citizens in disaster preparedness. When Gary started there were only 13 councils, April 2006 Gary had help establish 66 county and local councils, 50 CERT teams, 11 Medical Reserve Corps Programs, and created a Citizen Corps program that had gained national recognition.

Gary retired from the Dearborn Heights Police Department in September of 2002. Gary had a twenty-seven year career with the police department and rose through the ranks to that of Uniform Captain and officer in charge of the Uniform Division. His duties were: To coordinate and oversee the operation and budgeting of the Uniform Division, which consisted of 100 sworn and non-sworn personnel. Was Incident Commander for the Emergency Response Team, and officer in charge of the Departments Honor Guard and 27 officer Reserve unit. Had developed and implemented policies and procedures for the efficient operation of the Uniform Division. Revised and updated the department rules and regulations. Participated in the implementation of a state of the art computer information system for the Department. Participated in the planning and design of a new 100,000 square foot police station. Gary was also coordinator of training for newly hired officers. Had been Lieutenant in charge of Community Services and Training, oversaw the DARE, Community Policing, Crime Prevention, School Resource and Gang Officer. Wrote grants to obtain School Resource Officer and created and maintained the department web site.

Gary is married, has five children and 5 grandchildren. Has been a resident of Dearborn Heights his entire life and has been active in several community projects including the building of a 100,00 square foot community Playscape.



Leanna Soltis
Assistant Principal
Milan High School

Leanna has been an educator for over 25 years and her passion and enthusiasm for her profession continues to bring her happiness and great satisfaction.

MHS is a school of choice high school that serves 845 ninth through twelfth grade students from the community of Milan and the surrounding area. Leanna also supervises Milan Alternative Education which is a one room school house of approximately 20 students who have chosen alternative education over the traditional high school.

Eastern Michigan University (EMU) is Leanna's alma mater where she earned her Bachelor of Science in the area of Education for the Emotionally Impaired and her Master of Arts Education for the Learning Disabled. She has also been trained in Incident Command and Unified Command at EMU under the instruction of Skip Lawver.

Teen CERT at Milan High School became a reality as a result of a joint effort between Skip Lawver-EMU, Gary Zulinski-Citizen Corp, and Leanna Soltis-MHS with full support from Ron Reed, Milan High School Principal, the Milan School Board and Milan Superintendent, Dennis McComb. Milan High School was the first high school in Michigan to offer Teen CERT.

It has been well received by the students and the community. MHS Teen CERT members are part of the school's emergency response plan. Teen CERT trained and CPR, AED and First Aid certified students participate in fire, tornado and evacuation drills.

Leanna and her husband Rick, are life long Milan residents. This small rural community provided a great environment to raise their two sons.



Brenda T. MacDonald, M.A.
Program Evaluation
Eastern Michigan University

B.A. University of Michigan; M.A. (Industrial/Organizational Psychology), University of Detroit-Mercy.

Ms. MacDonald is a retired Detroit police officer. During her tenure with the department, she was a patrol officer and undercover narcotics officer. She was promoted to investigator and was assigned to the DEA-Detroit Task Force and later to the Sixth Precinct Investigative Operations Unit. She served five years as a patrol supervisor and precinct-training sergeant and was then promoted to lieutenant. As a lieutenant, she was responsible for the department's in-service training program. Ms. MacDonald's service with the police department has resulted in a keen understanding of officer attitudes and the complexities of navigating within a large police agency.

Ms. MacDonald has extensive experience developing and delivering training programs to the law enforcement community (both line officers and supervisory personnel). She has developed four computer-based training programs for patrol officers, numerous courses for the Detroit Police Department and she teaches four courses in EMU's School of Police Staff and Command.

Ms. MacDonald is currently the program evaluator for the TEEN CERT project. In this capacity, she has developed the program evaluation instruments (e.g., pre-training survey, pre and posttests, and disaster exercise student feedback form). She will be responsible for analyzing data collected by TEEN CERT instructors for providing feedback to instructors, and for producing the project's final evaluation report for the Department of Homeland Security.

Ms. MacDonald is experienced in research design and methodology and has conducted a variety of research projects on subject's including police officer attitudes toward organizational justice; law enforcement selection practices; selection validation; and employee attitude surveys. She has directed the research projects of the students in Fire Staff and Command and Police Staff and Command.

Ms. MacDonald is highly skilled in the use of SPSS (statistical analysis software) and Macromedia Authorware (for producing computer-based training programs) as well as the Microsoft Office Suite.

Ms. MacDonald enjoys backpacking, scuba diving, and racquetball. She, her husband, and two dogs have developed a family emergency plan and have a well-stocked emergency kit (though the dogs did little to help with these preparations).



Appendix B

Class Handouts



Agreement and Parent/Family Informed Consent

Registration/Permission

Name: _____

Email: _____

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 Program. This program is a Teen Community Emergency Response Training Program designed to target the adolescent population.

1. This program consists of eight training modules that will be delivered to your son/daughter.
2. CERT will provide students with a knowledge based on an all hazard approach to mitigation, preparation, response, and recovery from a technical and natural disaster.
3. CERT will build decision-making and problem solving skills and strategies to help students make informed decisions regarding readiness, response & 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 participate in the classroom lessons. The responders range from Emergency Medical, Search and Rescue, Law Enforcement, Firefighting and Emergency Management Personnel.

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 _____ and other agency volunteers involved in this program harmless from all claims that might come from participation in this program.

We (Parents) understand that the youth will be asked to participate in a short, voluntary and confidential survey during the first week of the program and again near the last day of the



program. Answers will be private and the surveys will not record the youth's name or any other identifying information. These forms will be completed in private. The

purpose of these surveys is to evaluate the student's knowledge of disasters in a pre-post assessment of the program. This information is also needed to assure that programs such as this continue to be available in the community. Parents or guardians have a right to view the blank survey forms before signing their child's permission form. Youth who do not wish to answer any or all of the survey questions need only to leave blank any question(s) they do not wish to answer.

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

We understand that the school will provide professional staff members to supervise all program sessions, and that the parent or guardian may visit the program site during any program session as observed.

Publicity

Photographs, or video tape recordings of participants involved in the Teen CERT Program may be used by staff for publications or advertising materials. In addition, local news organizations may hear of our activities and we would like to extend our invitation to photograph or record our activities. This consent includes, but is not limited to: photographs, videotape, and audio recordings.

This training is purely voluntary and the student may at any time opt out of the training and return to normal classroom assignment with out any repercussions.

“This research has been reviewed and approved by the Eastern Michigan University Human Subject Research committee and if you have any questions regarding the approval process, please contact either Dr. Steven Pernecky or Dr. Patrick Melia at 734-487-0379.”

Signature of Parent/Guardian
Date _____

Signature of Student
Date _____



Summary of Program Evaluation Forms

NAME OF FORM	FORM NUMBER	RECIPIENT	PURPOSE	TIME FOR ADMINISTRATION
TEEN CERT Parent Survey	PRT-1-P	Parents	Assess parents' expectations of the program	Distribute at parents' night
TEEN CERT Pre-training Survey	PRT-2-S	Student	Assess students' beliefs and emergency skills	First day of class; take home assignment
TEEN CERT Pre-test	PRT-3-S	Student	Assess specific knowledge prior to training	First day of class, prior to start of training
TEEN CERT Parent Survey	POT-4-P	Parents	Determine if program met parents' expectations	After disaster exercise (or last class); students return survey before graduation
TEEN CERT Post Training Survey	POT-5-S	Students	Evaluate students' reaction to training; assess change in beliefs; assess program benefits to students	After disaster exercise (or last class); students return survey before graduation
TEEN CERT Post-test	POT-6-S	Students	Assess specific knowledge (learning) after training	On last day of class—before disaster exercise
TEEN CERT Disaster Exercise Evaluation	POT-7-S	Students	Evaluation of students' performance during disaster exercise	During disaster exercise (after filling out evaluation and debriefing students, copies should be given to each student)
Homeland Security Student Assessment of Course and Instructors	_____	Students	Evaluation of students' performance during disaster exercise	After disaster exercise (or last day of class); students return survey before graduation
TEEN CERT Instructor Evaluation	ADMIN-	Instructor	Evaluate instructors' classroom performance	



PRT-1-P

PLEASE DO NOT WRITE IN THIS AREA

SCHOOL CODE:

TEEN CERT Parent Survey

Dear parent or guardian:

Thank you for your interest in the TEEN CERT program! We are confident that the TEEN CERT program will provide your child with valuable life-skills and a strong sense of community. However, in presenting the TEEN CERT program we also want to ensure that we meet your expectations. The purpose of this survey is to determine how you hope the TEEN CERT program will benefit your child. It will only take a few minutes to fill out this survey and your responses are strictly confidential.

Please read each statement and give your opinion using the scale provided.

Section 1: Overall Expectations of the TEEN CERT Program

<i>I expect the TEEN CERT program will:</i>	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
...increase my child's ability to help <u>him or herself</u> in an emergency or disaster	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...increase my child's ability to help <u>others</u> in an emergency or disaster	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...increase my child's awareness of potential hazards in the home and community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...increase my child's overall confidence in him or herself	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...increase my child's sense of responsibility to our family	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...increase my child's confidence in his or her ability to give first aid.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...increase my child's sense of citizenship	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...increase my child's understanding of the roles fire, police, and EMS personnel play in our community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...increase my child's leadership skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...increase my child's interest in school activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...increase my child's ability to work as a member of a team	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...increase my child's level of safety consciousness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...increase my child's ability to <u>safely</u> extinguish small fires	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...decrease the likelihood that my child will engage in risky behaviors (e.g., use of illegal substances; careless driving)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Section 2: Specific Skills

In this section we are interested in knowing what specific skills you hope your child will develop during the TEEN CERT program. ***Please check all that apply.***

- | | |
|---|--|
| <input type="checkbox"/> Basic First Aid | <input type="checkbox"/> Recognition of Hazardous Conditions and Materials |
| <input type="checkbox"/> CPR | <input type="checkbox"/> Safe Utility Shut Off (in disaster situations) |
| <input type="checkbox"/> Use of an AED | <input type="checkbox"/> Light Search and Rescue |
| <input type="checkbox"/> Development of Family Emergency Plan | <input type="checkbox"/> Decision Making in Emergency Situations |
| <input type="checkbox"/> Development of Family Emergency Kit (e.g., emergency supplies) | <input type="checkbox"/> Teamwork |
| <input type="checkbox"/> Fire Prevention | <input type="checkbox"/> Other _____ |
| <input type="checkbox"/> Fire Suppression (including safety rules) | <input type="checkbox"/> Other _____ |

Section 3: Additional Comments

We welcome your comments! Please provide us with any additional comments you have regarding the TEEN CERT program.



Section 4: Background Information

My child is:

Age _____ Rather not say

Gender ____Male ____Female ____ Rather not say

Curriculum: ____College Prep ____ Vocational ____ Rather not say

Thank-you!

PRT-1-P
5-6-2006



PRT-2-S

PLEASE DO NOT WRITE IN THIS AREA

SCHOOL CODE:

TEEN CERT Pre-Training Survey

Purpose

In the TEEN CERT program we expect you will learn many new skills regarding emergency preparedness and responses to disasters. However, in order to evaluate the effectiveness of the training program and improve the program for future students, we need to learn a little bit about you and we need to determine what you know prior to receiving the training. Please fill out this survey by following the instructions below.

In filling out this survey, please understand, the information you provide is strictly confidential AND there are no right or wrong answers. We do NOT expect you to be knowledgeable or skilled in all (or even any) of these areas.

Section 1: Your Beliefs

In this section we are interested in knowing how you would describe yourself—right now—as it pertains to emergency situations.

Please read each statement and give your opinion using the scale provided.

		Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
1.	I stay calm in emergencies.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.	In emergencies my friends depend on me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.	I am confident in my abilities to handle nearly any type of emergency.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.	In an emergency I would most likely be the leader rather than the follower.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.	I think of myself as a level-headed person.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6.	It is hard for me to make decisions when I am under pressure.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7.	I am a very safety-conscious person.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8.	I enjoy helping others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9.	It would be hard for me to react quickly in a crisis situation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10.	I would not know what to do in a disaster situation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Section 2: Your Knowledge and Skills

In this section we are interested in knowing what your current knowledge and skill levels are regarding emergency preparedness and emergency response. Please fill out this section by following the directions given below.

We strongly recommend that you have a parent or guardian help you fill out this section of the survey.

STEP 1---Rate your ability or experience for each of the skills listed using the following scale:

1. No experience
2. Limited experience
3. Moderate experience (may need some assistance or direction)
4. Extensive experience (can perform the skill with no direction or assistance)

STEP 2---Once your ratings are completed for each of the skills listed, then briefly describe both your experience and how you acquired the skill in the space provided in the *STEP 2* section below. Complete this section only for the skills rated as a 3 or 4. and place the skill code number in the space provided. We do not expect you to complete all of the boxes provided (i.e., there are more boxes than needed).

Skill Rating	Skill Code	Skill Area Description
_____	01	<i>Understanding of the Public Safety System</i> —An understanding of the roles police, fire, and EMS workers play in the community; knowledge of who to call for help in an emergency (e.g., 911) and what information should be provided (e.g., address, nature of the emergency).
_____	02	<i>Severe Weather Warnings</i> —An awareness of public safety warnings regarding potential severe weather and knowledge about what to do for safety under severe weather warnings (e.g., when to take shelter).
_____	03	<i>First Aid</i> ---Ability to perform basic first aid procedures including stopping bleeding, identifying type of injury (e.g., cut, broken bone), using the appropriate treatment (e.g., splinting a broken bone) <i>A person who has a 3 or 4 rating usually has had formal first aid training and/or certification.</i>
_____	04	<i>Home Emergency Preparedness</i> ---Knowledge of the types and quantities of supplies that should be included in a home emergency kit. Also knowledge of how to develop a home emergency plan (e.g., safe exit from the home). <i>A person who has a 3 or 4 rating usually has assembled and maintained a home emergency kit and regularly practices their home emergency plan.</i>
_____	05	<i>Utility Shutoff</i> ---The ability to located and shut off utilities (gas, water, electrical) in the event of an emergency. <i>A person who has a 3 or 4 rating can go directly to each of the utilities and demonstrate</i>



		<i>how each utility is turned off.</i>
_____	06	Fire Prevention ---Ability to recognize various fire hazards in the home and community (e.g., flammable chemicals, frayed electric cords). Knowledge of what to do in the event of a fire (e.g., Stop-Drop-Roll, safe exit) <i>A person who has a 3 or 4 rating has usually attended a fire safety class and has conducted a home fire safety survey/analysis.</i>
_____	07	Extinguishing Fires ---Ability to size up a fire and determine if it is safe to attempt to put it out. Understanding of fire suppression safety rules. Ability to operate a fire extinguisher. <i>A person who has a 3 or 4 rating has been trained on the use of a fire extinguisher and/or has put out a small fire.</i>
_____	08	Light Search and Rescue —The ability to size up a situation and determine if it is safe to attempt search and rescue; the ability to conduct a systematic search for victims and document their location; and, an understanding of various techniques for moving victims to safety. <i>A person who has a 3 or 4 rating has usually received formal training in light search and rescue operations. For example, the person may have taken a Red Cross course or a course through Girl Scouts or Boy Scouts.</i>
_____	09	Emergency Decision Making —The ability to quickly assess a situation and make sound decisions under emergency conditions. <i>A person who has a 3 or 4 rating has usually received formal training in emergency response (e.g., a lifeguard course, a first aid course; a wilderness survival course) and through this training, has practiced making decisions in emergencies (through drills, scenarios, case studies)</i>

Now that you have completed the ratings for each of the skills listed, please briefly describe both your experiences and how you acquired the skill in the space provided in the section below. Once again, complete this section only for the skills rated as a 3 or 4. and place the skill code number in the space provided. ***We do not expect you to complete all of the boxes provided (there are more boxes than needed).***



EXAMPLE #1

Code # 01	Description of skill and how you obtained the skill
<i>In girl scouts I went to a fire department open house and we learned what firefighters do. Later, a police officer came in and talked to us about safety. My parents also taught me how to call 911 and told me what I should say—things like where I was at and what was wrong.</i>	

YOUR RATINGS

Code #	Description of skill and how you obtained the skill

Code #	Description of skill and how you obtained the skill



Code #	Description of skill and how you obtained the skill

Code #	Description of skill and how you obtained the skill

Code #	Description of skill and how you obtained the skill



Section 3: Background Information

Please tell us a little about yourself:

Age _____ Rather not say

Gender ____Male ____Female ____ Rather not say

Curriculum: _____College Prep _____ Vocational _____ Rather not say

Thank you!



PRT-3-S

PLEASE DO NOT WRITE IN THIS AREA

SCHOOL CODE:

Teen CERT 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 mark your answers on the answer sheet provided.

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 Teen 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 working your way to the base of the fire.
 - d. None of the above are correct.
7. Teen CERTs should only attempt to suppress fires that are smaller than the size of:
 - a. Wood shed.
 - b. Couch or sofa.
 - c. Waste paper can.
 - d. Notebook.
8. When fire is suspected, Teen 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 victim appears to be unconscious, the first thing a CERT member should do is:
 - a. Elevate the victim's feet above heart level.
 - b. At arm's length, shake the victim and shout, "Can you hear me?"
 - c. Check for a pulse.
 - d. Roll the victim on his or her side.
11. Teen 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, victims' conditions are evaluated and the victims are prioritized into three categories. These categories are:
 - a. "Immediate," "Delayed," and "Dead."
 - b. "Critical," "Serious," and "Minor."
 - c. "Life-threatening," "Potentially life-threatening" and "Non-life-threatening."
 - d. "Unconscious," "Semi-conscious," and "Conscious."
13. Water can be purified by boiling for one 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. Teen CERT members should wear fresh, 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 victims 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 amount of people in the shortest amount of time.
 - b. Rescue the most severely injured victims first.
 - c. Rescue those who are trapped deepest first.
 - d. Rescue children and the elderly first.



18. “Cribbing” refers to a technique used to:
- Keep disaster victims in a single location so that they can receive medical treatment.
 - Decrease the amount of time it takes to locate trapped victims.
 - Stabilize a heavy object that must be raised in order to extract a trapped victim.
 - 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) Teen 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 victims.
 - CERT members must never enter a building that is moderately or heavily damaged.
 - When entering a building to search for victims, 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 victims may be trapped.
 - A loss of communication with a trapped victim.
 - A loss of communication between rescuers.
 - An order to stop searching because conditions have become too dangerous.
21. In a disaster situation, the CERT team 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. Teen CERT personnel should always be assigned to work in teams of:
- 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.
 - Teen CERTs are not part of the ICS.
 - Teen 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. Teen 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 Teen CERTs 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. Teen CERTS can limit their exposure to the harmful effects of terrorist weapons by:
- Evacuating at least 500-1000 feet away, uphill and upwind.
 - Evacuating at least 500-1000 feet away, downhill and downwind.
 - Evacuating at least 1000-1500 feet away, uphill and upwind.
 - Evacuating at least 1000-1500 feet away, downhill and downwind.



30. Basic decontamination procedures include:

- a. Leaving the contaminated area.
- b. Removing everything (e.g., clothing, jewelry)
- c. Showering with cool water.
- d. All of the above.



POT-4-P

PLEASE DO NOT WRITE IN THIS AREA

SCHOOL CODE:

TEEN CERT Parent Survey

Dear parent or guardian:

Thank-you for allowing your child to participate in the TEEN CERT training program. We hope the training has benefited your child and that it has met your expectations. Please take a few minutes to fill out this survey and let us know your thoughts regarding the program. Your responses are strictly confidential.

Please read each statement and give your opinion using the scale provided.

Section 1: Benefits from the TEEN CERT Program

I believe The TEEN CERT program has:

	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
...enhanced my child's ability to help <u>him or herself</u> in an emergency or disaster	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...enhanced my child's ability to help <u>others</u> in an emergency or disaster	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...enhanced my child's awareness of potential hazards in the home and community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...enhanced my child's overall confidence in him or herself	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...enhanced my child's sense of responsibility to our family	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...enhanced my child's confidence in his or her ability to give first aid.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...enhanced my child's sense of citizenship	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...enhanced my child's understanding of the roles fire, police, and EMS personnel play in our community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...enhanced my child's leadership skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...enhanced my child's interest in school activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...enhanced my child's ability to work as a member of a team	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...enhanced my child's level of safety consciousness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...enhanced my child's ability to <u>safely</u> extinguish small fires	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...decreased the likelihood that my child will engage in risky behaviors (e.g., use of illegal substances; careless driving)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Section 2: Specific Skills

In this section we are interested in knowing what specific skills your child developed during the TEEN CERT program. ***Please check all that apply.***

- | | |
|---|--|
| <input type="checkbox"/> Basic First Aid | <input type="checkbox"/> Recognition of Hazardous Conditions and Materials |
| <input type="checkbox"/> CPR | <input type="checkbox"/> Safe Utility Shut Off (in disaster situations) |
| <input type="checkbox"/> Use of an AED | <input type="checkbox"/> Light Search and Rescue |
| <input type="checkbox"/> Development of Family Emergency Plan | <input type="checkbox"/> Decision Making in Emergency Situations |
| <input type="checkbox"/> Development of Family Emergency Kit (e.g., emergency supplies) | <input type="checkbox"/> Teamwork |
| <input type="checkbox"/> Fire Prevention | <input type="checkbox"/> Other _____ |
| <input type="checkbox"/> Fire Suppression (including safety rules) | <input type="checkbox"/> Other _____ |

Section 3: Additional Comments

We welcome your comments! Please provide us with any additional comments you have regarding the TEEN CERT program.

Section 4: Background Information



My child is:

Age _____ Rather not say

Gender ____Male ____Female ____ Rather not say

Curriculum: _____College Prep _____ Vocational _____ Rather not say

Thank-you!

POT-4-P



POT-5-S

**PLEASE DO NOT WRITE IN THIS AREA
SCHOOL CODE:**

TEEN CERT POST-TRAINING SURVEY

We are sincerely interested in continuously improving the TEEN CERT Program. Your input is *invaluable*. Thank you for providing us with this important information.

Section 1: Overall Impression of the TEEN CERT Course

In this section we are interested in your overall impression of the TEEN CERT course.

Please read each statement and give your opinion using the scale provided.

		Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
1.	I enjoyed the TEEN CERT program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.	The classroom lecture, discussions, and demonstrations held my attention.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.	The disaster exercise really helped me put what I learned in the course into practice.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.	I learned many things during the training that I will be able to use throughout my life.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5..	I would recommend the TEEN CERT course to my friends.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6.	I plan to continue to participate in CERT activities in my community or college after I graduate from high school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7.	Overall, the TEEN CERT course was a valuable experience for me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please use the space below to provide us with any additional comments you may have regarding the TEEN CERT program.



Section 2: Your Beliefs

In this section we are interested in knowing how you would describe yourself—right now—as it pertains to emergency situations.

<i>Please read each statement and give your opinion using the scale provided.</i>		Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
1.	I stay calm in emergencies.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.	In emergencies my friends depend on me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.	I am confident in my abilities to handle nearly any type of emergency.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.	In an emergency I would most likely be the leader rather than the follower.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.	I think of myself as a level-headed person.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6.	It is hard for me to make decisions when I am under pressure.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7.	I am a very safety-conscious person.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8.	I enjoy helping others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9.	It would be hard for me to react quickly in a crisis situation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10.	I would not know what to do in a disaster situation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Section 3: Student Benefits of the TEEN CERT Program

In this section we are interested in knowing how you benefited from the TEEN CERT program.

<i>The TEEN CERT program gave me...</i>	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
...greater confidence in my ability to help <u>myself</u> in an emergency or disaster	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...greater confidence in my ability to help <u>others</u> in an emergency or disaster	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...an increased awareness of potential hazards in my home and community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...an increased confidence in my ability to give first aid.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...an increased confidence in my ability to put out a small fire	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...the ability to develop a family emergency plan and emergency supply kit	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...more confidence in my every day life	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...an increased respect for emergency workers (e.g., police, fire, EMS)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...a greater sense of responsibility to my school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...a greater sense of responsibility to my community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



lease use the space below to tell us more about how you benefited from the TEEN CERT program.

Section 4: Background Information

Please tell us a little about yourself:

Age _____ Rather not say

Gender ____Male ____Female ____ Rather not say

Curriculum: _____ College Prep _____ Vocational _____ Rather not say

Thank you!

POT-5-S
5-6-2006



POT-6-S

PLEASE DO NOT WRITE IN THIS AREA

SCHOOL CODE:

Teen CERT 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 mark your answers on the answer sheet provided.

31. A family disaster supply kit should contain:
- One gallon of water per day, per person.
 - One quart of water per day, per person.
 - Two gallons of water per day, per person.
 - None of the above.
32. Regarding disaster situations, which of the following is not true?
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 - Disasters cannot be foreseen.
 - Disasters may overwhelm emergency response personnel workers' capabilities.
33. Following a disaster, which of the following activities might Teen CERT members be involved with?
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39. The three life-threatening conditions that must receive top priority are obstructed airway, excessive bleeding, and _____.
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40. If a victim appears to be unconscious, the first thing a CERT member should do is:
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- An area where victims may be trapped.
 - A loss of communication with a trapped victim.
 - A loss of communication between rescuers.
 - An order to stop searching because conditions have become too dangerous.
51. In a disaster situation, the CERT team leader (also known as the Incident Commander) is:
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 - The oldest team member.
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 - 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.
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 - 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.”
56. Research shows that survivors go through four distinct emotional phases following a disaster. During the impact phase, survivors:
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 - Placing plastic sheeting around all doors and windows.
 - Sealing all areas where air can come through (e.g., under doors).
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58. If Teen CERTs suspect a terrorist incident, they should:
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 - Stay in the area and use a cell phone (if available) to notify authorities.
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 - Evacuating at least 500-1000 feet away, downhill and downwind.
 - Evacuating at least 1000-1500 feet away, uphill and upwind.
 - Evacuating at least 1000-1500 feet away, downhill and downwind.



60. Basic decontamination procedures include:

- a. Leaving the contaminated area.
- b. Removing everything (e.g., clothing, jewelry)
- c. Showering with cool water.
- d. All of the above.

POT-6-S
6-5-06



POT-7-S

TEEN CERT DISASTER FEEDBACK AND DEBRIEFING

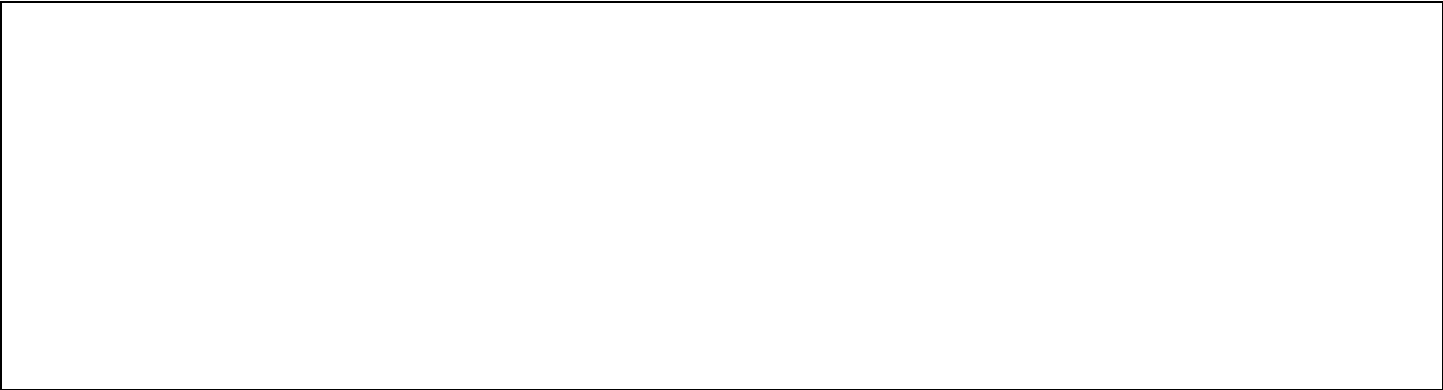
Evaluator: _____ **Date:** _____ **School Code:** _____

Students _____

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



	used correct techniques for leveraging, cribbing and victim removal				
Applicable to this Exercise	Dimension	Marginal	Acceptable	Outstanding	Comments
_____	<i>Other:</i> _____				
_____	<i>Other:</i> _____				
_____	<i>Other:</i> _____				
_____	<i>Other:</i> _____				
_____	<i>Other:</i> _____				
OVERALL COMMENTS					



6-7-06

POT-7-S



ADMIN-1



TEEN CERT INSTRUCTOR EVALUATION

Instructor		Date	
Evaluator		School Code	

Dimension	Marginal		Acceptable	Outstanding
Knowledge of Course Content	Gives incorrect information; has difficulty answering questions; does not appear to know material			Gives correct information; answers questions easily and correctly; appears confident
	1	2	3	4 5
Verbal Communication	Uses inappropriate slang; speaks in tone which is difficult to understand (e.g., to low); uses language that is inappropriate for adolescent audience			Speaks clearly and in a tone which is easy to understand; adjusts language to adolescent audience;
	1	2	3	4 5
Use of Learning Aids, Equipment, and Demonstrations	Does not use (or has limited use of) learning aids (e.g., visuals; videos); demonstrations, when used tend to top; tumbles with equipment			Uses a variety of learning aids (e.g., visuals, video); demonstrations are well thought out and come off efficiently; uses equipment smoothly
	1	2	3	4 5
Rapport with Students	Cold, unfriendly, or distant demeanor; does not treat all students fairly (has obvious favorites, picks on others); has difficulty maintaining classroom discipline; doesn't encourage participation; overall negative rapport with students;			Friendly, helpful demeanor; treats all students fairly; maintains classroom discipline without being harsh; encourages participation; overall positive rapport with students
	1	2	3	4 5
Time Management	Spends too much time in one area, not enough in another; fails to cover all material; generally appears to be unprepared and frazzled; is late for class			Balances amount of time spent on each topic; covers all material; appears well prepared; is prompt for class
	1	2	3	4 5
Professional Demeanor	Unkempt appearance; makes improper jokes; makes negative comments about the students; public safety; government; school; acts as though teaching is a chore			Neat appearance; does not make inappropriate jokes or comments; is enthusiastic about teaching role
	1	2	3	4 5
COMMENTS				TOTAL RATING <div style="border: 1px solid black; width: 100px; height: 40px; margin: 0 auto;"></div>

6-7-06



	Department of Homeland Security Office of Grants and Training Student Assessment of Course and Instructors (Level 1 Evaluation)	<ul style="list-style-type: none">Use a No. 2 pencil or black pen onlyMake solid marks that fill the circle completelyDo not fold, tear or mutilate this formThe ONLY correct mark... 
---	--	--

Training Provider: _____	
Course Number: _____	Course Title: _____
Class Start Date: _____	Class End Date: _____

Please use the scales provided to indicate your level of agreement with each statement.
Provide any further explanation of your ratings in the General Comments section on the back of this form.

	Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree	Not Applicable
Course Evaluation						
1. The course content supported the learning objectives.	5	4	3	2	1	0
2. The course materials and learning aids effectively conveyed the course content.	5	4	3	2	1	0
3. The time allocated to accomplish the course objectives was appropriate. (If too long or too short, please explain in Question 26 on back of form.)	5	4	3	2	1	0
4. The course contained useful activities to practice and reinforce the learning objectives.	5	4	3	2	1	0
Instructor Evaluation						
5. The instructor(s) were prepared for the class.	5	4	3	2	1	0
6. The instructor(s) demonstrated thorough knowledge of the course content.	5	4	3	2	1	0
7. The instructor(s) were able to answer questions clearly and understandably.	5	4	3	2	1	0
8. The instructor(s) conducted the training in a skilled and competent manner.	5	4	3	2	1	0
9. The instructor(s) encouraged student participation.	5	4	3	2	1	0
10. The instructor(s) made the course objectives and expectations clear to the students.	5	4	3	2	1	0
11. The instructor(s) used instructional time effectively.	5	4	3	2	1	0
12. The instructor(s) covered all of the course learning objectives.	5	4	3	2	1	0
13. The instructor(s) used multiple learning strategies and techniques.	5	4	3	2	1	0
Course Benefit						
14. The course was relevant to the knowledge and skills I need to accomplish the job for which I am receiving this training.	5	4	3	2	1	0
15. The practical exercises enhanced learning of course content. (Respond only if course included practical exercises.)	5	4	3	2	1	0
16. The course content was appropriate for someone in my professional field.	5	4	3	2	1	0
17. The course content was appropriate for someone with my level of experience.	5	4	3	2	1	0
Overall Ratings						
18. Overall, the course content met my needs and expectations.	5	4	3	2	1	0
19. Overall, the instructors' performance met my needs and expectations.	5	4	3	2	1	0
20. Overall, the course increased my knowledge, skills and abilities relevant to the course topics.	5	4	3	2	1	0
21. I would recommend this course to my peers.	5	4	3	2	1	0
Knowledge/Skills/Abilities (KSAs) Level in Subject Matter						
22. BEFORE the course, I would rate my knowledge, skills and abilities as:	5	4	3	2	1	0
23. AFTER the course, I would rate my knowledge, skills and abilities as:	5	4	3	2	1	0

Please continue your evaluation on the back. Thank you.

DHS/G&T/TED Marsh, 2006



General Comments

24. Which part(s) of the course was (were) MOST valuable to you? Please explain why.

25. Which part(s) of the course was (were) LEAST valuable? Please explain why.

26. Please provide any other comments or suggestions you have for improving this course.

27. What other training is most important to you now that you have completed this course?

Thank you for your participation. Your feedback is important to us!



Teach Back Activity

The purpose of this activity is to give all train-the-trainer participants an opportunity to practice speaking in front of a group. The activity is also intended to give participants practice developing a lesson plan and inserting learning activities appropriate for a teen audience into their programs. Last, we hope that by watching other groups present, you will get ideas that you can use when you start your own TEEN CERT programs.

Suggestions for a Successful Teach-Back Presentation:

- Present your material as if you were teaching to a class of adolescents
- Choose a segment of your assigned CERT Unit (we do not expect you to teach the whole unit)
- Make sure you read the relevant part of your instructor's manual—you may adapt the material a bit in order to get it across to your adolescent learner, but don't stray too far
- You *may* create your own power point slides but doing so is not always necessary—you may also use the power point slides provided with the CERT curriculum (on your CD) or you might just want to use the chalkboard, flip charts etc. that are available in the classroom
- Don't rely on lecture only—involve your audience! Ask them questions, use appropriate learning activities (these will be explained in Section 2 of this program) or develop your own activities to get your students involved
- Make sure your program 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 group should have a short speaking role during your presentation
- Please limit your presentation time to 15 minutes



Group Inquiry Initiating a TEEN CERT Program

We have just concluded our presentation regarding initiating a TEEN CERT program, but perhaps you still have questions, or would like more information.

Your job now is to form into your groups and, as a group, discuss what was covered in our presentation and develop two questions you would like to pose to us regarding initiating a TEEN CERT program.

When we reconvene as a class, each group will pose their questions to the instructors.

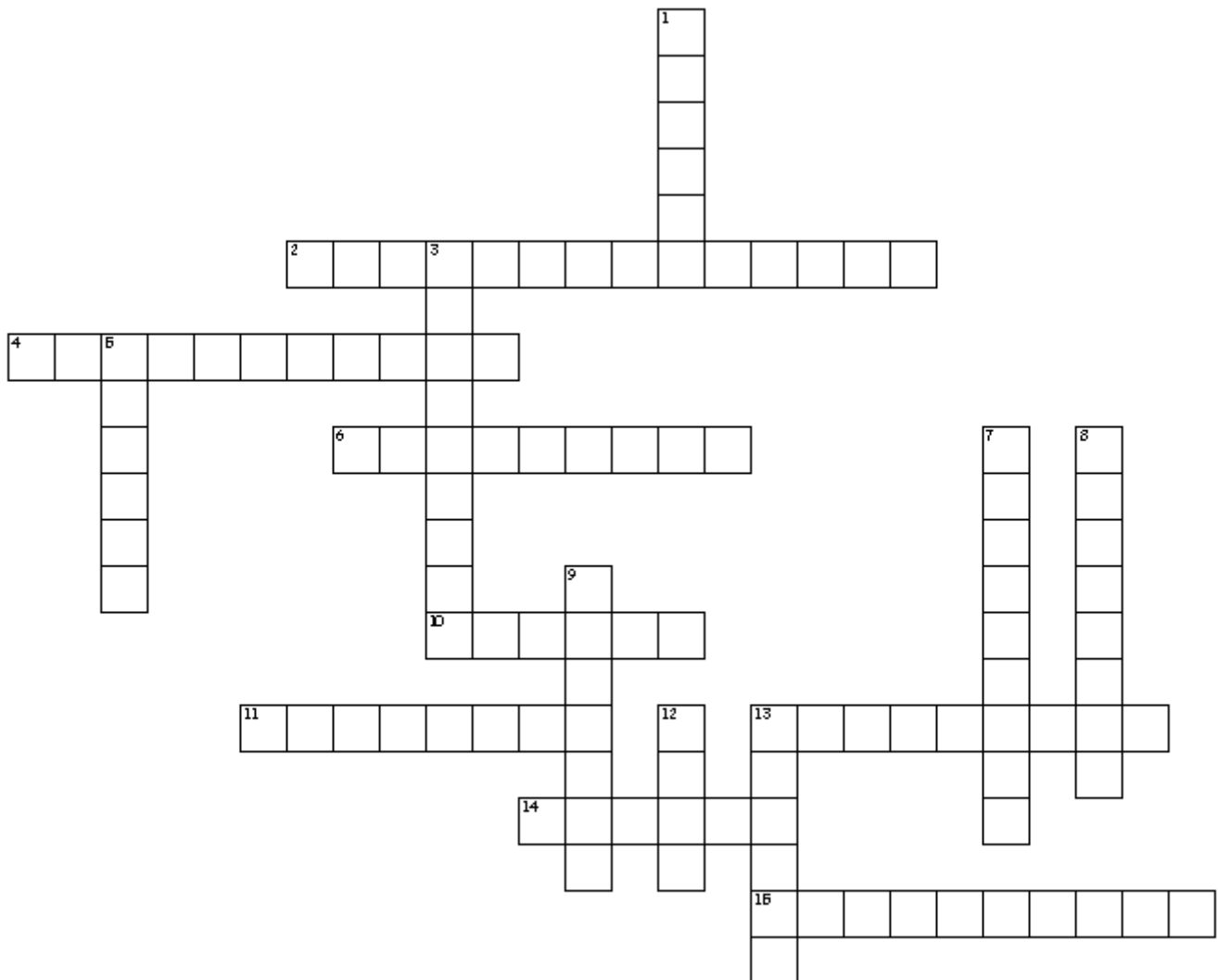
Time for exercise: 10 minutes

Question 1:

Question 2:



TEEN CERT MEDICAL OPERATIONS



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 victims 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

Created by [Puzzlemaker](#) at [DiscoverySchool.com](#)



ANSWERS

Across

2. Direct pressure
4. Hypothermia
6. Treatment
10. Splint
11. Brachial
13. Backboard
14. TRIAGE
15. Closed head

Down

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